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Bridging the Gap: Increasing Low Student Reading Achievement in a High Poverty School

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WESTERN UNIVERSITY

Bridging the Gap: Increasing Low Student Reading Achievement in a High Poverty

School

by

AN ORGANIZATIONAL IMPROVEMENT PLAN

SUBMITTED TO THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES

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DEGREE OF DOCTOR OF EDUCATION

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LOW READING ACHIEVEMENT IN A HIGH POVERTY SCHOOL

Abstract

This Organizational Improvement Plan (OIP) aims to improve the low student reading achievement at an inner-city elementary community school in Saskatchewan, as set out by the provincial Education Sector Strategic Plan (ESSP). It is framed around a Problem of Practice (PoP), that is based on concerns relating to the difficulties associated with increasing student reading achievement in a high poverty school. With a central vision to develop a desired state of improving student reading achievement, this OIP is viewed through the lens of critical pedagogy. The use of transformational leadership in partnership with a liberal ideology and a critical approach has been developed for this OIP and is supported through Cawsey et al.'s (2016) Change Path Model as a change management approach. Possible solutions are discussed that include increased assessment intervals, increased teacher self-efficacy, and the implementation of a new professional development program. Employing a triangulated approach to implementation will serve both students and staff more effectively. With a long overdue need of addressing this reading shortfall, schools must begin to achieve the ambitious goal set out by the province.

Key words: Transformational Leadership, Critical Pedagogy, reading, teacher leadership, teacher learning, self-efficacy, Change Path Model, Plan-Do-Study-Act Cycle, Liberal ideology

Executive Summary

The purpose of this OIP is to analyze an inner-city elementary community school in the province of Saskatchewan. It is presented through three chapters that provide a plan of change for the identified problem of practice.

Chapter 1 lays out the organizational history of both the community and organization and introduces the problem of practice. The provincial Education Sector Strategic Plan (ESSP) outlines a goal of 80% of students reading at grade level by June 2020. X Community School's (XCS) student reading achievement scores were in line with division-wide reading scores in that on average, more than 30% of primary students are not reading at or above grade level. These results suggest that there is much work to do to meet the 2020 ESSP goal. The problem of practice in this OIP asks, "How can XCS lead new teachers to improve student-reading achievement as per the Saskatchewan provincial reading goal by June 2020?" The Readiness for Change Questionnaire (Cawsey et al., 2016) was utilized to determine the readiness for change at XCS. Results uncovered that XCS was indeed ready for change and ready to engage in a change plan.

Chapter 2 examines the planning and development stages of the OIP. Transformational leadership is the identified approach that drives this OIP and is interwoven throughout the planning and implementation phases. Supporting this, a critical pedagogical lens and a liberal ideology serve as foundational approaches. Cawsey et al.'s (2016) Change Path Model is used as a change management approach, and Nadler and Tushman's (1980) Congruence Model is used to diagnose the organizational problem. Key elements of the implementation plan are identified and include encouraging open and on-going communication, collaboration, and targeted professional development,

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while utilizing SMART goal setting to support the change process. Monitoring and evaluating change are identified as a need to ensure that progress is made. The Plan-Do-Study-Act (PDSA) cycle is used to explore change and to allow stakeholders to have the chance to engage and reflect on the change process. The PDSA cycle supports transformational leadership, as well as Cawsey et al.'s (2016) Change Path Model through collaboration and inspiration.

Three solutions are chosen to be used in a three-pronged approach to increase student reading achievement at XCS. The first solution is to increase reading assessment intervals to provide teachers with effective and continuous feedback concerning student reading needs. This solution allows for the assessment of students three times per year instead of the current once annually. The second solution is to address teacher self-efficacy through in-school professional development opportunities. Teacher self-efficacy is tied to the expectation that one can affect the progress of student learning in a positive manner (Zinke, 2013). At XCS increased teacher self-efficacy will ensure staff have a strong self-belief that they can influence an improvement in student reading achievement through a collective manner and can enhance the overall school learning environment. The third solution is the implementation of a new professional development program known internationally as The Collaborative Language and Literacy Instruction Project (CLLIP). The CLLIP provides a model of professional development that is designed to help teachers incorporate research-based practices of literacy instruction, support mastery, and sustained use of these practices through coaching, and serve as a foundation for whole-school reform (Porche et al., 2012).

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Chapter 3 outlines a clear plan for implementing, evaluating and communicating change at XCS. With established short, medium and long-term goals, monitoring the change process and communicating change will occur. The Plan, Do, Study, Act (PDSA) Model is also used to ensure effective change management is had. SMART goal setting (Doran, 1981) communicates how the desired outcome of this OIP is specific, measurable, attainable, realistic, and time bound. Strategic and intentional communication with all stakeholders regarding the proposed changes is essential in this OIP. A communication plan was established that provides a way of communicating change that is respectful to all those involved. Collaboration, feedback and reflection are important components of this communication plan and are consistent with a PDSA model and Cawsey et al.'s (2016) Change Path Model. The importance of open and on-going communication will be emphasized. Not only is communication key in this OIP, but a critical component in building trust to ensure successful organizational change (Richter et al., 2011). Ensuring that all those involved are given the opportunity to receive and share information is of utmost importance, and key in establishing trust and support.

Through the implementation of this change plan, addressing the need for improving reading achievement at XCS can be attained. Open and on-going communication is essential throughout the implementation of the identified three-pronged solution to ensure overall effectiveness is achieved. Increased assessment intervals, implementation of a new professional development program and increased teacher self-efficacy will allow for staff at XCS to respond to the current gap in student reading. Next steps and future considerations provide opportunity to increase parent engagement in student learning.

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Acronyms

CAT (Canadian Achievement Test)

CLLIP (Collaborative Language and Literacy Instruction Project)

EAL (English as an Additional Language)

ESSP (Education Sector Strategic Plan)

F & P (Fountas and Pinnell)

PAQS (Phonemic Awareness Quick Screener)

PDSA (Plan, Do, Study, Act)

PESTE (Political, Economic, Social, Technological, and Environmental Factors)

PSS (Public Schools of Saskatchewan)

SCC (School Community Council)

XCS (X Community School)

XPSD (X Public School Division)

Chapter 1: Introduction and Problem

Introduction & Organizational Context

The focus of this Organizational Improvement Plan (OIP) is a public elementary community school that will be referred to as X Community School (XCS). XCS is in X Public School Division (XPSD) and provides English education to Pre-kindergarten to grade 8 students. The student population at XCS is very diverse, comprised largely of self-identified Indigenous and Metis students, and English as Additional Language learners. XCS is considered a small school based upon its student population and has a relatively small-sized staff. Also present at XCS is an active School Community Council (SCC) that works together with administration to provide advice for educational planning and decision-making at the school level.

In 1980, schools in three core neighbourhoods of Saskatchewan began to be designated as “Community Schools” by the Department of Education to address the issues of urban Aboriginal poverty (Saskatchewan Learning, 2004). As a community school, a budget is provided to such school divisions to hire Community School Coordinators, Teacher Associates, as well as establishing a nutrition program, after school and evening programming, support for the parent councils and a discretionary fund for extra costs related to community education programming (Saskatchewan Learning, 2004). XCS is a designated community school based on the school community’s socio-economic status, and client needs (Saskatchewan Learning, 2004). As a community school, XCS strives to provide students with a learning environment and educational program that is culturally affirming and respects and reflects student histories, experiences, and educational needs (Saskatchewan Learning, 2004). XCS also

provides innovation, care, and effective responses to the diverse learning needs of its students based upon the principles of community education. Building strong relationships with families, community members and organizations, is at the heart of XCS. XCS recognizes that children come to school as whole beings and is aware of the reciprocity between difficulties they experience at home or in school and how they impact on the well-being and success of children and youth (Saskatchewan Learning, 2004).

The community of X would be considered one of low socio-economic status with roughly 21% of the population earning an annual salary under \$15,000 (City of X, 2016). Parent secondary education in X community is low, with half of the population holding a high school diploma or less (City of X, 2016). Parent involvement in and out of the classroom is inconsistent as research suggests that parental involvement is an important strategy for the advancement of the quality of education and development of a child (Driessen et al., 2005). XCS strives to bring the school, the home, and the community together to ensure that each student will receive the best learning experiences possible (XPSD, 2019). Effective and ongoing communication between students, families, and the school, allow for open communication and ownership of learning for parents. As a result, it is hoped that XCS will provide effective quality daily education to all students to prepare them for their future educational journeys. This is supported by the school's vision, mission, values, purpose and goals.

Vision, Mission, Values, Purpose & Goals. XCS's mission is "Working together to make a difference." This reminds staff and students that everyone is seen as valuable when working to educate a child and is shared with the school community through morning announcements, school assemblies, and monthly school newsletters. The

school's vision is that all students can achieve great things given the right tools and supports, and school personnel are encouraged to work together to create optimal conditions for students to succeed (XCS, 2019). XCS's goals are to ensure that all students will be engaged in their learning so that they graduate as competent, active participants in lifelong learning and as responsible, caring, culturally responsive citizens in the community, nation, and world (XCS, 2019). The values of XCS align with those of the XPSD in that every student is known, valued, and believed in (XPSD, 2019). The purpose of XCS is to create learning experiences that inspire all students to reach their full potential (XCS, 2019). These goals, values, vision and mission provide purpose for the great work being done at XCS.

XCS is also supported by Public Schools of Saskatchewan's (PSS) promise to form citizens who share and drive Canada's openness, diversity and values (PSS, 2019). PSS promotes three characteristics of public education: a mandate, inclusiveness, and governance. A mandate of PSS is to open all provincial public schools to every child, despite where they may live, race, religion, economic circumstance, political outlook, intellect and physical ability (PSS, 2019). Inclusiveness of PSS ensures that all children are educated together with mutual respect. This inclusiveness is evident at XCS and can be seen through many facets such as: developing a welcoming school community that promotes respect, trust and friendship, modeling and encouraging positive interactions, valuing individual student diversity, fostering positive self-esteem and belonging, collaboration for problem solving, differentiated instruction, and the creation of an environment that is emotionally safe with visible cultural representation (Saskatchewan Ministry of Education, 2017). Finally, governance ensures that everyone is entitled to

public education. Like the two characteristics prior, this reflects the inclusion found in the classrooms at XCS (PSS, 2019).

Current Organizational State & Leadership Approach.

The leadership approaches at XCS have changed numerous times over the past decade. This has resulted in inconsistency in both administrative leadership and school-wide initiatives and has caused difficulty to implement and sustain a successful change movement. The current administrative team at XCS consists of the principal, vice-principal and school superintendent. This administrative team meets on a regular basis to discuss and introduce various initiatives, which are then presented to the school staff. Delivery from administration to staff is conducted in a respectful manner, usually at weekly staff meetings or email updates, and in return most XCS staff members are open to new ideas and collaboration. The current leadership approaches of the XCS administrative team would be considered distributive in nature as the administration team works collaboratively with staff to ensure that the needs of all students are met (Keppell, 2011). This is evident through daily interactions between staff and students, conversations heard when walking the halls, and at school community events.

Distributive leadership focuses on collaboration, shared purpose, responsibility and recognition of leadership irrespective of role or position within an organization (Keppell, 2011). Distributive leadership can be seen through various relationships between administration and staff members. The principal, vice-principal and the junior and senior resource teachers work together to establish supports for students such as educational assistant deployment. School resource teachers are also given the task of creating schedules for educational assistants and ensuring student needs are met. This

work is evidence of distributed leadership at XCS as a social distribution of leadership stretches over the work of numerous individuals and the task is achieved through the interaction of many leaders (Spillane et al. 2001). Through this delegation of leadership tasks, the current administration shows evidence of distributive leadership.

Education Sector Strategic Plan. The Saskatchewan Ministry of Education released its Education Sector Strategic Plan (ESSP) in 2014 to provide strategic, innovative and collaborative leadership to reading in the province (Saskatchewan Ministry of Education, 2019). This plan emphasizes high achievement, wellbeing, and improved reading skills for all students. The ESSP also states that by June 30, 2020, 80% of students will be at or above grade level in reading (Saskatchewan Ministry of Education, 2019). To address this plan, various recommendations have been identified at the provincial, division and school levels.

At the provincial level, The Saskatchewan Ministry of Education suggests seven strategic areas of focus to help improve reading and meet the ESSP goal: curriculum, instruction, assessment, experience, professional learning, strong relationships, and alignment (Saskatchewan Ministry of Education, 2019). Provincial curricula should be relevant and engaging, instruction must be differentiated and of high quality, and assessment needs to be appropriate and authentic. Educational experiences must include First Nations, Metis and Inuit content, perspectives, language, and ways of knowing, while professional learning is targeted and relevant. Strong relationships must also be built between students, family, and the school community, while alignment is had between human, physical and fiscal resources (Saskatchewan Ministry of Education, 2019). At the division level, XPSD aims to continue to support and strengthen the

implementation of: The 5 Pillars of Reading Instruction, all teachers' ability to assess reading techniques accurately and respond with evidence-based instructional approaches, and to continue to support the development of administrators and teacher leaders who can provide colleagues in each school with examples of effective instruction (XPSD, 2019). The division suggests that XPSD teachers will implement research-supported expected practices for reading, school-based administrators and teacher leaders will use a coaching model to support teachers to understand and implement expected practices, and Superintendents of Education will work closely with school administrative teams to ensure the implementation of expected instructional practices in reading (XPSD, 2019). At the school level, XCS strives to maintain assessment records, identify the needs of specific students based on assessment, review class data with administrators, and describe needs of specific students and what is being done to address those needs. Through a strong leadership position and lens statement this OIP strives to meet this ESSP.

Leadership Position & Lens Statement

As a change agent within my organization, my role as an elementary school teacher, and an active participant and leader of various in-school and division wide leadership teams, my work as a teacher-leader is strongly correlated with the PoP of low student reading achievement at XCS. My role as a teacher-leader is one that is informal and voluntary. Through membership of these leadership groups I can collaborate, share and reflect on my learning with fellow colleagues, teachers, support staff, parents and students throughout the change process.

My personal educational beliefs center around the idea of educating the whole child, and that all students can learn given the right opportunities and supports. When a

child enters school, they need to feel safe, as a child who feels safe is more likely to feel connected and is more likely to stay in school (ASCD, 2012). It is important that a child must also have all of their basic needs met including food, shelter, medical care, safety, family and friends, if they are expected to perform at optimal levels (Lund, 2010). At XCS meeting student needs is critical in educating the whole child. Utilizing a liberal ideology, a transformational leadership approach, and a critical pedagogical lens, I intend to meet student needs while also addressing the identified PoP.

Liberal Ideology. As a teacher-leader and life-long learner I view the world through a liberal lens. I identify most with a liberal approach to leadership with an emphasis on individual choice and freedom (Moravcsik, 2010). A liberal ideology emphasizes a balance of power through a distribution of decision-making as all members must be involved in the change process to ensure all student needs are met (Moravcsik, 2010). This supports the way in which I see my PoP, as improving student reading achievement will require the involvement of all XCS members. It is critical that everyone involved in the change process at XCS understands that change will only occur successfully when student needs are met (Moravcsik, 2010). My role as a teacher-leader both in and out of the classroom is to provide teachers with all the tools needed to successfully address the PoP. It will be essential that I not only lead my fellow teaching staff, but also act as an advocate for them when it comes to the change process. A liberal ideology also allows me to provide staff with learning opportunities to meet their diverse needs, while at the same time giving students an opportunity to learn in a way that is best suited for their individual academic needs. Through open communication, on-going collaboration, feedback and reflection, I will be able to transfer my learning and expertise

to both my students and staff in hopes of improving reading achievement at XCS. A transformational approach to leadership and a critical pedagogy will also aid this process.

Transformational Leadership. Transformational leadership, first coined by James MacGregor Burns (2010), causes change in individuals and social systems, and ideally, creates valuable and positive change in followers, with a hope of transforming them into leaders (p. 1). From a theoretical perspective, my leadership approach reflects many elements of a transformational approach. First, I acknowledge that followers must be valued and given personal attention and respect. Transformational leadership encourages the working together of leaders and followers to create a support for improvement of a common goal, in this case improving student reading achievement. Northouse (2016) states, “Transformational leadership is concerned with the process of how certain leaders are able to inspire other leaders to accomplish great things” (p. 190). Through inspiration and collaboration, I aim to promote a transformational approach. Second, as a teacher-leader I hope to instill motivation and increase staff morale. Transformational leadership can be defined as an approach that causes change in individuals and social systems with an end goal of developing followers into leaders and increasing the motivation, morale and performance of all those involved (Northouse, 2016). Third, positive relationship building is an essential building block of any change movement. Relationships between administration and staff members can greatly affect the success of change implementation, and transformational leadership enacted by school principals can improve the overall school environment as well as teacher staff relations (Sun & Leithwood, 2012). Promoting healthy relationships between staff will be

important during this change process, and I believe that transformational leadership will be an important tool to support this process.

Transformational leadership will also be critical in addressing the need to change teaching practices at XCS in order to improve reading results and address the PoP. By enhancing motivation, morale and performance of followers, transformational leadership connects identity and self to an organizations mission and goals (Burns, 2010). Staff will be encouraged and motivated throughout the change process to ensure one's own health and well-being is nurtured. Transformational leadership will provide XCS with intellectual stimulation by challenging their own thought and teaching processes to find the best instructional practices to increase student reading achievement. Individualized consideration will allow myself to attend to staff needs through a mentorship or coaching model. I will be responsive to the needs and concerns of each teacher and provide empathetic support that is individualized to each situation. Providing individualized support will also allow me to see the individual strengths and talents that each teacher brings. To aid in this, a critical pedagogical lens will be employed.

Critical Pedagogical Lens. Critical pedagogy, coined by Paulo Freire (1970), aims to transform relations of power that are oppressive and may lead to the oppression of people. Critical pedagogy criticizes schooling in capitalist societies to raise awareness of concerns and discrimination of peoples (Aliakbari et al., 2013). Vandrick (1994) claims that the major goal of critical pedagogy is to emancipate and educate all peoples regardless of their gender, class, race, etc. With a large portion of the student population at XCS comprised of self-identified Indigenous and Metis students, division and school wide reading data show how this population routinely scores lower on reading

achievement tests than non-Indigenous and Metis students. In 2018-19, only 48.7% of Indigenous, Metis and Inuit grade three students were reading at or above grade level, compared to 75.2% of non-Indigenous, Inuit and Metis grade three students reading at or above grade level. The achievement level of First Nation, Inuit and Métis students has been an area of focus in assessment and instructional planning at XCS and in XPSD. Professional learning has been designed to address the learning of Indigenous, Inuit and Métis students. Kanpol (1998) believes that every citizen deserves an education involving the understanding of the school structure. Like that of a transformational approach, critical pedagogy aims to have transformational effects on its learners by changing their viewpoints that they are used to and opening their eyes to problems in education (Kincheloe, 2012). Reflection also plays a key role in a critical approach as being able to reflect upon the past, present and future states of one's learning can lead to transformation (Aliakbari et al., 2013). Using a critical pedagogical lens will enhance both staff and student morale, while working towards a common goal of increased student reading achievement.

A critical pedagogical approach attempts to address issues experienced by those who are oppressed (Freire, 1970). At XCS, many students come from families experiencing issues derived from low socioeconomics. With the primary concern of critical pedagogy addressing social injustice and how to transform inequitable and oppressive social relation, I feel as though this lens would be beneficial to both students and staff at XCS. Flowerdew and Miller (1998) state how, "Critical pedagogy is an approach to teaching and curriculum that seeks to understand the historical and sociopolitical context of schooling and to develop pedagogical practices that not only

change the nature of schooling, but also the wider society” (p. 219). The use of a critical pedagogical lens will consider how education can provide staff and students the tools to strengthen reading achievement at XCS.

The creation of this OIP is intended to be used as the driving mechanism to assist me as a teacher-leader in helping to influence change in my organization with the goal of improving reading achievement. In a study conducted by Alger (2008) a research question set out to answer, “What are the leadership practices of teacher leaders, as perceived by the teacher leaders and their principals?” Of all five teacher-leaders studied, all identified as using a transformational leadership approach to change, based upon the want to bring about organizational innovation and change within their organizations (Alger, 2008). Similarly, I find connection to this desire, and through a transformational leadership approach, a critical pedagogical lens, and a liberal ideology, I hope to inspire, motivate and engage all those involved in the change process while working toward a common goal of improving low student reading achievement at XCS.

Leadership Problem of Practice

In 2014, XPSD set out to achieve the Saskatchewan provincial goal that 80% of all students in all grades will be at or above grade level in reading by June 2020 (XPSD, 2019). Division reading scores indicated a significant deficiency in student reading achievement and in 2015 an increased focus on both reading fluency and comprehension took place. An initial increase in student achievement was noted up until 2018 where scores then began to decline. Currently, XCS’s reading scores are well below the division average, despite a continued focus on reading achievement and instruction. With division-wide reading scores showing that 67% of grade one students reading at grade

level, 71% of grade two students reading at grade level, and 78% of grade three students reading at grade level (Literacy for Life, 2017), the gap in student reading is evident.

XCS staff, administration, and board members have agreed that all students must be able to comprehend and perform well in reading for future success. Through various sources of data such as XPSD created phonological awareness quick screener (PAQS), the Fountas and Pinnell Common Reading Benchmark System (F & P), the Canadian Achievement Test (CAT), and a multitude of observations and conversations with colleagues, the evidence of low student reading achievement at XCS is vivid. Teacher practices in teaching reading are not resulting in an increase in student achievement in reading, and a new form of leadership is required to make this a reality. Therefore, the PoP in this OIP asks how can XCS lead teachers to improve student-reading achievement as per the Saskatchewan provincial reading goal by June 2020?

Framing the Problem of Practice

Historical Overview of the Problem of Practice. Improving and providing quality literacy instruction is a key component of both XCS as well as Saskatchewan's Ministry of Education's ESSP. The ESSP emphasizes the importance of ensuring students are ready for learning in the primary grades and aims to increase the number of students reading at grade level (Saskatchewan Ministry of Education, 2017). In 2017, XPSD's reading scores showed that 67% of grade one students were reading at grade level, 71% of grade two students were reading at grade level, and 78% of grade three students were reading at grade level (Literacy for Life, 2017). Subsequently, XCS's reading results showed similar results. These statistics exhibit a large portion of primary-grade students not meeting school, division and provincial reading standards.

In response to the ESSP, XPSD released the strategic plan Literacy for Life, in a hope to enhance teacher instruction and student-reading achievement (XPSD, 2019). The goal of Literacy for Life is to have all students achieve at or above grade level in reading, writing, and mathematics (XPSD, 2019). The Literacy for Life initiative has a strong focus on student achievement and engagement, intensive professional development, student learning and assessment, and on-going measurement. XPSD is dedicated and committed to making the division the premier public education system in Canada by supporting XCS as it carries out its journey to achieve its mission, shared values and goals, while also meeting the goals of the ESSP.

XCS strives to support the Division's strategic plan of ensuring all students will be engaged in their learning process, while addressing the provincial ESSP of improving reading achievement. Student engagement is vital to academic achievement, and engaged students are found to be both attentive and participatory in classroom discussion (Reyes et al., 2012). Furthermore, engaged students exert more effort in classroom activities, and exhibit a higher interest and motivation to learn (Reyes et al., 2012). This directly correlates with the identified PoP as it is hoped that while improving low student reading achievement, students will also become engaged in their learning. To achieve competence in literacy, students must be motivated to engage with literacy tasks and to improve their proficiency as readers and writers. Increased competence inspires continued motivation to engage, and this cycle supports improved student achievement (Irvin et al., 2007). The role of school leaders is to ensure that this cycle of engagement and instruction is provided by all teachers to all students (Irvin et al., 2007). The Division's emphasis on student engagement reflects XCS's goal that by June 2020, 80%

of all students in all grades will be at or above grade level in reading (XCS Strategic Plan, 2018). Current key frameworks have been implemented to address this goal.

Key Frameworks

Leadership for Learning Framework. In 2011, XPSD adopted and adapted Philip Hallinger's (2011) Leadership for Learning Framework. This framework has allowed the school to create "a learning community that is caring, committed to celebrating diversity, and respected for its focus on learning" (XCS, 2019). Leadership for learning describes approaches that school leaders can use to achieve important school outcomes, while keeping a focus on student learning (Hallinger, 2011) At XCS, this framework encompasses a wide range of leadership sources, rather than a sole focus on the principal, as in instructional leader. The objectives of the framework aim to support leadership, to outline and implement high and achievable expectations of leadership, and to support teachers to improve identified learning outcomes. Student achievement and learning are at the heart of the model as XCS teachers are frequently reminded to be responsive to all students' needs.

The Leadership for Learning Framework is comprised of four dimensions: values leadership, leadership focus, context for leadership, and sources of leadership (Hallinger, 2011). At XCS leadership focus impacts student learning through the school's vision, goals, academics and the instructional and support staff, with leadership commonly seen as a driver for organizational performance. The school context plays an important factor in understanding both leadership and student learning results. With an identified need for improvement within the school, a lack of demonstrated success and quite possibly a lack of student confidence, the current style of leadership may not be the best fit for change to

occur to meet the PoP. Alternatively, what may be lacking is the influence of teacher leadership at XCS. Currently this framework has not yet met students' needs and as a teacher leader, I will aim to address this.

Saskatchewan Reads. In 2015, The Ministry of Saskatchewan Education released the document Saskatchewan Reads that was created from a need to improve student-reading achievement in the province. The intent of Saskatchewan Reads is to provide a framework for school divisions to build their own reading initiative that meets the needs of their unique student populations (Saskatchewan Reads, 2014). Saskatchewan Reads is a companion document to the English Language Arts Grades 1, 2, and 3 curricula and was created based on sound research, specifically in reading, focusing on instructional approaches, assessment and intervention (Saskatchewan Reads, 2014). This document is intended to develop increased reading capacity in schools by providing practical supports to both teachers and their students.

Saskatchewan Reads emphasizes how teachers are essential in a student's success in learning to read. At XCS, teachers must continue to engage students while promoting an interest and love for reading. Ongoing formative assessment is a tenet used in this framework to guide instruction, and authentic reading time with quality materials is essential. At XCS formative ongoing assessment has been a focus of many to ensure such quality instruction is occurring. Responsive instruction allows for an awareness of the development level of each student. Through this, XCS teachers can influence and guide decisions about classroom reading instruction. Another important tenet of Saskatchewan Reads is its focus on being culturally and linguistically responsive to the needs of students by including Inuit, Metis, and First Nations content, perspectives, values and

lessons. XCS is a highly diverse school with much of its student population comprised of self-identified First Nations and Metis students. By being culturally and linguistically responsive to all students needs through the incorporation of culturally responsive content, teachers can continue to enhance XCS students' learning experiences and literacy development.

Contextual Factors

Cawsey et al. (2016), suggests that when examining and determining importance in a change initiative that change leaders should consider political, economic, social, technological, and environmental factors through a PESTE assessment. For the purpose of this OIP and the examination of low student reading achievement, economic and social factors will be examined.

Economic. With the budgets being distributed to the division from the province, then from the division to each school, the school principal usually determines how most school-based funds are spent. The school division has made it quite clear that with continuous cuts to education, the provincial government does not allow for the maintenance of current staffing and programs (Global News, 2019). A funding shortfall for the 2019-20 school year has occurred even though the government provided a funding increase of \$3.5 million for the 2019-20 school year. This increase does not address enrolment growth, maintain current staffing and program levels, and provide additional support for student needs (Global News, 2019). Inadequate funding affects student achievement directly as funds to support quality instructional professional development opportunities are needed.

Social. Socio-economic status (SES) is defined as a measure of one's combined

economic and social status and is positively associated with better health and is the most universal determinant of health status in populations (Yengo-Kahn, 2014, Faught et al., 2017). It has been well established that socioeconomically disadvantaged students and schools do less well on standardized measures of academic achievement compared to more advantaged peers and schools (Perry & McConney, 2010). As of 2017, there is a total population of 2040 people living in the focus community of this OIP. Of these 2040, 1120 individuals have a high school diploma or less, and roughly 40% of the working population earn under \$15,000 per year (City of X, 2016). With rising costs of living, financial hardships exist especially for many XCS families. When finances become tight, other areas of daily life begin to feel the pressure, including education. It is evident that socioeconomic status influences student achievement at XCS, but to what extent depends on a multitude of factors. Sirin (2005) suggests that a parents' location in the socioeconomic structure has a strong impact on students reading achievement. Family socioeconomics impact student academic performance by being able to directly provide resources at home, and indirectly providing the social capital that is needed to succeed in school. Family socioeconomics has been found to also influence the kind of school and classroom environment to which a student has access to and influences the quality of the relationship between school personnel and parents (Sirin, 2005). This connection between low socioeconomic status and low reading results is evident at XCS as low socio-economic status is directly correlated to low student achievement, which in turn results in an achievement gap in reading (Allington, 2006).

Internal Data Analysis. XPSD requires all schools to develop and implement individual school plans and to report the results of these plans to all its members. School

plans are updated annually to reflect components such as: The Education Sector Strategic Plan (ESSP), Board direction and school initiatives, and local input. Plans address areas for XCS improvement identified from the previous year's results and are a summary of the results, progress, and accomplishments achieved (XPSD, 2019). The school administration team is responsible for leading the development, implementation, and measurement of the school's strategic plan which is to reflect: The Provincial Education Sector Strategic Plan; The division's strategic education plan; and school and community goals and priorities. At XCS, the school plan addresses the goals that by June 2020, 80% of students will be at grade level or above in reading, and that all students will receive effective supports that respond to their needs and ensure their growth toward their learning outcomes (XCS, 2019).

External Data Analysis. In Canada, the number of students with low reading skills continues to rise. PISA (Programme for International Student Assessment) reading results show that in 2000, the first year of testing, the number of students with low-level reading skills was 27.6 per cent. This rose to 27.9 per cent in 2003, to 28.9 per cent in 2006, and to 30.5 per cent in 2009 (PISA, 2019). Results from the *Youth in Transition Survey*, by Statistics Canada, show a strong association between reading proficiency and education attainment: students scoring below level 2 at age 15 face a much higher risk of dropping out of high school and not continuing to university (PISA, 2019). In 2003, 23,000 Canadians participated in a survey conducted by International Adult Literacy and Skills. It was concluded that roughly 58% of Canadians between the ages of 16 to 65 have "basic" reading skills (Statistics Canada, 2007). These "basic" reading skills are considered skills that are "just enough" to get through daily tasks. Furthermore, prose

literacy survey results showed that 40% of the overall Canadian population cannot read well enough to be successful in everyday activities (Statistics Canada, 2007).

Guiding Questions Emerging from the Problem of Practice

Guiding questions that present possible contributions to the lack of student reading achievement at XCS become evident when examining the PoP. Some of these relate to the students, while others stem from the overall staff and school dynamics. The lines of inquiry that have a potential effect on my PoP of low student reading achievement include: What impact would intentional professional development for teachers in current practices in teaching reading strategies have on student achievement in reading? How can teacher leadership improve chronic school absenteeism? Which students are not succeeding and why? How does a strong connection between home and school affect student reading achievement? What supports are needed to support change? Does teacher self-efficacy influence student reading achievement? Professional development and teacher self-efficacy will be examined in more detail in a hope to address such questions.

Professional Development. Ongoing access to quality and effective professional development opportunities can be an effective tool to increase the quality of instruction and knowledge of classroom teachers (Mizell, 2011). Studies have shown that teachers who received more than fourteen hours of professional development on a specific topic resulted in a positive and significant effect on student achievement (Duncan et al., 2003). Currently in XPSD, professional development opportunities outside of the school building are offered in a limited capacity due to recent budget cuts. Rather than having PD during the day, the division is now offering professional development after school

hours as well as on the weekend. This is a growing concern to many teachers given the importance for professional development to enhance both teacher instruction as well as student achievement. In-school professional development opportunities still occur during weekly staff meetings but are more limited in topics due to expertise of staff and administration that conduct it. The question that arises out of this discussion asks how does professional development of staff affect reading instruction and student reading achievement?

Teacher Self-Efficacy. Teacher self-efficacy continues to be an area of concern when it comes to its effects on student achievement. DeWitt (2017) defines teacher self-efficacy as the perceptions held by teachers in a school that they can collectively make an educational difference in their students over and above that of their homes and community (p. 13). Shifts in pedagogy require time and ongoing support in the form of authentic and collaborative professional learning opportunities that are supported, and classroom embedded. Phillips (2015) suggests that there is an indirect but powerful relationship between increasing teacher efficacy and increasing student achievement. Teacher efficacy, mediated by contextual factors, impact what teachers learn from PD, and how they learn (Bruce et al., 2010). Research supports the idea that increasing teacher self-efficacy in schools makes a small but important contribution to overall student achievement (Ross & Gray, 2006). At XCS, teacher self-efficacy is a growing concern as teachers may soon begin to find themselves doubting their ability to execute behaviours needed to produce student achievement results. With the potential lack in confidence, the question arises of how does teacher self-efficacy affect student reading achievement at XCS?

Challenges Emerging from the PoP

Low student achievement in reading is a growing concern at both XCS and in XPSD. Despite many interventions put in place there has been little gain. By examining guiding questions that have emerged from my PoP a challenge is evident that may inhibit successful change to occur.

Change Fatigue. Change fatigue can be defined as a perception that too much change is taking place, and negative outcomes are heightened when this rate of change is perceived as too frequent (Bernerth et al., 2011). When teachers become exhausted, their exhaustion can turn into negative implications for the organizational change movement. This then has the potential to cause heightened turnover rates and failure of change in teacher practices. Throughout the past decade there have been various initiatives implemented by XPSD in a hope to increase student reading achievement, but none that have resulted in great student reading achievement gains. Change fatigue has been linked to resistance, and uncertainty, and can result in challenges within the change process (McMillan & Perron, 2013).

Leadership-Focused Vision for Change

In order to examine a leadership-focused vision for change, it is important to first describe the existing gap between the current and desired future state of XCS.

Gap Analysis. The current gap between the present and the envisioned future state of the organization is evident, as many students at XCS are not reading at or above grade level, as per the provincial ESSP goal. Subsequent to this gap, there are other areas of concern that present themselves during this analysis. As mentioned, there is a growing gap in student attendance with a large portion of the student population being chronically

absent. This has the potential to directly affect engagement and achievement. Teacher self-efficacy is another concern as conversation and observation has led to a visible identification of this deficiency. Thirdly, the changing leadership landscape in the school over the past decade has also contributed to the current gaps evident at XCS. Kearney et al., (2012) reiterate how consistency in school leadership directly affects student achievement. Schools that experience a rapid turnover of principals report a lack of commitment to the organization, a lack of shared purpose, and an inability to attain meaningful change (Fink & Brayman, 2006). This inconsistency at XCS has had direct effects on the success and implementation of school initiatives.

To address such shortfalls, a gap analysis must be performed. This will determine the differences between current knowledge and practice, current evidence-based practices, and what is and should be occurring at the school level. Nadler & Tushman's (1980) Congruence Model will be used to do this. Nadler & Tushman's (1980) Congruence Model is a gap analysis tool used to diagnose how well various elements within an organization coexist and work together. This model addresses the ways in which an organizations performance is influenced by examining four factors: tasks, people, structures and culture. When there is congruence between these four components, organizational performance is enhanced (Nadler & Tushman, 1980). At XCS, school and division data results have identified existing gaps in reading. To address these gaps, a future state of the organization must first be identified.

Future State

The future state of XCS will include instructional supports for teachers regarding the implementation of Language-Arts reading instruction as well as a new teacher-

leadership framework to support teachers. Teachers will have the opportunity to ask and seek out answers to any questions they may have as well as request instructional supports for literacy instruction. Staff will also be welcomed to join a support team comprised of staff members to ensure on-going and effective communication is had, and everyone's voice is heard. Professional development opportunities will be provided to staff that will enhance their understanding and implementation of the change initiative to meet the goal of the organization that 80% of all students will be reading at or above grade level by June 2020 (XCS, 2018). These professional development opportunities will be guided by identified priorities for change.

Priorities for Change

Three different priorities for change can be identified in this OIP: teacher learning and professional development, school leadership, and assessment. All three of these priorities work toward a common goal of increasing student reading achievement at XCS. With each of these priorities holding equal importance, school leadership tends to be a dominating force when looking at priorities for change. With a hope to increase overall school reading achievement, leadership must be examined. More specifically, teacher leadership must be enhanced to promote collaboration and to improve overall effectiveness of instruction (Stronge et al., 2008). Critical pedagogy is known to demand a balance between the participant and the observer, and this relationship can have a profound impact on success (Dell'Angelo, 2012). Therefore, it is important that through collaboration, staff at XCS work together to approach change effectively and efficiently while keeping the best interests of the students in mind.

An important stakeholder in this OIP is the students at XCS, and ultimately the main priority for this change. With a change of instructional strategies as well as various lessons being implemented, students may feel various feelings such as anxiety because of the change occurring. Yengo-Kahn (2017) recommends that change agents consider five factors when implementing change to students. These factors include communicating the rationale behind the change, acknowledging that students may exhibit anxiety, adjust extracurricular leadership roles, manage “the bulge” of learners in the environment, and foster ongoing collaboration of students and administrators (Yengo-Kahn, 2017). Students are an important stakeholder within the implementation of this change process and should be considered throughout the whole change process. Change drivers are also important factors to consider in the construction of this OIP.

Change Drivers

External. The largest driver of change in this OIP is the Educational Sector Strategic Plan goal to improve reading by June of 2020. This plan provides a tight deadline for a large increase in student reading achievement to occur. To help reach this goal, parents and guardians will be viewed as valuable change drivers, as research has proven the importance of literacy development at home, and not only at school (Baker et al., 2014). This importance of a strong home and school relationship was also emphasized in the Saskatchewan Reads Framework discussed prior. To establish a strong connection with a child’s home requires positive relationships to be built. To establish positive relationships with students and families it is important to remember that communication is key. Having open and ongoing communication with all parents and guardians about their child’s learning through email, text, phone calls, or conversations in person will be

an effective tool to build trust and positive relationships at XCS. Parent involvement can be an effective tool to support a strong connection with a child's home environment (Brantley, 2019). At XCS, the SCC plays a fundamental role in trying to bridge the gap between home and school and provides support for in-school initiatives even though XCS parent involvement continues to be inconsistent. Along with these identified external change drivers there are also internal change drivers that drive the change plan of this OIP.

Internal. The internal change drivers in this OIP include students, teachers, support staff and the school administrative team. Administrators must ensure that proper allocation of resources, such as time and money, are properly distributed in order to support student learning and the increase of student reading achievement. As a teacher-leader and my role as the change agent, I see myself providing support in a variety of ways. First, I will be the liaison between staff and administration. If staff find themselves needed further support, resources, or any other tools to enhance literacy instruction then I will communicate these needs to administration. Second, I will provide teacher support through mentorship and will assist teachers in the implementation of any new strategies that they may need support with. Third, I will assist the administration team in providing in-school professional development opportunities centered around the goals of this OIP. Ultimately, the most important component of my role as teacher-leader will be to help communicate the need for change to teachers and support staff at XCS.

Teachers and support staff are the front-line workers at XCS when it comes to student reading achievement. With a goal to close the current achievement gap, teachers and support staff will see the benefits both in and out of the classroom. Teachers and

support staff must feel supported throughout the change process and be provided with tools and resources needed to successfully carry out the plan. John Hattie (2015) reiterates how the greatest impact on student achievement is having inspired, knowledgeable and passionate teachers and school leaders who collaborate to maximize the effect of teaching on all students. Including all school staff in professional development opportunities and staff meetings will be essential to ensure everyone feels a sense of ownership in student learning. By bringing both internal and external change drivers together, a better understanding of student achievement at XCS, what it is, why it is important and what changes need to occur, will be had. An examination of the organizational change readiness at XCS must be had next.

Organizational Change Readiness

Whether or not an organization is ready for change depends on a variety of factors including motivational variables, the availability of resources, values, positive attitudes developed by staff, and organizations climate supporting a change (Prianto et al., 2016). Understanding the need for change is an important step in the change process. The change leader must be able to answer the question “why” and provide substantial reasoning for change to occur. At XCS change is required to increase student reading achievement. This goal is supported by both division goals, achievement results as well as the provincial ESSP. Administration will need to be fully on-board to ensure that this change process occurs effectively. By increasing student reading achievement, students will graduate as competent learners ready to become active participants of society. Prior to change occurring, organizational change readiness must be understood. By assessing change readiness in the organization, it will be determined if the XCS is ready for change

to occur. Readiness is arguably one of the most important factors involved in employees' initial support for change initiatives (Armenakis et al., 1999). It is beneficial for the change leader to know how those involved felt about proposed changes including: if they felt the change was appropriate; if they believed management could support the change; if the team was capable in making the change successful; and if they believed the change was personally beneficial (Armenakis et al., 1999).

The tool used to determine organizational change readiness within this OIP is Cawsey et al.'s (2016) adapted *Rate the Organization's Readiness for Change Tool* (p. 108). This readiness tool determines how change readiness is exhibited and inhibited by examining six different organizational readiness dimensions: (a) previous change experiences, (b) leadership team involvement and support, (c) leadership and change champions, (d) openness to change, (e) rewards for change, and (f) measures for change and accountability. Using this tool to analyze XCS suggested that the organization had moderate readiness for change. XCS scored moderate on the first dimension, investigating previous change experiences. Leadership support and credible leadership scored the same. Openness to change scored lower, as to be expected. XCS also scored low to moderate on the measures for change and accountability section, with an overall readiness for change score of moderate.

To help mitigate for this moderate state of readiness, a few strategies will be used. The first of these being education and communication. Kotter & Schlesinger (2014) state that one of the most common ways to overcome resistance to change is to educate people about it prior to it occurring. By communicating the idea of change to my colleagues will help them see the need and logic of change. Educating staff on the need for change will

occur through one-on-one discussions, presentations to groups, and statistics on school reading data (Kotter & Schlesinger, 2014). The second strategy that will be used to help mitigate any resistance will be involving the potential resisters in the design and implementation process of the change plan. By providing an opportunity for all staff members at XCS to have a voice and become active participants. The last strategy that will be used will be facilitation and support. Kotter & Schlesinger (2014) explain how a possible way to deal with potential resistance to change is by being supportive. At XCS, staff will be provided enough time to become comfortable with the change plan, have an opportunity to take part in any training that may be required to effectively implement the change, and will be provided the opportunity for emotional support.

Forces that Shape Change

Internal and external factors exist that shape change and may affect the successful implementation of my OIP. Internal factors include staff motivation and buy-in; finding time to discuss, collaborate and reflect; and access to quality resources. External factors include meeting the provincial goal by June of 2020 as outlined in the provincial ESSP. All of these are plausible challenges that may occur during the implementation of my OIP and are important to examine in order to try avoiding or prevent them.

One of the biggest internal challenges that may occur during the implementation of change is staff motivation. Cawsey et al. (2016) suggests steps to minimize the negative effects of change and to enhance motivation. It is recommended that the change process is enhanced when the recipients become willing implementers in the change and when they can see why the change is occurring. It is important that the effects of change on staff are approached carefully during all phases of the change process. Cawsey et al.

(2016) also suggests that stress is reduced when leaders share stories that relate to the drive for change in their organization. Suran (2015) explains how the change process should involve all staff members at all levels in analysis and consideration of the changing environment, issues and opportunities for improvement. The change process should include constant monitoring and looking for ways to improve communication as communication needs to be two-way so that both leaders and followers are all aware of what is taking place (Suran, 2015). By using various forms of communication within my OIP such as staff briefings, teams, newsletters, emails, and one-on-one conversations, I hope to be as transparent as possible with all those involved.

Conclusion

Chapter 1 shed light on an overview of the organization, as well as the problem of practice that has been identified. Historical and organization components have been examined as well as leadership contexts, a vision and a readiness for change. In order to successfully progress from the current to desired state at XCS, the next chapter will provide insight into the leadership approaches to change, the framework for leading change, a critical organizational analysis, possible solutions to the PoP, as well as ethical considerations that will need to be identified.

Chapter 2: Planning and Development

Leadership Approaches to Change

Chapter 1 of this OIP examined the organizational history of XCS and identified a PoP. Chapter 2 will provide an analysis of leadership approaches, identify suitable organizational frameworks to implement change at XCS, outline a critical organizational analysis, suggest possible solutions to the PoP, and examine leadership ethics and organizational change.

Leadership can be broadly defined as one or more individuals who selects, equips, trains, and influences one or more follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the organizational mission and objectives (Winston & Patterson, 2006). Kruse (2013) defines leadership as a process of social influence, that maximizes the efforts of others towards the achievement of a specified goal. Bringing all organizational members together in the hopes of achieving a common goal is a centerpiece of leadership.

The current leadership style at XCS would be considered shared as the school administrative team, the vice-principal and the principal, work together with all school personnel to implement successful organizational initiatives usually influenced by the division and province (Lambert, 2002). While a shared leadership approach can be an effective approach for organizational change to occur, it does not seem to be the best fit for XCS. Given the PoP of how to improve low student reading achievement as per the provincial ESSP goal (Saskatchewan Ministry of Education, 2019), shared leadership is failing to support this change in a number of ways.

A shared leadership approach has been known to lack the consistent involvement of organizational stakeholders (Wilhelm, 2017), and at XCS, engagement of specific stakeholders for student achievement can be enhanced. This is a crucial component to any change plan as engaging stakeholders in the change process allows for effective communication, idea sharing, reflection and support, all characteristics that transformational leadership and a critical pedagogy promote (Jones et al., 2008). Wilhelm (2017) suggests that one of the biggest drawbacks of shared leadership is the requirement of time. Shared leadership is developmental in nature and requires time to grow and flourish. It requires a combination of effort between administration, teaching staff, and other school supports that meet regularly for a substantial period (Wilhelm, 2017). With a shared model of leadership lacking some of the priorities set out to be achieved in this OIP, such as teacher efficacy, this approach does not seem to be the most effective to promote change at XCS. Alternatively, a transformational leadership approach seems to be a better fit for the implementation of this OIP at XCS and addressing the PoP given my critical pedagogical approach.

As a teacher leader in a school with a high Indigenous and English as an additional language student population, as well as many families suffering from the effects of low SES, a critical pedagogy fits the needs of the organization. According to Kincheloe (2012), a critical pedagogy is concerned with transforming relations of power that are oppressive, and that lead to the oppression of people. At XCS students need to feel empowered despite their SES, so that they may be able to reach their full learning potential and find success. Through the emancipation of the oppressed, in this case the students, I believe that an enabling and transformation can occur. By demonstrating a

critical approach, students will begin to think critically and develop a critical consciousness to help them improve their own education and life (Aliakbari et al., 2013). By providing students with the tools to think critically using a critical lens, knowledge can be constructed. Through emancipation and empowerment towards its followers, a critical pedagogy fits well with a transformational leadership approach and its core tenets of individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence (Cox, 2007).

Transformational leadership was first coined by James V. Downton (1973) and is a process where an individual engages with others to create connections to increase motivation and morality of leaders and followers. Jones et al., (2008) define transformational leadership as seeking new solutions that require people to rethink their assumptions, rather than simply returning to old solutions to resolve new problems. At XCS it will be important that everyone works together to instill this belief between staff and students. Transformational leadership is an effective leadership framework to encourage and move change forward at XCS as it is widely known for its focus on how leaders can inspire all followers to accomplish great instructional work (Jones et al., 2008). Transformational leadership will require myself and school staff to choose a clear vision for organizational change. I will ensure that I work with my colleagues to achieve high student standards, and promote trust amongst all those involved (Northouse, 2016). Transformational leadership will allow me to ensure that all implementations made within my school are respectful and inclusive of all students and will allow me to empower all organizational members to support the change process.

Transformational leadership's ethicality combines commitment, values and outcomes through stakeholder interest while honouring moral duties of an organization (Caldwell et al., 2011). By involving all XCS stakeholders in this process will enhance this development of ethics and will enhance organizational performance (Anderson, 2017). Support of the current school administration team has already been confirmed, and through an increase of organizational performance, I will address the PoP more directly. Leithwood (1994) reinstates how transformational leadership positively impacts a leader's ability to orchestrate change within their school and meet the needs and demands of schools of modern-day times. Transformational leadership will enhance leadership at XCS by making necessary transformations to meet stakeholder accountability and performance improvement (Leithwood, 1994).

Through the implementation of transformational leadership, I will be reminded by the following two findings of Caldwell et al., (2011): First, leaders who strive to improve the individuals of the organization and the organization itself will find more success than those who do not (Caldwell et al., 2011). Second, leaders who use transformational leadership principles will benefit both the organization and its members and will be perceived as more ethical and more trustworthy than leaders who are not perceived as transformational (Caldwell et al., 2011). Transformational leadership transforms follower attitudes, beliefs, and behaviours, and allows leaders to inspire their followers to be motivated to rise above and beyond current levels of achievement and performance (Anderson, 2017). I believe this to be an important component of the change process that will occur at XCS. Like a critical pedagogy, transformational leadership instills a drive to bring people to recognize and reflect on their current organizational status (Freire, 1970).

This is important at XCS as it will promote a process of self-reflection for both staff and students. Self-reflection plays an important role in the change process, and by allowing sufficient time for this to occur will provide opportunity for XCS members to reassess where they are, where they need to go and how they are going to get there (Cawsey et al., 2016).

Cox (2007) suggests that there are four important components of transformational leadership, all of which I deem important to this OIP and PoP. These four components include: charisma, inspirational motivation, intellectual stimulation, and individualized consideration (Cox, 2007). Effective transformational leaders are charismatic in nature, have a clear set of values, and provide a positive role model for their followers (Cox, 2007). This is built on trust between leaders and followers and an ethical and moral foundation. As a teacher-leader at XCS, trust between all those involved will need to be established before addressing the PoP. With a strong sense of trust, followers at XCS will be more open minded and responsive to change. Inspirational motivation relates to the degree in which the leader articulates an appealing and inspiring vision to the followers (Cox, 2007). Followers must have a strong sense of purpose if motivation is expected. The leader must be able to communicate the vision in a persuasive and compelling manner. The vision provides followers a framework that shows connection between leader and follower and allows a sense of freedom to overcome obstacles. As a transformational leader I will stimulate the intellect of followers through creativity by allowing collaboration and promoting openness to staff member thoughts, beliefs and suggestions. Finally, individualized consideration refers to the degree in which a leader meets each follower's individual needs. This will be demonstrated through a teacher

mentor method that I will conduct at XCS that provides respect to staff and celebrates individual success. Despite all of the positive benefits that transformational leadership will have on my OIP, it is just as important to recognize and address possible shortcomings that may emerge.

A shortcoming of transformational leadership that may emerge during the change process is the high amount of pressure it puts on followers through an emphasis on collaboration and participation (Li et al., 2015). Followers at XCS may find that the required additional collaborative and leadership responsibilities is too taxing, and this could result in burn out or withdrawal from the change process. To avoid this at XCS, regular check ins will be had with all those involved to gauge their level of stress and workload. Leadership is also known for increasing creativity and innovation of followers through active and on-going collaboration. However, transformational leadership can alternatively negatively affect the creative and innovative capabilities of followers (Li et al., 2015). It is important to remember that a transformational approach can enhance group creativity, but it can also negatively affect creativity at the individual level (Li et al., 2015). Therefore, a balance must be had when implementing transformational leadership at XCS to help minimize such negative effects. By keeping such concerns in mind during the change process will hopefully allow for avoidance.

Utilizing a critical pedagogy within this OIP influenced my decision to also use a transformational leadership approach. Through this, I will be able to address my PoP in a way that is respectful and true to my own personal beliefs, visions and goals, as well as those of XCS. To achieve the vision that students will achieve at higher levels in reading, as per the provincial ESSP goal, XCS will need to orchestrate a change process in a

timely and effective manner. Organizational stakeholders and school personnel will need to come together to address the wide range of student and personnel needs at XCS and construct a plan of action. To successfully achieve this a suitable framework for leading the change process must be chosen.

Framework for Leading the Change Process

To implement change at XCS, a framing theory for leading the change process must be identified. It is important that the chosen framework compliments my identified transformational leadership style and critical pedagogical approach to guide my OIP. To identify an effective framing theory, it is important to compare the various theories available. This section of the OIP will examine different frameworks for leading organizational change and will specify the approach chosen to lead the change process to address low student reading achievement at XCS.

Types of Organizational Change

There are many different types of organizational change and framework theories that can be considered when addressing the PoP of low student reading achievement at XCS. To narrow the search, the chosen model must compliment both transformational leadership and a critical pedagogy, while also meeting the needs of XCS. The desired change must be analyzed more closely to help determine this fit.

Change can be widely classified as being either proactive or reactive in nature. Proactive change can be a response to an expected happening, is planned, and can also be referred to as anticipatory change (Cawsey et al., 2016). Reactive change occurs as a response to something that has already happened and is seen as a counter measure (Cawsey et al., 2016). Alternatively, change can also be considered incremental or

strategic (Nadler & Tushman, 1989). Nadler & Tushman (1989) suggest that organizational change can be divided into four quadrants: proactive and incremental (turning), proactive and strategic (reorientation), reactive and incremental (adaptation), and reactive and strategic (re-creation). Proactive and incremental change (turning) aims to increase organizational efficiency through alignment of individuals and is incremental. Reactive and incremental change (adaptation) responds to external happenings but does not take into consideration fundamentals of change. This type of change can also be considered incremental. Proactive and strategic change (reorientation) repositions an organization to respond to predictable changes and calls for a repositioning to occur (Nadler & Tushman, 1989). Reorientation influences all areas of an organization by creating a sense of urgency and need for change. Finally, reactive and strategic change (Recreation) happens when crisis occurs in an organization causing an organization-wide re-evaluation (Nadler & Tushman, 1989).

In response to the PoP of low student reading achievement at XCS, the type of organizational change that is required is that of reorientation. This type of change is both proactive and strategic in nature. By creating a sense of urgency and need for change, a critical approach will build awareness and consciousness in XCS staff. Freire (1970) noted that developing critical consciousness is the process in which humans achieve a deepening awareness of both the sociocultural reality that shapes their lives and their ability to transform that into reality. Transformational leadership will further solidify this through inspiration and motivation of staff and students in a hope to respond to the predictable change that needs to occur at XCS.

Framing Theory

There are many different frameworks that can be used to lead organizational change. One framework that was considered was The Stage Model of Organizational Change by John Kotter (Cawsey et al., 2016). Kotter provides a structured step-by-step process that overcomes the problem of simplification that some frameworks present (Cawsey et al., 2016). After analyzing this model in more detail, Kotter's eight-stage process requires each stage to be done in sequence and appeared to be more complicated than what my organization needs. Transformational leadership and a critical pedagogy promote inspiration of followers by keeping goals simple, manageable and attainable. The model does suggest some useful components that could still be used in my OIP such as establishing a sense of urgency and generating short-term wins, but overall it lacks a solid connection to my PoP and my transformational leadership approach and critical pedagogy.

Lewin's Three-Step Change Model, which consists of three stages: unfreezing, changing, and refreezing was another contender (Byers 1952). Unlike that of the prior model, this model is praised for its simplicity and practicality and allows for the understanding of the change process to occur more fluidly (Cummings, 2015). Lewin believed in the importance of understanding the organization as well as all the parts that make up the organization (Cawsey et al., 2016). First, like many other models, creating a need for change must occur. Once the need has been identified, moving toward the desired outcome begins. Finally, solidifying that new behavior as the norm allows for the change to be cemented. Lewin's Three-Step Change Model incorporates more of the "people" side of change and is sensitive to emotions and reactions of people of change

(Cummings, 2015). As a transformational leader this model could work for addressing the PoP in this OIP as it is a simplistic model that has been used widely and proven to be an effective model for modern change. Although, it is not the best fit for my OIP as it does not take into consideration a critical analysis component or provide enough depth for the PoP of low student reading achievement.

Researchers Beckhard & Harris (2016) suggest using a process referred to as “Managing the Change Process” when implementing organizational change (Cawsey et al., 2016). This process is focused solely on the change process, and Beckhard & Harris (2016) explain the importance of understanding all organizational members and stakeholders is essential for successful change (Cawsey et al., 2016). One of the drawbacks of this model is how goal setting and feedback have less focus than that of transformational leadership which promotes a working environment characterized by the achievement of high goals, self-actualization, and personal development (Xenikou, 2006). I consider these two components to be crucial in finding a framing theory that meets the needs of XCS. Therefore, this theory is also not the best fit for my organization’s needs.

After careful consideration of my organization, my leadership theory and lens, as well as the different needs my organization requires, I have chosen an approach that I feel best fits these needs in a respectful and efficient manner, Cawsey et al.’s, (2016) Change Path Model.

The Change Path Model

The approach that will be the most effective for the change needed at XCS and improving student reading achievement is Cawsey et al.’s, (2016) Change Path Model. This four-stage change model is a common model used in guiding organizational change

and includes four simple steps: awakening, mobilization, acceleration, and institutionalization.

Awakening. The first step of the change model, awakening, begins with a critical organizational analysis that scans both internal and external components of an organization to identify various factors that may influence change (Cawsey et al., 2016). Far too often organizational change is made without properly assessing the need and I believe this to be a strength of the Change Path Model. Incorporating a critical pedagogical approach will assist in identifying that the need for change is real and will raise the consciousness of followers at XCS (Burbules & Berk, 1999).

A critical pedagogy is radical in nature and will provide insight into how staff will engage students in learning at XCS to question and challenge the world around them. An important aspect of critical pedagogy is the integration of instruction about the theory of critical pedagogy with a classroom praxis that emphasizes the potential for teachers and students to act as agents of social change (Kincheloe, 2012). Through such, identifying a communal need for change can be had.

Organizational data must be gathered and analyzed to see how the results influence change both internally and externally. As per a transformational approach, making radical change must include the analyzation of student data. At XCS, reading data was collected through a combination of measures including standardized tests, division created phonological screeners, classroom observations as well as one-on-one student-teacher conversations. The data team, administration team and I analyzed the collected data in relation to the provincial mandate and school goals. The results suggested an

improvement in student reading achievement is needed to meet the provincial ESSP goal by June of 2020.

Mobilization. The second stage of the Change Path Model is mobilization. Upon determining the need for change, the second stage of the Change Path Model suggests conducting a gap analysis of the current and future desired states of the organization. I believe this to be a strength of this model as it supports a transformational ideology of recognizing connections between individual problems and social contexts (Freire 1970). The mobilization stage of the change path model includes important engaging conversations with all those involved, regarding priorities for change. This is an important component of the four-step model as not always is the need to change or vision for change obvious, nor is it always shared with all organizational members. Creating a vision for change is an important part of this step and has already been done in Chapter 1, Leadership Vision for Change. By identifying the needed change, the stakeholders and myself must communicate to all that the change needs to occur. At XCS this will need to occur at varying levels within the organization from front-line workers such as teaching and support staff, to Senior Administrative Staff personnel and trustees.

Acceleration. The third stage in the Change Path Model is acceleration. During this stage action planning and implementation occurs. Through engagement and empowerment of personnel, change can begin to move forward with the development of new knowledge and skills (Cawsey et al., 2016). This connects to tenets of a transformational leader and change agent as transformational leadership fosters capacity development and brings higher levels of personal commitment amongst followers to organizational objectives (Hay, 2006). During this third stage appropriate action planning

tools will also need to be selected that meet the needs of my PoP. It is important to remember the celebration of small achievements and milestones to promote continuance and confidence. These celebrations will occur during regular staff meetings and collaborative sessions.

Institutionalization. The fourth and final stage of the Change Path Model is institutionalization and brings together the transformation that has occurred throughout the change model. During this time monitoring of progress is important as well as the assessment of changes incorporated into XCS (Cawsey et al., 2016). By using various measurement tools, especially during institutionalization, the impact of organizational changes can be evaluated.

Like that of transformational leadership, the Change Path Model works with an organization to identify needed change, to create a vision to guide the change, and to put the change plan into practice. Transformational leaders help to elevate people from low levels of need, focused on survival, to higher levels of success (Hay, 2006). The Change Path Model emphasizes communication and empowerment to provide involvement of all XCS members. Motivating followers to transcend their own interests and satisfy as many of their individual human needs as possible can also be displayed (Hay, 2006). The Change Path Model is effectively known as a general framework for guiding organizational change and is an integrated approach that combines both practice and prescription (Cawsey et al., 2016). Similarly, transformational leadership provides practice and prescription through motivation rather than micromanaging. A critical analysis of the environment is a key component of the model which considers both internal and external organizational factors at XCS. Although the Change Path Model

requires a lot of analysis, it provides a scaffolded process to enhance organizational growth at XCS.

The Change Path Model will help members of my organization affected by change become more informed and more receptive. Through this, individualized student needs can be determined and addressed. In tandem with transformational leadership and a critical pedagogical approach, the model will examine the issue of low student reading achievement and determine how it relates to deeper explanations (Burbules & Berk, 1999). With a critical belief of allowing staff and students to question change, connections will be made that will result in the emancipation of all XCS members. The Change Path Model will empower staff to question and challenge the current literacy interventions and programs available and used at XCS. This will allow for a critical pedagogical approach to inform and influence educational knowledge and cultural formations within the school (Burbules & Berk, 1999). This model will also allow further examination into the lines of inquiry of my PoP, while staying true to my own personal beliefs and value systems. Cawsey et al.'s, (2016). The Change Path Model, along with tenets from a transformational leadership approach and a critical pedagogy, will serve effective in moving the change forward towards the desired outcome at XCS and provide an effective model for leading organizational change.

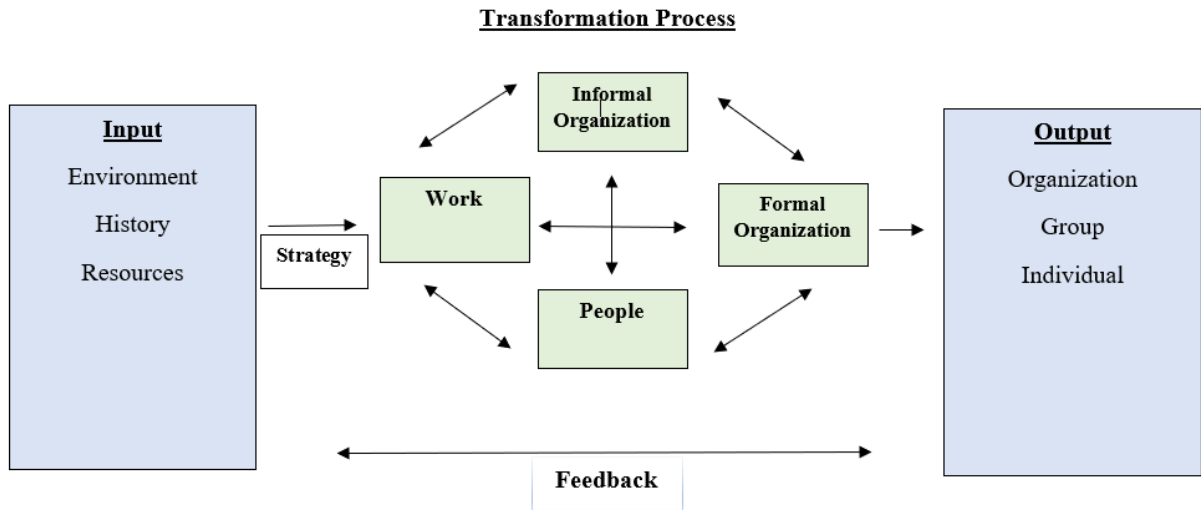
The connection between teacher practice and existing barriers for students at XCS is evident. Just as how emancipation is a key tenet of Freire's (1970) work, recognition on the part of stakeholders that XCS students are existing and learning within structures of oppression. Many students are being faced with various day-to-day struggles such as hunger and poor nutrition, all that stem from poverty and low SES. This has led to the

perception by some that these students are incapable of learning and improving, which clearly is not true. As a community school such student barriers become a need that must be addressed. Subsequently the question becomes, “What is being done to ensure students can read and achieve at high levels?” Stakeholders need to have attitudes that are sensitive and respond to this reality. Therefore, through a critical approach I hope to influence the way in which stakeholders view the students at XCS and provide them with the opportunities to see student potential while at the same time recognizing their diverse learning needs.

Critical Organizational Analysis

The previous section analyzed *how* change will occur at XCS with an examination of the current state of XCS and its various goals already stated. Subsequently, the future state of XCS has also been discussed as an envisioned result of a change process. This section will analyze *what* needs to change at XCS in order for successful change to occur. This will be done through a critical organizational analysis which will provide a more in-depth gap analysis of XCS to identify these specifics. Nadler and Tushman’s (1989) Congruence Model will also be used to analyze XCS in more detail.

Gap Analysis



*Figure 1. Organizational Congruence Model. Adapted from “A model for diagnosing organizational behavior,” by D.A. Nadler and M.L. Tushman, 1989, *Organizational Dynamics*, 9.*

The model that will be used to analyze XCS is Nadler & Tushman’s (1989) Congruence Model as outlined in figure 1. This model has been chosen because of its goal to understand the dynamics and performance of an organization and how it is used as a framework to assist in structuring change leaders’ organizational analysis’ (Cawsey et al., 2016). Nadler and Tushman’s (1989) Congruence Model examines critical inputs, outputs and the transformation processes of an organization (Cawsey et al., 2016). This model is centered on congruence, and views an organization as being either in balance, consistent, or in-congruent, depending on how its components interact with each other (Cawsey et al., 2016). By having congruence amongst these elements at XCS, as well as external environmental realities and organizational goals, the better the overall organizational performance. If these elements do not interact in harmony, poor congruency can result. Conducting an organizational analysis of XCS using this model

will consider three critical components: inputs, outputs, and the organization as a transformational process. Figure 1 provides an overview of the components of the Congruence Model.

Inputs

The first component of the Congruence Model are the organizational inputs. The inputs at XCS can be identified as factors that make up the “givens” facing the organization and are the materials the organization must work with (Nadler & Tushman, 1989). These inputs include environment, organizational history, and resources.

Environmental realities present at XCS include institutions, events, and groups or individuals that are external to the organization. These realities have been known to affect organizations in three specific ways: making demands of the organization, posing limitations on organizational activities, and allowing organizations to explore (Nadler & Tushman, 1989).

PESTE

Nadler and Tushman (1989) suggest using a PESTE assessment to help analyze XCS. In Chapter 1 a PESTE assessment was used and found that XCS houses a combination of liberal and conservative ideological approaches, as well as a shared leadership approach from administration. Due to the difference in these approaches, a few challenges arise. The first challenge that is evident is in the current leadership style. A shared leadership approach has many positive characteristics, but some difficulties in this approach at XCS are evident. An imbalance of individual levels of commitment amongst staff has been an issue at XCS. This can be seen in the levels of engagement during staff meetings and collaboration times. Second, individual accountability is almost non-

existent at XCS as it is difficult to hold one individual accountable when there are multiple leaders. Third, the decision-making process at XCS has resulted in a lack of decision-making strategies to address low reading levels. Even though multiple voices can unquestionably add to the overall strength of the organizational structure, individuals have begun to feel frustrated due to the occurrence of lengthy decision-making processes.

A second input is the organization's resources. There are many different types of resources that XCS has access to including: employee, capital, financial, climate, technological and informational (Nadler & Tushman, 1989). As a community school, XCS receives specific human resources that non-community schools do not. This is based on school needs and dynamics and includes extra staffing such as community educational assistants and a community coordinator. Financial resource is another area XCS is afforded. The Ministry of Education provides funding to XPSD, who then distributes funds to its schools based on different needs and allocations. Specific funding is given to community schools for sustaining various school programs such as a breakfast and lunch programs which are free to the students.

The third input is the organizational history. Nadler & Tushman (1989) reinforce the idea that an organization functions based upon its past events. In order to address low student achievement in reading at XCS, it is critical to understand the stages of the organization's development as well as the current impact of past events (Nadler & Tushman, 1989). One concern that may contribute to the PoP or failure to implement effective reading intervention initiative are the large majorities of the staff at XCS that are new to either the profession or school. Included in this has been a frequent change in the school administration team over the past ten years. This change can be attributed to

teachers who have been at the school for a period and have requested for a change, various challenges that come with working at an inner-city school, teacher burnout, etc. Such staffing changes have had an impact on the planning process at XCS. Past trends in activity, various behaviours and overall effectiveness of the organization are all historical resources that should also be considered to understand impact (Nadler & Tushman, 1989). XCS is a community school that encourages all its community members to become active contributors in education. Examples of this can be seen through community involvement of extracurricular activities both before and after school hours as well as classroom volunteers to assist both staff and students wherever a need may be.

The final input is strategy. Strategy is described as the whole set of decisions that are made about how XCS will configure its resources against the demands, constraints, and opportunities of the environment within the context of its history and in regard to the PoP (Nadler & Tushman, 1989). Strategy examines XCS's core mission, specific supporting strategies XCS will use, current reading student reading levels, as well as specific XCS performance objectives that have been determined. XCS's mission is "Working together to make a difference." This connects back to the PoP of increasing student reading achievement as well as transformational leadership as change requires a collaborative effort for success. As a transformational leader I am reminded how such leaders make their organizations' missions salient and persuade followers to forgo personal interests for the sake of the collective (Piccolo & Colquitt, 2006). Strategy has been referred to as the most important input of an organization as strategic decision-making determines the nature of work the organization should perform, and such strategic decisions also determine XCS's outputs (Nadler & Tushman, 1989). The organizational

strategy at XCS is important to discuss, as the overall desired outcome of XCS and this PoP is to have students meeting or exceeding grade level in reading. In support of this outcome, XCS has put forth a variety of strategies that include professional development opportunities, intervention programs, co-created beliefs and values, as well as time for collaboration with peers.

Despite these implemented strategies, student-reading scores are still far below expectations. There are many factors that need to change within the organization of XCS including: the current shared leadership style, staff commitment and collaboration, accountability, streamlining of in-school leaders as well as the decision-making process. By providing staff the opportunity to critically evaluate current structures and situations through a critical approach, these gaps may be addressed. In order to do so, XCS must be examined as a transformational process.

The Organization as a Transformation Process

In order to identify current needs at XCS, an analysis of four components must be had: the task, the individuals, the formal organizational arrangements, and the informal organization. These four components comprise the outputs of the organization (Nadler & Tushman, 1989). Organizational outputs are what the organization produces, how it performs, and how effective it is (Nadler & Tushman, 1989). Nadler and Tushman (1989) suggest that when evaluating an organization's performance, three factors should always be considered: goal attainment, resource utilization, and adaptability. They also suggest that the functionality of the group or organization is commonly influenced by individual behaviours, satisfaction, stress and quality of life, these can also be classified as desired outcomes or outputs (Nadler & Tushman, 1989).

Outputs. The organization's task is the first component and the reason why the organization exists. This is the starting point for this analysis. At XCS instruction and assessment are the tasks of the organization. The work of those staffed at XCS is to ensure all students are given the opportunity to learn. In the case of this OIP and PoP, all students must be given the opportunity to reach their potential in reading. Individuals are the second component of an organization and perform their duties to complete various organizational tasks. At XCS, individuals are the teaching and support staff who instruct and assess the provincial curricula. When implementing a change initiative, school leaders must take into consideration how the envisioned change might impact stakeholders (Cawsey et al., 2016). In this OIP the envisioned change will affect stakeholders including teachers, students, and in school leaders. With a new direction and focus on improving student reading achievement, these stakeholders will need to shift their own attitudes and skills to align with this new direction. Formal organizational arrangements are the third component according to Nadler & Tushman (1989), and refer to the structures, processes, methods, and procedures developed for the actions of individuals to be congruent with the strategy of the organization. Three factors are referred to by the broad term of organizational arrangements and include: the way jobs are created and designed within the context of organizational designs, the work environment, and how formal systems attract, develop and evaluate human resources (Nadler & Tushman, 1989). These factors work together to create the set of formal organizational arrangements. The final component is the informal organization and is usually implicit and unwritten and can have a profound effect on organizational behaviour and can either positively or negatively influence performance (Nadler &

Tushman, 1989). Nadler & Tushman (1989) emphasize that along with the important features of informal organizations are also: the behaviour of leaders, relationships within and between groups, informal working arrangements, and procedures and methods. These also contribute to the overall culture of the organization.

Basic Problem Analysis Using the Congruence Model

To conduct a basic problem analysis of XCS, Nadler & Tushman (1989) suggest using an Eight-Step Congruence Model. This model is built on the belief that the more congruence between components of an organization, the greater the effectiveness (Nadler & Tushman, 1989). The implementation of this model begins by determining the gaps between inputs and outputs, analyzing organizational components, and identifying problem areas in a hope of creating an action plan to address such problems. Using Nadler and Tushman's (1989) Congruence Model to conduct a basic problem analysis, the discussion of the current state at XCS can be had.

Step 1. Step one of the Congruence Model is identifying organizational symptoms. To identify organizational symptoms at XCS, various school data must be examined. This data includes student reading achievement scores from standardized tests such as the Fountas and Pinnell Reading Benchmark system, as well as specific XPSD-made quick screeners that analyze phonological and phonetic awareness. XCS attendance data is another important source to analyze as this can be critical for student achievement (Adams, 2016). Emerson et al. (2016) deduct that 50% of children with high rates of school absenteeism require additional supports to remain at grade level in reading. Gottfried (2010) suggests that attendance has predictive capability on reading and math performance and the relationship between attendance and achievement can be

generalizable to multiple indicators of academic success (p. 459). Missing 10% of the school year has been associated with a greater risk for negative reading achievement (Sprick et al., 2015). Low student attendance can result in large reading struggles by grade three, and a high likelihood of school dropout before graduation (Adams, 2016). For success in reading at XCS, students must be present at school or they run a risk of falling behind in learning (Sprick et al., 2015). With wide needs in student reading achievement evident at XCS, proficiency in reading and meeting the provincial ESSP goal is not occurring.

Step 2. Step two of the Congruence Model examines the specific inputs at XCS. Inputs needing identification include environment, resources, history, and strategy. Environmental inputs include the provincial government that determines the provincial curricula and student achievement benchmarks, as well as the ESSP. XPSD is another input that ensures accountability of curricula is taught and student achievement results are provided. The division serves as a go-to for literacy and instructional resources in a hope to achieve the ESSP goal. Thirdly, the school community of XCS is another environmental input as staff and community members, parents and guardians have expectations that all students will receive quality education. Subsequently, the students at XCS would be an environmental input as they come to school expecting to learn in a safe and respectful environment, supported by the critical pedagogical belief that every citizen deserves an equal education (Freire et al., 1970). Another input to consider are the human resources available at XCS. Human resources at XCS include approximately 12 full time teaching staff, and 10 support staff personnel whom are dedicated to ensuring student

success and well-being. With mention prior of division wide budget cuts due to provincial funding, the human resource allocations have been a concern.

Following the consideration of human resources, a comprehensive history of XCS is an important component of this analysis. The history of XCS was presented in depth in Chapter 1 and included discussion of student population, demographics, staffing, staffing turnover, achievement data and initiatives to enhance student achievement. XCS has had many changes to both staffing and initiatives, but with the current administration team and staffing, a concrete mission, vision, set of values and goals for student learning have been cemented.

The final component of step 2 is to examine XCS's strategy. At XCS the goal of instruction is to provide students with ample opportunity to achieve and succeed in all areas of study, including reading (XCS, 2019). When followers equate their own success with that of their organizations' and identify with the organizations' values and goals, they become more willing to cooperate in order to make a positive contribution to the work context (Piccolo & Colquitt, 2006). Interventions have been put in place at XCS such as professional development programs, work during professional development, and collaborative inquiry teams, but the gap in reading is still evident. Therefore, possible changes that need to take place that include a change in instructional practices,

Step 3. Identifying organizational outputs is the focus of step 3 in a hope to analyze the academic performance of XCS. Reading achievement is one of the ways that XCS measures academic performance. The reading achievement scores at XCS are well below provincial expectations and contribute to the overall division-wide results showing that only 67% of grade one students are reading at grade level, 71% of grade two students

are reading at grade level, and 78% of grade three students are reading at grade level (Literacy for Life, 2017). The ability to adapt to change is an important output to consider, as a change readiness plan was already addressed in Chapter 1. Those at XCS have already gone through many changes to staff and leadership styles, as well as various school initiatives. The staff at XCS seem to approach and deal with change in an adaptable manner which will aid in the attempt of improving student reading achievement.

Step 4. Step 4 of the analysis aims to identify the problem within the organization. The first three steps of this analysis have reviewed school data and identified organizational inputs and outputs. Nadler & Tushman (1989) suggest how recognizing symptoms is critical as these may indicate problematic areas. After examining these first three steps, there seems to exist an evident problem of low student reading achievement at XCS. With data identifying that this problem exists, the cause of this problem is still unknown.

Step 5. Step 5 of the Basic Problem Analysis focuses on data collection of the four organizational components at XCS: the task, the individuals, the formal organizational arrangements, and the informal organization (Nadler & Tushman, 1989). XCS's focus or task is on teaching instruction and this component should also be analyzed through the lens of transformational leadership. According to Bass (1985), transformational leaders provide constructive feedback to their followers, convince followers to exhibit extra effort, and encourage followers to think creatively about complex problems. As a result, followers tend to behave in ways that facilitate high levels of task performance (Bass, 1985). Currently, many teachers at XCS use a combination of

direct instruction, reading programs, teacher and peer feedback, and small group instruction as some of their main teaching strategies or tasks and have been identified as being effective literacy techniques for reading instruction.

The next component refers to the individuals at XCS who will be doing the instruction of reading. Currently, there are 12 full time classroom teachers at XCS. This is the first year at XCS that none of the classroom teachers are new to the teaching profession. This is also the first year at XCS where all teaching staff has permanent full-time contracts. Formal organizational arrangements are the third consideration of this step and include: administration staffing of one fulltime principal and one fulltime vice-principal, two full time resource teachers, a fulltime music specialist and a fulltime physical education specialist, and 12 classroom teachers. Subsequently, other staff members include 10 fulltime educational assistants, a half time library technician, two fulltime caretakers, as well as a fulltime administrative assistant, school counselor and community coordinator. Typically, the school is run in a shared leadership approach with administration guiding most decisions, but also advising others to make decisions as well. An example of this would be the resource teachers overseeing programming and scheduling educational assistants, but the administrators are their supervisors.

The informal organization is the final component of this step and is sometimes referred to the overall culture of the organization. Culture can be an effective component of overall performance, but it can also be a hindrance. Depending on whether the school culture is healthy or toxic will determine just how much change will occur. At XCS the culture would be considered prosperous as most staff is open to change, based on prior

history, and seem to always remember that what we do is for the bettering of our teaching.

Step 6. Assessing the congruence of the organization is step six. XCS has a strong team of educators and support staff that provide students with a safe place to learn, but ample opportunities to be successful. Despite both past and present approaches to literacy instruction, a factor contributing to lack of congruence still exists, as low student reading achievement is still evident. With such, there is a disharmony between the organization's task, instruction, and the formal organizational arrangements, professional development and collaboration. Step seven will generate a hypothesis about the incongruence of these parts.

Step 7. With an emphasis on collaboration, XCS values its professional development time that takes place during weekly staff meetings. At this time, colleagues meet in grade-alike groupings to analyze their classroom literacy data, identify and implement instructional responses based on the data, and measure the impact of their practices on student learning (XPSD, 2019). During these collaborative times, student data is examined to give the most up-to date picture of the student population. This data must continue to be used to drive instruction and influence school improvement goals. Inconsistency in teacher instruction is another concern. Despite the use of effective and impactful instructional strategies, consistency must be had from teacher to teacher. Professional development must also be geared towards the identified goal of increasing student reading achievement.

Step 8 The final step in the problem analysis is to identify possible steps for action. Collaboration is a key component in this OIP, and through collaboration with

peers and colleagues, teachers will be able to identify student needs, create and implement interventions, and reflect and assess on any successes of the process. Designated time for professional development is another key component that should be considered moving forward. By having specific time designated for professional development and collaboration, consistency of instruction and initiative amongst teaching staff can be ensured. At XCS, professional development and collaboration should have a focus on reading instruction and improvement as this has been identified as a need through this analysis. Collaboration must be used at XCS to provide teachers the opportunity to plan, teach, evaluate and reflect on successful strategies and interventions. This is an important component of the process as a critical pedagogical lens is concerned with the influences of educational knowledge and cultural formations (Burbules & Berk, 1999). Organizational components such as instruction and assessment, professional development and collaborative meetings are lacking in congruence at XCS. These factors will be of focus in the next section as possible solutions to address the PoP will be discussed.

Possible Solutions to Address the PoP

In chapter 1, potential influencing factors on the PoP were examined. With the information gained through the critical organization analysis and a review of related curriculum, three possible solutions to address the PoP of low student reading achievement have been identified. These include teacher-professional development, assessment, and teacher self-efficacy. This section will present these three possible solutions in more detail while taking into consideration resource needs, benefits and consequences, as well to monitor and evaluate the levels of effectiveness.

Solution One – Implementation of a New Professional Development Program for Literacy

Professional development is one of the most valuable strategies for influencing change if conducted properly (Holland, 2004). When initiating a change movement with professional development as an aid, challenges lay in: helping teachers incorporate effective elements of instruction into their current teaching practices, ensuring their continued use of them, and allowing for the effective elements to be shared amongst the whole school. Characteristics of effective professional development include how students learn subject matter; instructional practices that are related to the subject matter and how students understand it; and the strengthening of teachers' knowledge of specific subject matter content (Holland, 2004). Professional development should also expand theoretical understanding of literacy instruction designed for authentic improvement in practice (Porche et al., 2012). In order to implement more effective professional development at XCS, the Collaborative Language and Literacy Instruction Project (CLLIP) can be used. Programs that advance school improvement within the context of comprehensive school reform can successfully promote effective implementation of improved or newly trained instructional practices in literacy (Porche et al., 2012).

The Collaborative Language and Literacy Instruction Project (CLLIP) is a model of professional development designed to help teachers incorporate research-based practices of literacy instruction, support mastery, and sustained use of these practices through coaching, and serve as a foundation for whole-school reform (Porche et al., 2012). The CLLIP is an international literacy initiative that improves foundational knowledge and skills of teachers and administrators and in turn presents students with a

higher level of instruction and learning. The CLLIP is recommended as one of the top ten scientifically proven reading research initiatives (Porche et al., 2012) and would be a good contender to meet the PoP of low student reading achievement at XCS. This model considers critical tenets of empowerment by providing a shared understanding of student learning goals, criteria for formative assessment to be used on a timely basis to identify individual student strengths and weaknesses, use of data to assess instructional effectiveness and to ensure continuous improvement, and inclusion of scientifically based knowledge in decision making (DuFour, 2007). There is a strong relation to critical pedagogy in this model as it requires both students and teachers to become critical thinkers in their learning processes (Giroux, 1998). Furthermore, the CLLIP allows for tailoring to create relevancy for students. One of the first steps toward a critical pedagogy and sense of empowerment is the positive transformation and inclusion that students can feel by seeing themselves represented in their schooling (Aliakbari et al., 2013). This model would be an excellent fit for addressing low student reading achievement at XCS and would be the model of choice for delivering professional development to teachers and implementing a new literacy program. This model is not currently being used in the division.

Resources Needed. The resources needed for this proposed solution would be time, fiscal, and human. There is a requirement of time for teachers at XCS to learn about the CLLIP approach and how it can enhance student reading achievement, as well as time needed to implement this approach in their classroom, and to debrief and reflect with other teacher colleagues throughout the process. Fiscal resources would be required to cover any needed substitute teacher costs to release teachers to attend professional

development, if during school times, as well as funds needed to purchase any needed resources to support the CLLIP. An enhancement of professional development for teachers requires minimal change other than designated staff meeting time as well as teacher engagement in the learning process.

Benefits and Consequences. Programs that advance school improvement within the context of comprehensive school reform can successfully promote effective implementation of improved or newly trained instructional practices in literacy (Porche et al., 2012). A school wide instructional intervention such as the CLLIP could be very beneficial for partially addressing the improvement of student reading achievement at XCS. This possible solution aligns well with a transformational approach to change as it allows for intellectual stimulation and inspirational motivation to occur. Despite this connection and the potential for a successful intervention to take place, a few drawbacks exist. First, focusing on only one specific intervention may be too narrow and unrelatable to teachers at XCS. Prescribing a specific intervention without the insight of staff may be a cause for concern. Second, differences in teacher background, motivation or student configurations in classrooms may also pose concern. Despite such drawbacks, the CLLIP exists as a beneficial model for enhancing professional development at XCS.

Solution Two – Assessment

The second possible solution of addressing poor student reading achievement at XCS is increased assessment frequency. The best classroom assessments also serve as meaningful sources of information for teachers, helping them identify what they taught well and what they need to work on (Guskey, 2003). As noted, one of the major tools used to determine student reading benchmarks levels is the Fountas and Pinnell Reading

Benchmark System. In XPSD, teachers are required to test each of their students using this system once per school year, usually in the month of May. The proposed solution would increase this testing frequency and require teachers to assess each of their students three times per school year, once in September, January, and May. This would not only give more accurate results as to where each student is at in reading given the low results as outlined in the PoP but would provide more accurate reading instruction and intervention from teachers and support staff. Research conducted by Gocmen (2003) suggest that frequent testing has a positive effect on reading achievement, and that the effectiveness does not differ according to the frequency level. Subsequently, more frequent testing stimulates practice and review, gives students more opportunities for feedback on their work, and has a positive influence on student study time (Robert et al., 1991). By utilizing this possible solution at XCS the current gap in student reading achievement may be addressed. Guskey (2003) states that when teachers' classroom assessments become an integral part of the instructional process and a central ingredient in their efforts to help students learn, the benefits of assessment for both students and teachers will be boundless. Therefore, increasing the frequency of assessment is a viable and possible solution to address low student reading achievement at XCS.

Resources Needed. The resources needed for this proposed solution would be that of time, fiscal and human. Human resources would be needed to administer the assessments as well as score them. Also, human resources would be needed to collate the results in a presentation format to be shared with all staff and stakeholders during staff meetings or other professional development meeting times. The resource of time would be needed for this. Fiscal resources would be required to cover substitute teacher costs so

that teachers at XCS could ensure that all their students are assessed. This could be done through a provided half day release per teacher, with funds taken from the professional development budget, and with administration approval.

Benefits and Consequences. The benefits of this proposed solution are that through frequent assessments, teachers will be reflective of students' strengths and skills in reading and tailor their teaching to meet these needs. Materials and assessment need to be reflective of student lives and realities. Degener (2001) points out "Education is framed through the use of student experiences and realities and is transformative and fosters students' acquisition of the strategies and skills that help them become social critics." Teachers, who develop useful assessments and instruction reflective of both curricula and student realities, give students the opportunity to demonstrate success (Guskey, 2003). The findings from these assessments can then be used to gauge and guide student-reading growth and allow for planning of future instruction. A critical approach also places emphasis on the importance of language. Curricula must be reflective of student language to engage students in the learning, as well as prepare them to be able to function in the world and transform it (Degener, 2001). This emphasis on language and dialogue is a key tenet of a critical pedagogy through the provision of strategies to students to analyze critically and construct knowledge (Sabarish, 2014). Therefore, assessments can be a vital component in the efforts to improve reading achievement at XCS (Guskey, 2003). Subsequently, testing at the beginning of the year, in September, is also a benefit so that a concrete reading level can be determined instead of relying on the May test from the previous school year and risking summer slide. Such

increased frequency of testing can improve the affected outcomes of instruction, but only serves as a partial solution to enhance student reading achievement (Robert et al., 1991).

Solution Three – Increasing Teacher Self-Efficacy

The third possible solution to address the low student reading achievement at XCS is addressing teacher self-efficacy. Teacher self-efficacy occurs when teachers believe in their own ability to guide their students to success (The Room 241 Team, 2018). Self-efficacy empowers teachers to believe that together they can inspire growth and change in their students. Research suggests that teachers with a strong sense of self-efficacy tend to be better planners, more resilient through failure, and more open-minded and supportive with students (The Room 241 Team, 2018). Findings suggest that schools with higher levels of transformational leadership had higher collective teacher efficacy, greater teacher commitment to the school mission, school community, and school community partnerships, and higher student achievement. By emitting a transformational leadership approach, I hope to instill a positive sense of teacher self-efficacy on the staff at XCS in hopes of closing the reading gap.

In order to address teacher-self efficacy at XCS as a means of improving student reading achievement, a suitable structure to frame the process must be chosen.

Donohoo's (2016) six enabling conditions for collective efficacy to flourish, frame the learning process. These conditions do not cause change to occur, but rather increase the likelihood that things will turn out as expected (Donohoo, 2016). The six enabling conditions in this framework include: advanced teacher influence, goal consensus, teacher knowledge about one another's work, cohesive staff, responsiveness of leadership, and effective systems of intervention. These six enabling conditions fit nicely

into the elements of transformational leadership: influence, intellectual stimulation, consideration, and motivation (Bass, 1985). Teacher influence is supported by idealized influence, teacher knowledge is supported through intellectual stimulation, cohesiveness and goal consensus is supported by motivation, and effective systems of intervention and leadership is supported by consideration. Through continual persistence and effort to meet student-learning needs, Donohoo (2016) emphasizes how teacher-efficacy can influence student achievement and how teacher-efficacy is the number one influence on student learning. Donohoo's approach to teacher efficacy would be implemented during professional development opportunities. This could be a possible solution to the low student reading achievement present at XCS, and alongside a transformational approach and critical pedagogical lens, staff will be inspired and motivated to create change that will help increase student-reading achievement.

Resources. The resources needed for this proposed solution would again be mainly human resources as well as time. A specific allocation of time during weekly XCS staff meetings would be needed to ensure a focus to drive teacher learning and grow self-efficacy. Designated time and human resources are a critical component to any change process, as Dack & Katz (2012) note that teachers and administrators identify lack of time as the number one barrier to implementing authentic professional development (p. 3).

Benefits and Consequences. Self-efficacy shows positive links with students' academic adjustment, patterns of teacher behavior and practices related to classroom quality, and factors underlying teachers' psychological well-being, including personal accomplishment, job satisfaction, and commitment (Zee & Koomen, 2016). Through a

critical pedagogy, staff will be able to create new forms of knowledge through an emphasis on breaking down disciplinary boundaries and establishing new spaces where knowledge can be produced (Sabarish, 2014). One major consequence of this possible solution is that of teacher burnout. This could occur due to the heavy focus of improving self-efficacy while maintaining other job duties. Another consequence that may result from a focus on teacher self-efficacy is that it is seen as a task rather than a way to enhance both personal and practical skills. The benefits of this possible solution greatly outweigh the consequences in this solution as increased teacher self-efficacy at XCS could serve as a possible solution to increase low student reading achievement.

Evidence. An effect size refers to the difference in effectiveness between one or more influences in comparison. Zero defines that an influence had no effect on student achievement, and as the effect size increases, so does the effectiveness. Hattie (2009) suggests an effect size of 0.2 is small, 0.4 is medium, and 0.6 is large. Collective teacher efficacy comes in at an effect size of 1.57 (Hattie, 2009) as per table 1. With an effect size of this magnitude, collective teacher efficacy is considered the most influential effect on student achievement (Hattie, 2009). According to the Visible Learning Research, collective teacher efficacy is three times more powerful and predictive of student achievement than socio-economic status and is more than double the effect of prior achievement and more than triple the effect of home environment and parental involvement. It is also greater than three times more likely to influence student achievement than student motivation and concentration, persistence, and engagement (Hattie, 2009). Therefore, collective teacher efficacy can be potentially be a powerful means of improving low student reading achievement at XCS. By increasing teacher

beliefs that they are able to guide their students to reading success, alongside a transformational leadership approach and critical pedagogy, may serve as a partial solution to consider.

Table 1. Factors Influencing Student Achievement and Their Effect Size

Influence	Effect Size
Collective Teacher Efficacy	1.57
Self-Report Grades/Student Expectations	1.44
Feedback	0.75
Teacher-student relationships	0.72
Prior achievement	0.65
Socio economic status	0.52
Home environment	0.52
Parental involvement	0.49
Motivation	0.48
Concentration/persistence/engagement	0.48
Homework	0.29

Table 1: Adapted from Source: Hattie, J. (2016). Visible learning for teachers: Maximizing impact on learning. New York, NY: Routledge; and Hattie, J. (2016, July). Mindframes and Maximizers. 3rd Annual Visible Learning Conference held in Washington, DC.

Chosen Solution. Within this OIP, the PoP aims to create a school-wide solution to address the low levels of reading achievement at XCS. To address this need, the solution that has been chosen is a three-pronged approach of teacher self-efficacy, increased assessment intervals, and the implementation of a new professional development program. Each of these three solutions provide their own individual strengths, but also work well with each other. In order to increase teacher self-efficacy,

the implementation of a new professional development program is required. To address student need, teacher's need to believe that they can become the change agents that the students need. Subsequently, teachers need to believe that they can provide quality literacy instruction and assessment to begin to bridge the current reading gap.

These chosen solutions will be used in combination with Cawsey et al's., (2016) Change Path Model, a transformational leadership approach, and a critical pedagogical lens. Cawsey et al.'s (2016) Change Path Model aligns well with the chosen solutions as change must begin with an awakening of teacher's self to identify the internal and external environments for an organizational shift. This involvement of teachers is critical in creating change in teacher practices and in the hopes of improving student reading achievement (MacDonald, 2001). For teacher efficacy to improve and for teachers to see the need for a new reading program, leaders need to understand what is going on inside their own organizations (Cawsey et al., 2016). This can be reinforced through the presentation and analyzation of reading achievement data to try and identify a cause. An improvement of teacher self-efficacy and instruction also requires an identification of what current gaps in teacher instruction exist and need to be enhanced. This reflects the mobilization stage of The Change Path Model. Making sense of the desired change, will allow the change vision to be reached. Another important connection between the Change Path Model and the chosen solutions is communicating the need for change organization wide. This is important to instill and reflect upon as stakeholders react and move the change forward. This will help in understanding the current situation and lay the foundation to the plan-do-study-act method outlined in figure 2.

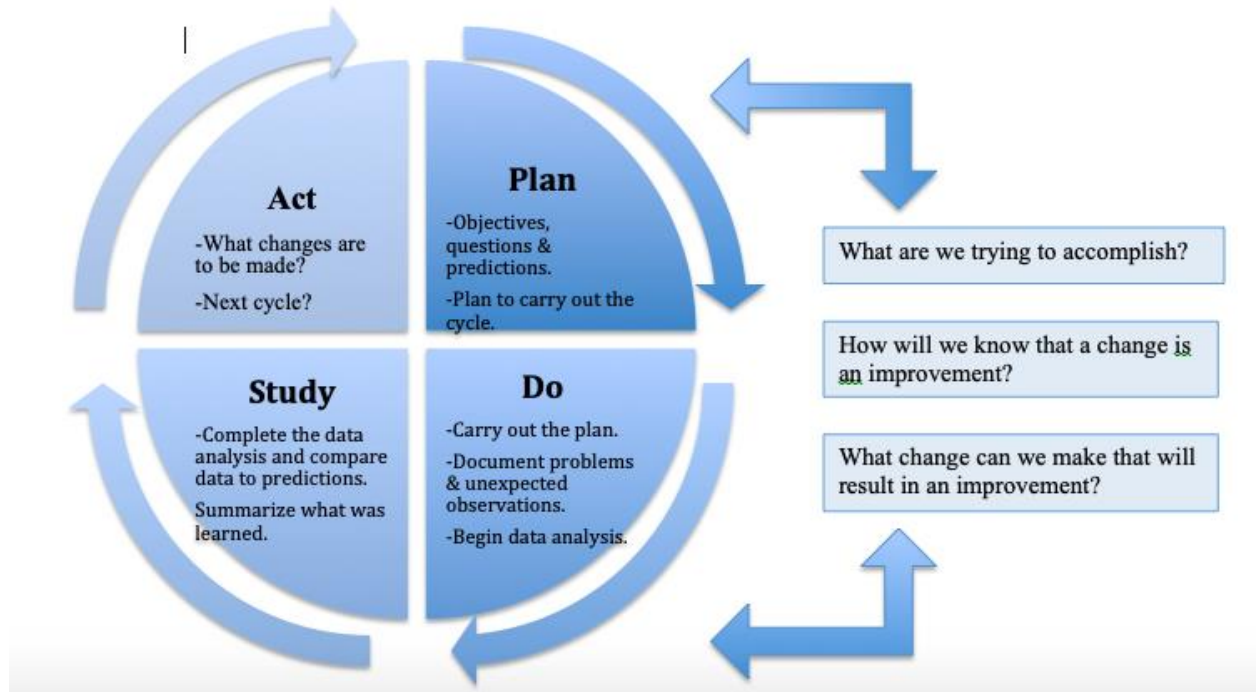


Figure 2: Plan-do-study-act improvement cycle. Adapted from “*The improvement guide: A practical approach to enhancing organizational performance (2nd ed.)*,” by G.J. Langley, R.D. Moen, K.M. Nolan, T.W. Nolan, C.L. Norman, and L.P. Provost, 2009, p. 98.

Leadership Ethics and Organizational Change

Leadership ethics refers to who leaders are, and what leaders do, as decisions and responses that leaders make can be informed by their ethics. Ethics can include individual or societal values and morals that are both appropriate and desirable, and it is important that leadership considers decisions and actions through an ethical lens. Caldwell et al. (2011) supports how leadership models must be rooted in ethical practices that encompass the needs of all, including stakeholders, to ensure the organization’s values and morals are had. The choices that leaders make are informed and directed by their ethics (Northouse, 2016). Ethics reflect the values and morals found to be desirable and appropriate given the circumstance. Values are important to leaders because they influence preferences and aspirations, and through this, leaders can exert influence that in

transformational leadership leads to changes in behaviours (Armstrong & Muenjohn, 2014). The connection between moral literacy and critical pedagogy is integral especially one encompassing the vague and vast notion of change (Guatam & Lowery, 2017). To examine this connection in more detail, Northouse (2016) presents five principles that act as a foundation for ethical leadership. These principles include respect, service, justice, honesty, and community. Figure 3 provides foundational characteristics that will outline ethical considerations of this OIP.



Figure 3: Principles of Ethical Leadership. Adapted from: Northouse, P. G. (2016). Leadership: Theory and practice (Seventh ed.). Thousand Oaks, California: SAGE Publications, Inc, p. 341.

Principles of Ethical Leadership

Respect. Transformational leadership is the identified leadership approach utilized in this OIP, alongside a critical pedagogical lens. The importance of respect provides leaders the opportunity to value the insights, beliefs and attitudes of their

followers, and to use their skills to enhance the change process (Northouse, 2016). Respect requires a leader to listen to their followers, to demonstrate empathy, and to be open to other points of view other than their own, like that of a transformational leader (Northouse, 2016). By encouraging open and ongoing communication and an environment of trust, listening to followers and their needs will be had. Through respect, followers can then feel a sense of competence in their work (Bass, 1985). At XCS this is an important ethical principle as both students and staff need to feel respected and valued. Expectations for student success at XCS are enhanced through the principle of respect, but also, individual need. Differences and skills of students need to be considered throughout this process. Bass (1985) notes how transformational leadership instills followers with respect, and trust in their leader.

Service. The second ethic of concern to the PoP is service. The ethical principle of service is based on the interest of others and is also referred to as ethical altruism. This ethical responsibility requires educators at XCS to attend to student's reading development needs, provide students service in the form of reading instruction and intervention, and engage in decision making that is beneficial to the success of student learning and the goal of reading achievement. By seeing my own vision as an integral part of XCS and the community, I hope to instill a strong sense of service through teacher-leadership (Northouse, 2016).

Justice. The third ethic of concern to the PoP is justice. Justice refers to how a leader accounts for their own and their followers' purpose while at the same time working toward identified common goals (Northouse, 2016). Fairness and justice are ethical concerns that leaders must consider ensuring fair and equal treatment of all

followers (Northouse, 2016). At XCS having shared common goals of ensuring all students receive quality education, are both essential to the tenets of transformational leadership and a critical pedagogy, as well as a vital component to the mobilization stage of Cawsey et al.'s (2016) Change Path Model. Burbules & Berk (1999) suggest that critical pedagogy addresses social injustice and strives to find ways to transform it. Justice ensures equal share and fairness, like the goals of XCS, and provides all students with a quality education that is both equal and fair. Ganote & Longo (2014) view justice as being fair reciprocity through a critical pedagogical lens, and will therefore be essential to ensure that all organizational stakeholders at XCS have an opportunity to share and to be heard including students, staff and community members. Providing an environment for students at XCS that is socially just will support their emotional and physical needs as well as their intellectual needs to meet the goal of improved reading achievement.

Honesty. Being an honest leader ensures openness with not only one's self, but those around them as well (Northouse, 2016). At XCS there must be a sense of honesty throughout the intended change plan between all organizational members and stakeholders. This will be instilled through transparency throughout the change process. The challenge that exists for leaders at XCS is being able to create a balance of openness and confidentiality depending on each individual situation. Authenticity and sensitivity to the attitudes and feelings of others is essential in this OIP. Caldwell et al. (2011), notes how transformational leadership demonstrates a commitment to the welfare of all stakeholders, and honours obligations of leaders. In addition, "honesty and integrity are

important components of a transformational leader's idealized influence" (Brown et al., 2005, p. 119) and will be utilized throughout the change process at XCS.

Community. The fifth and final principle of ethical leadership, as outlined by Gorski (2016), is community. Working together as a community to achieve a common goal is essential in building community, and in this OIP, individuals will be influenced to achieve the goal of improving student reading achievement. As a teacher-leader, it is important to consider followers' purposes while working towards meeting a goal of reading achievement. As a transformational leader using a critical pedagogical approach, this concern for others is a core tenet of transformational beliefs. Burns (2010) supports the idea that transformational leaders move an organization toward a common goal that is seen as being beneficial to both the leader and the followers. Critical pedagogy supports this movement as critical dialogue is required rather than hypothetical thought processes carried out by a single leader (Ganote & Longo, 2014). As an ethical leader it is important to consider the purposes of all those involved and to be aware of both community and cultural interests (Gilligan, 1982). Through my role as a teacher-leader I am committed to build a community of students and teachers at XCS who are valued, respected and believed in throughout the change process by engaging them in the process itself. Through a critical pedagogical approach, knowledge creation will be seen as an interconnected, social process that happens within the school community (Ganote & Longo, 2014).

Potential Ethical Challenges

With transformational leadership being the identified leadership approach in this OIP, it is important to examine the ethical values that underline it. If transformational

leadership has an ethical dimension, then leaders using a transformational leadership style should show certain values and behaviours (Armstrong & Muenjohn, 2014). The values associated with transformational leadership that connect to both the PoP and the consideration of ethics include a commitment to ethical behaviour, a sense of care, honesty with self and others, tolerance and politeness (Armstrong & Muenjohn, 2014). These values will guide my work as a transformational teacher-leader at XCS and will be used to address any ethical concerns that may arise. An example of an ethical issue that might crop up during the implementation of this change plan at XCS is the pressure teachers may feel to increase their students' reading scores. This might result in unethical actions that could include forging student reading scores or marking reading achievement tests unfairly. According to a poll by the Association of Teachers and Lecturers, 35% of teachers say they could be "tempted to cheat" (Easton, 2012). This would not only skew the overall accuracy of the results, but also be detrimental to one's own beliefs. Through a critical approach, I would aim to create a "just" society of whom are equipped with tools to better themselves and the world (Sabarish, 2014). As an ethical transformational leader, it will be essential that I instill a sense of trust and honesty in all organizational members to ensure situations like this do not occur. To ensure such, followers must be able to see themselves within the change process as well as how they are beneficial and instrumental to the organization. Through this, transformational leadership will establish trustful working environments and stimulate followers' performance (Roy, 2012).

A second ethical challenge that may arise throughout the implementation of this OIP is deficit-thinking resistance. Deficit thinking refers to the notion that students (particularly low income, minority students) fail in school because such students and their

families experience deficiencies that obstruct the learning process (e.g. limited intelligence, lack of motivation and inadequate home socialization) (Valencia, 1997). This way of thought may be seen throughout the change process, but more heavily visible during the mobilization and acceleration stages of the Change Path Model as stakeholders are required to question and challenge their own beliefs. Stakeholders will be required to question and challenge various components of XCS including past and current initiatives, interventions and supports around reading. This may also bring up resistance or defensiveness in stakeholders. Through trust, positive commitment and performance, motivation toward a new goal will provide self-interest.

Conclusion

Chapters one and two of this OIP presented and examined the need for change, increasing student reading achievement, to take place at XCS. Transformational leadership has been determined as the leadership approach to move change forward and Cawsey et al.'s (2016), Change Path Model is the framework chosen to supplement this. Nadler and Tushman's (1989) Organizational Congruence Model determined the gaps in the change process and identified what exactly needs to change for reading achievement success. This has resulted in three possible solutions to increase reading achievement: teacher-self efficacy, assessment, and professional development. Finally, a review of leadership ethics and organizational change ends Chapter 2. Chapter 3 will determine an implementation plan, evaluation, and communication of the selected change plan.

Chapter 3: Implementation, Evaluation & Communication

Chapter Overview

Chapters one and two of this organizational improvement plan examined reasoning for change, how change will take place, and what changes are required for change to move forward at XCS. Chapter three will identify how the change plan will be implemented, evaluated, and communicated. This will be done through four different components that include: a change implementation plan, change process monitoring and evaluation, a plan to communicate the need for change and the change process, and the next steps and future considerations.

Change Implementation Plan

Goals, Priorities and Strategies of Planned Change

The goal of this organizational improvement plan is to improve student reading achievement at XCS. In Chapter 2, three possible solutions were outlined: increased assessment intervals, improved teacher self-efficacy, and the implementation of a new professional development program. Through the use of critical theory, insights and research was examined to understand and create a change plan to increase reading achievement at XCS (Peca, 2000) and all three solutions were chosen as a three-pronged approach for this OIP. To address the PoP of improving reading achievement at XCS, administration must agree to be fully invested in the change process, and teachers must be supported in building their knowledge and capacity of reading instruction. As a change agent at XCS I serve as a teacher, a leader, a facilitator and a mentor to this change process. Through these roles, I will provide support using transformational leadership and a critical theory lens, gather and share statistical information supporting why reading

levels need to be improved at XCS, and provide rationale behind why a three-pronged approach is the best solution. The effectiveness of this OIP will be enhanced by encouraging open and on-going communication, collaboration, and targeted professional development.

Implementation

A critical role in any successful change plan is effective goal setting (MacLeod, 2012) and SMART goal setting will be used to address the goals and priorities of this OIP. Originally outlined by George T. Doran (1981), SMART goal setting engages a five-step process that provides essential criteria that effective organizational objectives should have. By writing priorities as SMART statements will give a clear direction for action planning and implementation within this OIP (Ogbeiewi, 2017). As a transformational leader, utilizing SMART goals will provide intellectual stimulation of staff by developing new ways to perform job tasks (Piccolo, 2006). In connection with a critical pedagogy, SMART goal setting provides learners with tools to better both themselves and the world around them, and transforms learners from passive to active (Sabarish, 2014). I will engage in individual consideration by coaching and teaching that will allow for communication and feedback to occur. With a foundation of critical theory, conceiving what education should be and how radicalizing education of students at XCS could help change society is key (Kellner, 2003). Overcoming individual differences, understanding cultures different than one's own and developing a more inclusiveness of marginalized groups at XCS will be a key critical theory process during this section (Kellner, 2003). Table 2 outlines this SMART process in relation to the PoP within this OIP.

Table 2

PoP Goal, Priorities, and SMART Goals

POP Goal: To increase student reading achievement at XCS.

Priority: To increase teacher self-efficacy

SMART Goal: To increase teacher self-efficacy by June 2020 using Donohoo's (2016) six enabling conditions for collective efficacy

Implementation: Will begin during the Mobilization Stage of the Change Path Model

Priority: To implement a new professional development program

SMART Goal: To explore and implement The Collaborative Language and Literacy Instruction Project (CLLIP) professional development program

Implementation: Will begin during the Mobilization Stage of the Change Path Model

Priority: To increase assessment intervals

SMART Goal: To increase testing frequency of students three times per school year, once in September, January, and May

Implementation: Will occur throughout all stages of the Change Path Model

Specific Outcomes. In Chapter 2, Nadler and Tushman's (1980) Congruence Model was used to analyze the current state of XCS. With a goal to improve reading achievement, symptoms, inputs, outputs, tasks, and formal and informal sections of the school were looked at in hopes of uncovering a cause to the PoP.

Measurable. The above goal must be measured and analyzed for evidence of change, to inform further direction. Teachers need time to reflect and record their teaching and learning, both individually and collaboratively. Success of this OIP would provide evidence of an increase in teacher efficacy, assessment, and the implementation of a new professional development program, all in the hopes of improving student reading achievement. Participation of both staff and students will also be measured and recorded.

Attainable & Realistic. The success of the goals outlined in this OIP will depend on the contribution, participation, collaboration and engagement of staff and students. With the overall goal of improving student reading achievement already being a goal of the ESSP, provides evidence that the goal is both attainable and realistic. It is important to note that change occurs gradually as the change plan is implemented.

Time-Bound. The goals mentioned in this OIP would be ideally accomplished by the end of the 2020 school year, as per the provincial ESSP goal. Although, as this may not be a reasonable amount of time to fully and effectively implement the needed changes, ongoing change and development should occur until June of 2021.

Through the implementation of SMART goal setting to address the goals and priorities of this OIP, stakeholders will have clear direction for action planning and implementation. Next, stakeholder reactions must be considered.

Managing the Transitions

Stakeholder Reactions

Given the type of change that is required to occur at XCS, stakeholder reaction must be examined. Cawsey et al., (2016) mention the importance of managing stakeholder resistance in their mobilization stage, where change leaders need to manage stakeholders as they react to and move through the change process. With priorities and strategies already identified to begin the change process, it is essential to address possible reactions to change and identify supports and resources for management. To do this, internal and external stakeholders will be discussed.

Internal and external stakeholders are vital to the success of the change process within this OIP. Internal stakeholders have been identified as teachers and support staff

who work on the front line with students, while external stakeholders include board members and the Senior Administrative Team. To address stakeholder reactions to change, transformational leadership will be used to provide ongoing communication, observation and collaboration, and to include the voice of teachers throughout the change process. One key tenet of transformational leadership that will be used to help manage stakeholder reactions is charisma. Charisma is a central quality that can be used to identify with followers, develop intense feelings about them, and establish trust (Medley & Larochelle, 1995). Through this, stakeholders will be motivated through resistance to accomplish successful change. If stakeholders believe there is a logical connection between an issue and the organization's core mission, then the organization's interest in the issue is more compelling to the stakeholder (Diers-Lawson, 2019). By doing so, resistance to change can be minimized making change more effective and successful.

Supports and Resources

This change plan requires three essential resources: time, money, and human. These resources are critical to Cawsey et al.'s (2016) acceleration stage of the change path model, as well as this OIP.

Time is required to implement the change plan effectively, and for all organizational members to be able to engage, implement and reflect on the change plan presented. Time will also be needed to engage in the professional development around why change needs to occur at XCS, collection of reading data, and the presentation of a new reading intervention. Teachers will need time to digest and make sense of the information presented and to decide on how best to implement the changes in their own practice and classrooms. Professional development for all members is essential to

effective schools and this will occur during weekly staff meetings as well as monthly professional development days provided by the division (Leithwood, 2013). Once the changes have been implemented, time will be needed to reflect and discuss on the process and the successes and difficulties along the way. By providing an emphasis on collaboration with colleagues, it is hoped that the demands of time may be minimized.

XCS will need access to financial support to successfully and comfortably implement this change plan. The implementation of a new professional development program will bear financial costs. These costs will include necessary supplemental resources that teachers may need for implementation, and with budgets being tight, fiscal funds may be tough to find. A possible solution to this would be to reach out to the school sponsors to request any contribution to assist in the implementation with this reading initiative. Reducing in-school priorities to one or two rather than multiple could also possibly provide extra allocation of funds. These funds could then be used to support the change implementation through purchasing of resources, teacher release time, and any guest speakers that could enhance the process. With most professional development and learning time occurring in-house during weekly staff meetings, there should be limited financial support required for substitute teacher costs to attend learning sessions outside of the school building. By emphasizing charisma to engage and motivate staff to take part in such in-school professional development, I hope to provide economic efficiency through transformational leadership.

The third resource required in this change plan is human resources. Human resources are critical to this plan as relationships amongst students and staff will be vital. Teachers will need to build positive relationships with both colleagues and students to

identify and address individual student reading needs. Also, staff will need to be willing to engage in new learning about how to effectively teach reading. This will be done through a stimulation approach of transformational leadership that can be enhanced by a leader's ability to get employees to think about work-related problems in new ways. By responding to employee questions by asking "what do you think we should do?" or "what would you advise if you were me?" engages employees' minds in the workplace (Kelloway & Barling, 2000). By engaging staff to approach new learning by engaging their minds, will allow for collaboration and relationship building to occur.

These identified supports and resources will be required to effectively implement and evaluate and communicate the outlined plan. Next, it will be essential to determine how to build momentum to identify short, medium, and long-term goals, and to achieve the desired future state.

Building Momentum

An important part of the change process will be building momentum and inspiring all members through motivation. Critical theory will be critical in doing this as Kellner (2003) claims that a critical theory of education is central to successful motivation and transformation. One way of ensuring that momentum is gained is what Cawsey et al. (2016) suggest as through the celebration of small achievements and success that occur during the acceleration stage of their model. Communication is a key component in this as well as all members, including stakeholders, will be needed to engage in and support the change process. As mentioned, prior, open communication and collaboration will be essential during this process as it is important for everyone to understand the need for change. During professional development opportunities at the school, as well as school

staff meetings, open communication and collaborative inquiry will be promoted.

Communication and feedback will be important between myself and staff to gauge

successes and concerns, and to carry out the implementation plan as per table 3.

Table 3

Implementation Plan – Year 1

Priorities & SMART Goals	Change Path Model Stage	Stakeholders	Timeline
<p>Priority: To increase teacher self-efficacy SMART Goal: To increase teacher self-efficacy by June 2020 using Donohoo’s (2017) six enabling conditions for collective efficacy</p>		Administration, teacher-leader	August
<ul style="list-style-type: none"> • Create awareness and understanding amongst staff at XCS of the current gaps in reading achievement through analyzing reading data from past school year 	Awakening	Administration, teaching staff, support staff	August
<ul style="list-style-type: none"> • Conduct assessments on teacher-self efficacy using self-reflection tool 	Mobilization	Administration, teaching staff	August
<ul style="list-style-type: none"> • Introduce and ensure staff understand the mission and vision of the upcoming work that will be in place for the school year. Ensure a clear understanding of the goals so that all teachers know what is required of them. 	Awakening	Administration, teaching staff, support staff	August
<ul style="list-style-type: none"> • Identify the current gaps in reading and what supports are currently in place (ie// intervention programs, reading tutors, etc.) 	Awakening	Administration, teaching staff, support staff	August
<p>Priority: To implement a new professional development program SMART Goal: To explore and implement The Collaborative Language and Literacy Instruction Project (CLLIP) professional development program</p>		All staff	Year Round

<ul style="list-style-type: none"> Identify professional development needs through staff poll and data team discussion. Create sessions to support the needs and invite division specialists in to provide PD. 	Mobilization	Administration, teacher-leader, school data team, division specialists Teaching Staff	Sept Year Round
<p>Priority: To increase assessment intervals SMART Goal: To increase testing frequency of students three times per school year, once in September, January, and May</p>			
<ul style="list-style-type: none"> Ongoing collection of detailed student reading achievement using the F & P student reading benchmark system. 	Mobilization	Teaching staff	Three times per school year (September, January, and May)
<p>Evidence of Achieved PoP Goal</p>			
<ul style="list-style-type: none"> Comprehensive understanding of individual student-reading instruction needs through increased assessment 	Acceleration	Administration, teaching staff	March
<ul style="list-style-type: none"> Comprehensive understanding and implementation of the CLLIP 	Acceleration	Administration, teaching staff	June
<ul style="list-style-type: none"> Increased teacher self-efficacy 	Acceleration & Institutionalization	Teaching staff	June
<ul style="list-style-type: none"> Improved student reading achievement 	Acceleration & Institutionalization	Students	June

Short-Term Goals. Leithwood (2013) outlines how a broadly shared mission, vision and goals founded on ambitious images of the educated person are critical features of a strong school district (p. 11). Creating a vision for change is a short-term goal that will be necessary for building momentum during the change process. This will be done collaboratively with all staff members during a weekly staff meeting or professional development day so that all members have a voice and feel included in the process. The vision for change will be communicated to all staff members and will outline the reading-focused change initiatives established. As a transformational leader, I will focus more on teachers by setting a vision, creating common goals for the school, inspiring and setting direction, buffering staff from external demands, ensuring fair and equitable staffing, and

giving teachers a high degree of autonomy (Hattie, 2014). Teachers must also show engagement with their students as well as their colleagues. Critical pedagogy will aid in this by ensuring stronger student engagement with curriculum and empowerment through involvement and participation (Sarroub & Quadros, 2015). This will be critical in being able to change current practices to suit the needs of the student population. These short-term goals will aid in the building of momentum within the organization during the change process.

Medium-Term Goals. Collaboration and implementation are two medium-term goals that will help in building momentum for change at XCS. Collaboration has been a common thread throughout this OIP and will continue to serve as a critical step to implementing the proposed solution to the PoP. Collaboration will occur at various intervals of the change process and will include all staff members present during professional development times, as professional development is seen as the primary avenue for changing teacher practice (Thomas et al., 2012). Through collaboration, success can be measured, especially when gauging attitudes and thoughts on the change process. Collaboration will also be used to help implement the proposed solution for change and will link these solutions to increased student reading achievement. Thomas et al., (2012) describe how collaboration that is respectful and responsive to individual teachers' strengths and weaknesses, beliefs, needs, and preferences does make a difference, as does having an observable and measurable impact on student outcomes (p. 461). Teachers will have the opportunity to collaborate with peers and relay ideas and strategies for change implementation. During this time, individual needs and supports can be assessed and addressed. Continued focus on gathering school reading data will also be

a mid-term goal of this change process. Leithwood (2013) explains how deliberate and consistent use of multiple sources of evidence to inform decisions. Student reading achievement data will be necessary to document the change process and to gauge the effects of the change plan. Student achievement will be tracked and analyzed through division-wide standardized assessment tools as well as provincial reading assessments.

Long-Term Goals. The long-term goals of this change plan are to establish increased teacher self-efficacy, implement a new school-wide professional development program, and to increase assessment intervals to three times per school year, in hopes of improving overall student reading achievement at XCS. Evidence of these long-term goals will be an increase in student reading in all areas including vocabulary, comprehension, fluency, phonics and phonemic awareness. Commitment from staff and engagement of all school personnel will also be a long-term goal as participation and collaboration is key. Consistent collection of detailed reading achievement will be emphasized along with quarterly assessment intervals. Transformational leadership will be needed throughout the process to ensure alignment. This will provide for a more comprehensive understanding of student needs and will help guide instruction and intervention.

Limitations of the Implementation Plan

When considering this OIP and Cawsey et al.'s (2016) acceleration stage, implementation challenges and assumptions may arise. These assumptions include: teachers and staff will be interested and willing to participate in the change process, teachers and staff will see the need for change and will believe that this need for change can be addressed through the suggested changes and changes in teacher practice, and that

teachers and staff will be open and willing to cooperate, participate and collaborate during the change process. As a transformational leader I will foster the acceptance of group goals and enhance the cooperation and collaboration within teams (Steinmann, 2018). It will also be important to maintain a clear focus throughout implementation so that the connection between the purpose of the organization and practice are clear. Critical theory will be an effective tool during this time as it is boundary-crossing and mediating, bringing together various dimensions of social life (Kellner, 2003). These are only a few of the possible assumptions that may arise during this process, and other assumptions may include the overall agreement of the required change to teacher practice in order to increase student reading achievement, or a lack of interest from teachers and staff. Staff buy-in will be a key component to the success of this plan as having an open mind and willingness to trust will be critical. If this occurs, then those who are interested can begin the change process with hopes of inspiring those who are not interested through conversation and collaboration. Critical theory will provide all those involved the opportunity to be more participative with an emphasis on critical inquiry (Bohman, 2005). The ultimate success of this change plan depends on the ability of myself to demonstrate my transformational leadership approach to engage and empower all those involved. Subsequently, studies have shown that an increase in transformational leadership causes a trickle-down effect through the organization, raising the level of performance at all levels (Kelloway & Barling, 2000). Through engagement and empowerment, a critical pedagogy can help establish successful change. By engaging and empowering teachers will provide increased impact on student learning that will foster a positive development in reading achievement.

Change Process Monitoring & Evaluating

Within this section, a rationale for monitoring and evaluating the change process at XCS will be examined. Priorities will be discussed as well as the tools and strategies that will be used to support them. The purpose of monitoring and evaluating change in this OIP is to make sure that enough progress is being made towards that change initiative. At XCS, the change process will be monitored through the evaluation of the possible solutions being implemented. The Plan-Do-Study-Act (PDSA) cycle will be used to explore the process of change while still allowing stakeholders the opportunity to engage and reflect on the change process. The PDSA cycle supports transformational leadership in the sense that it promotes collaboration and inspiration through a co-created vision. This cycle also supports the four stages of Cawsey et al.'s (2016) Change Path Model; awakening, mobilization, acceleration, and institutionalization as it is a four-step process that provides instruction for enacting change.

Tools and Strategies for Monitoring and Evaluating Change

Plan-Do-Study-Act (PDSA)

It is necessary to consider a method of monitoring and evaluating the organizational change process within this OIP, and to do so the cycle that fits XCS best is that of Langley et al. (2009), commonly known as the Plan-Do-Study-Act (PDSA) cycle. The PDSA cycle is shorthand for testing change by developing a plan, conducting the test, observing the results, and determining modifications (Langley et al., 2009). This cycle is paired with three guiding questions to form an effective model for planning, implementing, and evaluating a change initiative (Langley et al., 2009).

The chosen solution of a three-pronged approach will fit well into this model. First, an identification of what is trying to be accomplished must be made – increasing student reading achievement. Second, it will be known that the change has been an improvement when reading achievement scores improve. Third, the changes that will be made will include increased testing intervals, the implementation of a new professional development program, and increased teacher- self-efficacy. The chosen professional development program, CLLIP has already been mentioned in detail earlier. Increasing the testing intervals to three times per year will be implemented immediately. Donohoo's (2017) six enabling conditions for collective efficacy will be used to improve teacher self-efficacy. During the plan stage, staff at XCS will be provided with the objectives of the monitoring and evaluating components of the change process and time will be allowed for questions. Time will also be allocated during this component for planning. The do component is where the actual plan is carried out. Any problems or concerns during this stage will be documented and discussed to find solution, data analysis also begins during this stage. Next, the do stage synthesizes the data and compares it to previous predictions. Lastly, the Act component determines any changes that need to be made and plans for the next cycle.

The aim of this OIP is to increase low student-reading achievement at XCS, as per the PDSA's three fundamental questions. With evidence of student engagement, collaboration amongst staff members, as well as student supports, change will have occurred. Data collection of student reading results at XCS during marked intervals throughout the school year, September, January, and May, will also display success. The

next section of this OIP will examine the relationship between leadership ethics and organizational change.

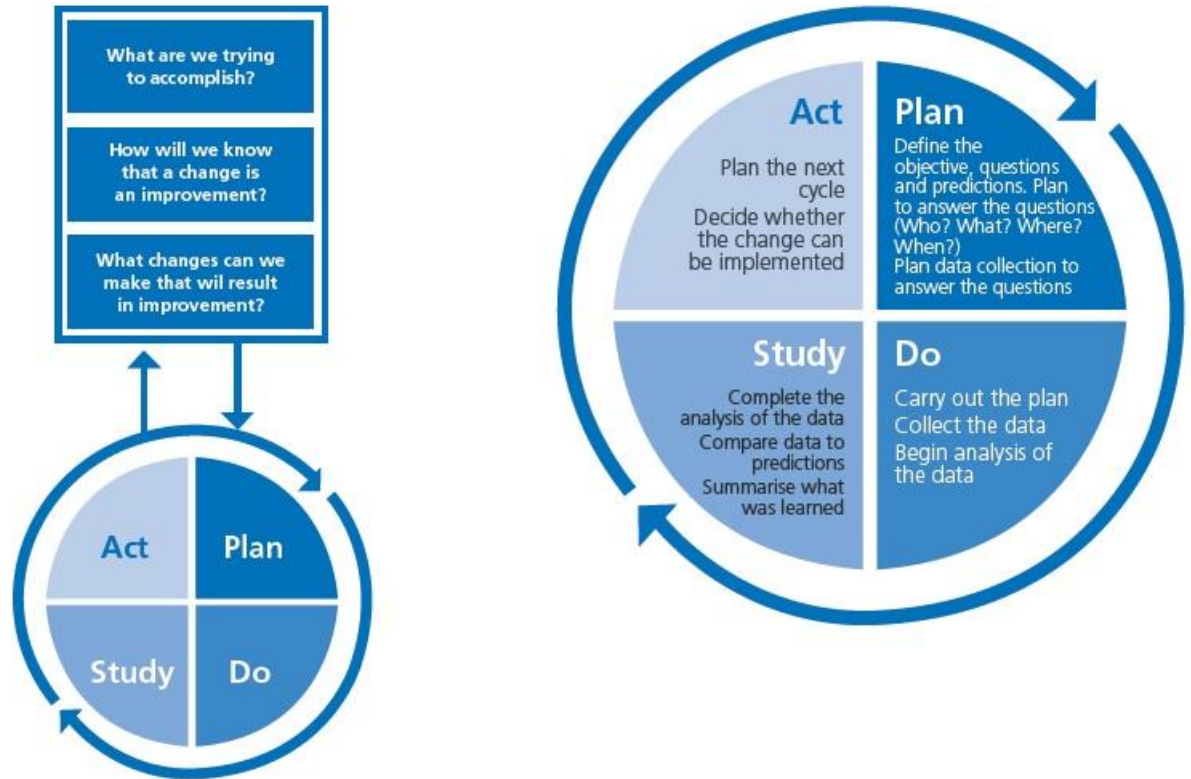


Figure 4: Adapted PDSA Cycle At-a-Glance

It is important to answer three essential questions pertinent to the PDSA cycle. The first question is, what are we trying to accomplish, as seen in figure 4. It is important that clear and focused goals are set with measurable targets (Christoff, 2018). In this OIP the PoP has been identified as being low student achievement in reading. Therefore, the implementation of this OIP aims to accomplish improving low reading scores at XCS. The second question is, “How will we know that a change is an improvement?” We will know that a change is an improvement when student achievement in reading increases

through the implementation of the proposed solutions. Lastly, “*What changes can we make that will result in improvement?*” This question relates to the three-pronged approach chosen to address the PoP: increased teacher self-efficacy, the implementation of the CLLIP professional development program, and increased reading assessment intervals. To outline this plan further, three PDSA cycles will take place that consider both priorities and goals of the OIP. These plans are outlined in tables 4, 5, and 6.

Table 4

PDSA Cycle 1 – Teacher Self Efficacy

Plan	Do	Study	Act
Pre-reflection for teachers	Share information with staff about self-efficacy	Self-efficacy reflections	Post reflection/Self-assessment by teaching staff to assess current state of self-efficacy
Co-creation of vision for change during a staff meeting	Collection of reading data through quick screeners and the Benchmark Reading Assessment System	Encouraged ongoing feedback from teaching staff through survey, feedback forms and one-on-one conversations	Ask teachers whether they are needing any extra support or resources?
In-school PD sessions for staff regarding self-efficacy	Conversations with all personnel	Meetings between myself and teaching staff as needed	Sharing of successes and challenges of staff during weekly meetings
All information will be saved to a common place/common drive	Weekly updates through email		

Table 5

PDSA Cycle 2 – CLLIP Professional development program

Plan	Do	Study	Act
Pre-reflection for teachers	Share information with staff about the CLLIP	Analyze reading achievement data	Post reflection by teaching staff to assess learning
Co-creation of vision for change during a staff meeting	Collection of data	Encouraged ongoing feedback from teaching staff	Ask teachers whether they are needing any extra support or resources?
In-school PD sessions for staff regarding professional development programs	Conversations with all personnel	Data team meetings	Student self-reflection/assessment on learning (new strategies from CLLIP)
All information will be saved to a common place/common drive	Weekly updates through email	Meetings between myself and teaching staff as needed	Sharing of successes and challenges of staff during weekly meetings
	Note taking that will be documented on a Google drive or on the school common drive		Model CLLIP and provide support
	Teaching staff work collaboratively to explore the CLLIP professional development program		
	Teachers implement CLLIP lessons in their classrooms		

Table 6

PDSA Cycle 3 – Increased Assessment Intervals

Plan	Do	Study	Act
Introduce the idea of increased reading assessment intervals supported with reasoning of better knowing where our students are at	Share information with staff about the F & P reading benchmark assessment system	Analyze reading achievement data	Post reflection by teaching staff to assess assessment frequency
Co-creation of vision for change during a staff meeting	Collection of reading data by classroom teachers, analysed during weekly staff meeting time in collaboration with grade-alike colleagues, and presented to the large group	Encouraged ongoing feedback from teaching staff	Ask teachers whether they are needing any extra support or resources?
In-school PD sessions for staff regarding reading assessment	Conversations with all personnel	Data team meetings	Student self-reflection/assessment on learning
All information will be saved to a common place/common drive	Updates through email	Meetings between myself and teaching staff as needed	Sharing of successes and challenges of staff during weekly meetings
	Note taking that will be documented on a Google drive or on the school common drive		Model effective reading assessment strategies
	Teachers implement increased assessment intervals in their classrooms		

Plan. The first stage of the PDSA cycle that will be used to address the PoP at XCS is the planning stage. Cawsey et al. (2016) outline in their awakening stage that the goals are to identify the need for change, outline the existing gaps, and develop a vision for change. Building on these perspectives enables the development of an inclusive vision

that connects education at XCS to equality and critical theory (Kellner, 2003). During the planning stage, XCS will be prepared for change and for the implementation of the CLLIP professional development program by outlining and recognizing that low student reading achievement is an area that needs focus and growth by students. This implementation will include pre-planning, gathering of resources, development of staff meetings and PD, designing and conducting teacher post-reflections, and collaboratively engaging in ongoing conversations with staff about the CLLIP. This first part of the plan stage will occur between myself and administration, during the first week back to school in August as the principal and vice-principal will be instrumental in ensuring staff is prepared for the change process. During the planning stage conversation will also be directed towards co-creating a vision for change. This component of the cycle will occur during weekly staff meetings as well as PD days. As a teacher-leader, I will communicate most of the change information to staff, through meetings and emails and encouraging conversation. The principal and vice-principal will help guide staff through conversation as well as discussion around self-efficacy and the CLLIP during these meetings. The administration team will also act as liaison between the Senior Administrative Team and the public-school board, and me. During this stage I will collect data in the form of observations and conversation with teachers and support staff. This data will be conducted to gauge their thoughts, opinions and reflections on the matter. This will be done during my daily prep time, and any other times during the week I am available. This data will then be collated to provide insight and a guide for the school team to move to the mobilization stage of Cawsey et al.'s (2016) Change Path Model. Long term indicators of success will be seen through improvement in student reading achievement in

the Fountas and Pinnell division-wide reading assessment, large-scale assessment results such as the Canadian Achievement Tests in Grades 4 and 8, as well as in school and division created phonological awareness quick screeners referred to as PAQS.

Do. During this stage of the cycle, change both occurs and is tested for its success. This is done through the implementation of the change plan, and the collection of data. Cawsey et al. (2016) suggest that through the acceleration stage, theory is tested and observed to provide insight into effectiveness. Through initiating change, building momentum and evaluation, the change plan begins. Communication during this stage is crucial as all stakeholders must be involved to ensure progress and success. This communication will take the form of both conversation and weekly email updates between myself and teaching staff. Feedback will be a vital component of this stage, and stakeholders will be encouraged to continually provide such. This feedback will then be used to help determine if the change implemented was successful, and if not, what needs to change. With the emphasis from a transformational leadership approach that encourages and emphasizes empowerment and participation, stakeholder and follower's needs can be considered (Allen, 2016).

Various forms of student reading data will be used to track progress at XCS and inform the change process. Van Barneveld (2008), states how planned use of data is a common characteristic among schools that are high performing or "beating the odds" in terms of student achievement. Using data collection tools at XCS, teacher practice can evolve and flourish (Van Barneveld, 2008). These include anecdotal notes for information that needs to be kept confidential, and a Google document used for information to be shared staff wide. This data will be used to determine whether the

changes implemented have had the intended impact. Observations, questionnaires and interviews will also be filled out by teaching staff and used to collect data. It will be essential that I as a teacher-leader regularly engage with stakeholders to keep the change process going. I will use four tenets of transformational leadership to aid in this, and to build trust and communication amongst all members (Hoy, 2003). These four transformational tenets include: charisma or idealized influence (attributed or behavioral), inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Steidlmeier, 1999). Note taking will be utilized for in-person conversations while keeping anonymity of personal names and information when shared through email and/or on the common school drive. I will also frequently consult with all school members including stakeholders to provide opportunity for feedback. My role will continue through in-school professional development teams including the data team, which will allow for various perspectives of reflection on the change implementation.

Study. The third stage of the PDSA cycle is study. This stage links with Cawsey et al.'s (2016) institutionalization stage through the analyzation of cycle results. Periodically throughout the cycle, students, teachers and support staff will be asked to complete a short survey to help gauge student achievement and development. Student reading achievement results will be collected three times per calendar year and will be analyzed in grade alike groupings at staff meetings, during data team meetings, as well as during other professional development times with both school and the Senior Administrative Team. During the analyzation, any interesting trends will be noted. Red flags will also be discussed as will any noted gain or regress in student achievement. Factors that might be contributing to low student achievement that have not been

identified may also present themselves during data analyzation. If so, these will also be noted. It will be important to document these findings and discussions so that those who are not able to attend the meetings can read them later. Also, these notes will serve to reflect and document progress. A Google document will be used to house these notes, and/or a file on the school common drive.

Act. The final stage of the PDSA cycle is act. This stage focuses on the reflection of the change implementation, and examines the successes of the change, the difficulties, as well as the plans for the next cycle. This stage of the cycle aligns with Cawsey et al.'s (2016) institutionalization stage through the development of a new process. Critical Theory will reinforce the dialectic between consciousness and self-reflection and the external social reality on the other. Reflection from teaching staff will be encouraged through a short post-change reflection survey/activity. The data gathered will help to inform and direct further initiative and support moving forward. It will be important to share both the successes and the challenges with all staff members as well as other outside stakeholders such as school board members and the Senior Administrative Team. Communication of goals during this stage will be important to solidify and continue to build on successes and sharing of information with staff. Once the summary report of the change plan is generated, all those involved will have an opportunity to make inferences and draw conclusions. After reflection is had upon the change plan, alterations may occur at many different levels. Roles of those involved may also change, including myself. These roles may be too broad or too narrow. Additional supports for teachers or support staff may be needed, and financial resources may become a requirement. There is

expectation that unforeseen problems will occur as it is difficult to predict the future, but given the malleability of this plan, change can occur when need be.

This initial change plan would ideally be completed by June 2020, as per the provincial education sector's strategic plan deadline. This deadline is close approaching. Come June 2020, the education sector will most likely release a new plan that reflects the progress made thus far province wide. In reflection of this new ESSP, this change plan will likely occur September 2020 through June 2021.

In conclusion, a plan to monitor and evaluate the change process during the change implementation plan at XCS will combine both the PDSA cycle with that of the Change Path Model of Cawsey et al (2016). Through the implementation of this four-step cycle, and in tandem with the four components of the Change Path Model, teachers, support staff, administration and community members will have the opportunity to assess the process of change at XCS. The change plan will be tested, carried out, observed and analyzed, and reflected upon to determine any changes that may be needed.

Plan to Communicate the Need for Change and the Change Process

For this OIP to be successful, strategic and intentional communication with all stakeholders regarding the proposed changes will need to occur. A plan for communication must be established that will provide an approach to communicating change in a way that is respectful of all, and takes into consideration collaboration, feedback, and reflection. Through a variety of communication methods that are consistent with a PDSA model and Cawsey et al.'s (2016) Change Path Model, the importance of open and on-going communication will be emphasized. Theorists usually use words "influence", "inspire" and "transform" as characteristics of communication of a

transformational leader (Miftari, 2018). The transformational leader treats each follower as an individual and provides coaching, mentoring and growth opportunities (Bass, & Steidlmeier, 1999). With meta-analyses suggesting moderate to strong links between transformational leadership and work performance, it will be important for me to approach change from such a perspective (Kelloway & Barling, 2000).

Communication will be an essential building block to ensure that successful change moves forward at XCS. Communication is also a key component in building trust, which is essential to successful organizational change (Lewis et al., 2011). A successful communication plan can ensure that all those involved, including stakeholders, are given the opportunity to share information, as well as receive it (Fullan, 2011). As a result, communication can be used as a tool to improve both trust and support. This communication plan examines the needs of stakeholders, while also communicating the reasoning for change at XCS. Communication with staff and students are a must and will be described in more detail alongside potential communication challenges, in a hope to ensure stakeholders remain focused and committed to the whole change process.

The biggest challenge that will be faced within this section is open and ongoing communication between all those involved. With many changes anticipated to occur with the implementation of this change plan, frustration and resistance are bound to occur. Communication should be consistent and contain messages that reflect the current state of the organization, the change initiative, as well as student progress. Communication will occur throughout all stages of this OIP and must be reflective and realistic in nature of both students at XCS and staff. Another challenge that may occur at XCS that would affect communication would be the high rate of teacher turn-over. As current staff

transfer out, and new staff transfer in, they will need to be updated on the change plan and caught up to speed in terms of professional development and learning. If my role were to change due to transfer, or job title, then a transition plan would need to be created. This would inform the incoming staff member, or current staff member that would be willing to take over the change plan duties, of the past present and future of this OIP.

Building Awareness of the Need for Change

In order to successfully build an awareness for change at XCS, determining the need for change must occur. Communication must be used to determine this need as all aspects of the need for change must be informed (Cawsey et al., 2016). This involves the development of a clear vision that must be shared in collaboration with all those involved at XCS. Cawsey et al.'s (2016) Change Path Model will be used to build this awareness, as seen in figure 5.

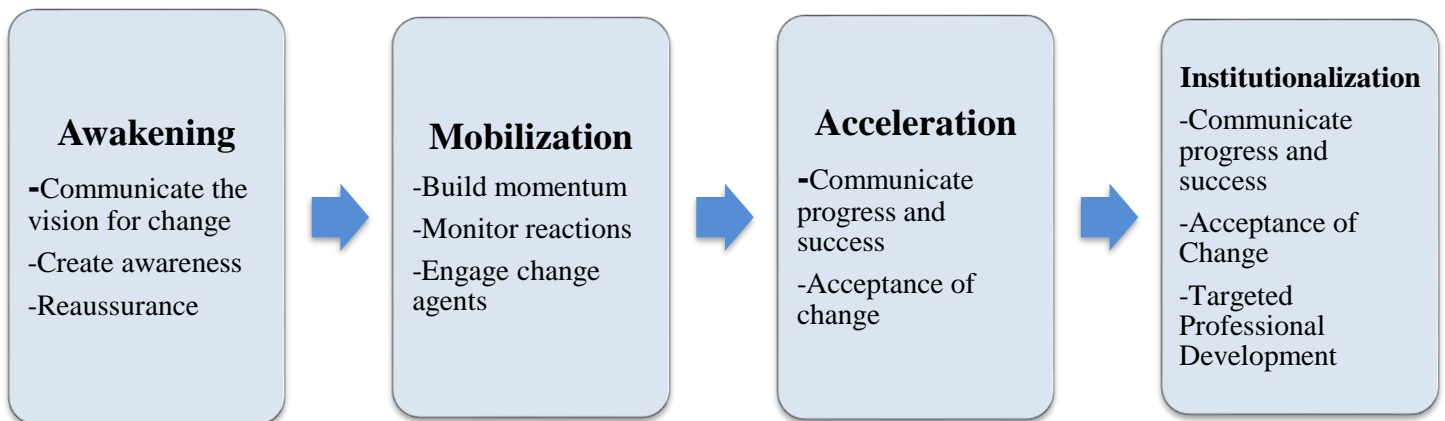


Figure 5: Change Process Communication Plan adapted from Cawsey et al., (2016).

The first stage of the Change Path Model, awakening, will occur by communicating the need for change. The vision for change will be presented at this time, as well as a clear description of the change plan steps (Cawsey et al., 2016). This will be communicated to all staff personnel during a weekly staff meeting, in the hope of keeping communication open and transparent. A weekly email will also be sent out to ensure that everyone is informed including those who may have missed the staff meeting.

Conversation and interviews will be had to investigate the past and present professional development programs that have taken place at XCS. An interview guide with supporting questions will be developed at a future date to gauge teacher self-efficacy. Using a transformational leadership approach and critical theory. I will engage stakeholders in this process by empowering and inspiring them to change. These interviews will also help determine if any preconceived notions exist regarding the proposed implemented change. Transformational leadership will guide all components of the change process, including communicating the need for change and the plans to communicate the identified change with all stakeholders. Through consistent engagement of staff and open and on-going communication, change will occur (Cawsey et al., 2016). Creating awareness will be vital in the awakening stage of communication, as will providing reassurance. Resistance to change may begin to surface, so staff must be reassured and reminded that what we are doing is for the better good of our students. Reviewing student reading achievement data from the year prior will also be needed in developing the need for change at XCS. At this stage, staff will have the opportunity to examine student reading scores, and discuss with colleagues any interesting finds, trends or occurrences in the data. While analyzing the large amounts of reading data, interaction and interpretation will be important forms of

communication within this stage (Lewis, 2011). This activity will help to communicate the need for improved reading achievement at XCS.

Acceptance of change will be an important component of the mobilization stage of the change plan. Throughout this change plan, stakeholders have been identified as critical factors in not only its implementation, but its success. As a transformational leader, empowering stakeholders and engaging them to be active participants in learning is a key goal. To do so, communication will play a large role in this process. Using one-on-one conversation, as well as collaborative small group discussions, current stakeholder beliefs and assumptions will be addressed. Through acceleration, progress of change will be communicated. Both teaching staff will complete a short survey that will provide feedback on the progress of change in their classrooms, as well as allow for any feedback or questions to be posed. Successes will be shared and communicated to both the Senior Administrative Team and the school community through emails and newsletters. Small successes will be communicated, celebrated and made known to all those involved, and will reinforce the change vision (Hiatt, 2006). Celebration and communication of successes will help to solidify change and promote acceptance. Institutionalization will reinforce these celebrations to keep the change momentum strong. Professional development will be a key component of this stage to help promote learning both in the classroom and out. Division personnel with specific expertise regarding the OIP will be contacted to assist in the provision of resources and learning sessions during this time. Staff will be encouraged to put forward recommendations of professional learning that they would like to see around student reading achievement during this time, and every effort will be made to provide it.

When discussing communication with staff at XCS, there are a few things that need to be noted. First, staff must be aware of and understand the reason for change, including both the short, medium, and long-term goals. Communication must include a description of the leadership style that will be present, in this case transformational leadership, as well as a clear description of the vision for change. Such communication will take place through a both face-to-face meetings and discussions, as well as weekly emails and updates. Communication will also stress the importance of working in collaboration and how this has a greater effect on student achievement than working alone. As mentioned in Chapter 1, XCS is a small school with a small student and staff population. This will be beneficial when it comes to communication with staff as it will be more manageable to communicate and reach out to all those involved. The staff at XCS will most likely have questions regarding the change plan such as what their roles and responsibilities will be and how this will impact their current work portfolios. To answer these questions, honest and open communication will take place, one of the many tenets of a transformational leader (Northouse, 2016).

The purpose of the communication plan is to inform stakeholders and all of those involved of the need for change, to engage these individuals to carry out the change process, and to communicate and reflect on the change progress. This change communication plan is directly coordinated with Cawsey et al.'s (2016) stages of the Change Path Model to keep both consistency within the OIP as well as within XCS. To ensure that all members of XCS have an opportunity to communicate their questions, concerns and ideas, this communication plan draws ties to the Change Process Monitoring and Evaluation plan. This will ensure that various information and strategies

will be effectively communicated to those within the organization through the use of transformational leadership. Bass (1990) defines transformational leadership as a superior form of leadership that occurs when leaders “broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and the mission of the group and when they stir their employees to look beyond their own self-interest for the good of the group.” With communication being an important foundation of transformational leadership, it is also seen as an essential component to the success of this OIP. A detailed change communication plan timeline is outlined in the appendix. For this change plan holds sustainability, next steps and future considerations must be examined.

Next Steps and Future Considerations

For successful implementation of this OIP, and in respect to staff and students, next steps and future considerations must be explored. The first chapter of this OIP introduced the PoP at XCS and described the envisioned future state of the organization. At XCS, the envisioned future state is through improved teacher self-efficacy and the implementation of a new professional development program, 80% of students will be reading at or above grade level by June 2020. From this envisioned future state future considerations and next steps of the OIP can be identified and discussed.

The next step for this organizational improvement plan would be to implement the plan into action. The selected change plan will take time to implement and will require both financial as well as human resources to complete. Administration must be actively engaged in all stages of the OIP and help align professional development of staff with both the division-wide expectations and the needs of the students. School administration

will also need to agree to be fully invested in the change plan for it to come to fruition. Various factors such as a change in administration, a different direction outlined by the division or province, lack of funding and other various factors all can cause difficulty and potentially impede the outcomes of this OIP.

Another area that could be addressed in the future that was not addressed in this OIP would be improving parent involvement in student learning and reading achievement at XCS. This would ideally be addressed once all school staff are aware and understand the goals and expectations of this OIP. Collaboration with parents and guardians would bridge the gap between home and school but is a large endeavor to achieve at this point. Therefore, improving parent involvement will remain a future consideration.

Upon examination of a multitude of factors throughout the descriptive implementation plan, further steps and future considerations still need to be looked at. The implementation plan is intended to occur during one full academic calendar year, although dependent upon a few factors this may need to be altered. As mentioned, prior, the provincial ESSP concludes in June of 2020. As per past years, this plan will most likely be re-examined and extended after consideration is given as to where the province's students stand academically. Second, collaboration is a large key component of this OIP. Dependent on how the staff at XCS collaborate throughout the change plan will also influence next steps and future considerations. There exists the possibility that the desired results will not be attained. If this is the case, then other options will need to be considered, such as those outlined in the section of possible solutions.

Conclusion

The third chapter of this OIP includes four different components: a change implementation plan, change monitoring and evaluation, a plan to communicate the need for change and the change process, and next steps and future considerations. The change implementation plan connects with the organizational analysis found in Chapter 2 to outline strategy for change through a summary of goals and priorities. Change process monitoring and evaluation makes connection to the PDSA model and leadership approaches to change, as well as proposes tools and measures that will be used to track, gauge, assess, and refine change. A plan to communicate summarizes building awareness of the need for change at XCS and connects to the plan to communicate. Finally, concluding with an articulation of the next steps and future considerations required.

Throughout this OIP, the need to address low student reading achievement at XCS has been examined. This PoP as it relates to both staff and students, must be considered within its organizational context, as well as the current organization change readiness. A plan to implement, evaluate, and communicate has been developed and described, using a critical theory, and supported by a transformational leadership lens. Through the implementation of this OIP, improved outcomes for both students, staff and community members are anticipated. With this OIP solidified at XCS, individual student reading needs would be addressed, which would allow for an overall increase in student reading achievement scores.

Appendix: Change Communication Plan Timeline

Timeframe	Communicator	Audience	Purpose	Tool
June 2020	Teacher-leader	Senior Administrative Team: Superintendent, Principal, Vice-Principal, Board Chair	Share OIP outline and goals	Small group presentation
June 2020	Teacher-leader	XCS Data Team (Principal, Vice-principal, resource teachers, select classroom teachers)	Share OIP outline and goals	Small group presentation
August 2020	Teacher-leader	School teaching and support staff	Introduction of change plan	Presentation during back to school week of teacher PD
August 2020	Teacher-leader	School teaching and support staff	Any interested members that would be interested in joining a collaborative coalition team in partnership with the school data team	During presentation at back to school PD, also sent out in staff email
August 2020	Teacher-leader and Admin Team	Teacher-leader and Admin Team	Outline the team’s mission, vision, norms, and data collection steps, highlight goals	In-person meeting
September 2020	Teacher-leader and Admin Team	All staff	Share evaluation purpose and process, distribute self-efficacy self-reflection	During weekly staff meeting
September 2020	Teacher-leader and Admin Team	All staff	Creation of school mission and vision	During weekly staff meeting
September 2020	Teacher-leader and Admin Team	School community	Share purpose of the change plan provide school data to support. Question and answer portion included.	Presentation or Newsletter
September 2020	Admin Team	School community	Introduction of change plan. Any updates to the plan will be shared during this time.	School Newsletter which is distributed by

				email and paper copy
September 2020	Teacher-leader and Admin Team	All staff	Document a list of short-term goals, including strategies and assessments of data collection on student achievement progress.	Google document that is updated at least 2 times per month
October 2020	Teacher-leader	All staff	Update on change plan progress	In-person update at staff meeting OR email update
October 2020	Admin Team	School community	Change plan update	Newsletter
October 2020	Teacher-leader and Admin Team	Community Partners	Collaboration invitation to community partners to contribute and support OIP goals	In-person meeting ideally, but could also be email or phone
November 2020	Teacher-leader and Admin Team	All staff	Document a list of short-term goals, including strategies and assessments of data collection on student achievement progress.	Google document that is updated at least 2 times per month
November 2020	Teacher-leader	All staff	Update on change plan progress	In-person update at staff meeting OR email update
November 2020	Admin Team	School Community	Change plan update	Newsletter
November 2020	Admin Team	All staff	Share student reading achievement from the F & P testing, phonological quick screeners and other reading assessment data	In-person meeting
December 2020	Teacher-leader and Admin Team	All staff	Document a list of short-term goals, including strategies and assessments of data collection on student achievement progress.	Google document that is updated at least 2 times per month
December 2020	Teacher-leader	All staff	Update on change plan progress	In-person update at staff meeting OR email update

January 2021	Admin Team	School Community	Change plan update	Newsletter
January 2021	Teacher-leader	All staff	Update on change plan progress	In-person update at staff meeting OR email update
January 2021	Admin Team	School community	Change plan update	Newsletter
February 2021	Admin Team	School Community	Change plan update	Newsletter
February 2021	Teacher-leader	All staff	Update on change plan progress	In-person update at staff meeting OR email update
February 2021	Admin Team	School community	Change plan update	Newsletter
March 2021	Admin Team	School Community	Change plan update	Newsletter
March 2021	Teacher-leader	All staff	Update on change plan progress	In-person update at staff meeting OR email update
March 2021	Admin Team	All staff	Share student reading achievement from the F & P testing, phonological quick screeners and other reading assessment data	In-person meeting
April 2021	Admin Team	School Community	Change plan update	Newsletter
April 2021	Teacher-leader	All staff	Update on change plan progress	In-person update at staff meeting OR email update
April 2021	Admin Team	School community	Change plan update	Newsletter
May 2021	Admin Team	School Community	Change plan update	Newsletter
May 2021	Teacher-leader	All staff	Update on change plan progress	In-person update at staff meeting OR email update

May 2021	Admin Team	School community	Change plan update	Newsletter
June 2021	Admin Team	School Community	Change plan update	Newsletter
June 2021	Teacher-leader	All staff	Update on change plan progress Share student reading achievement from the F & P testing, phonological quick screeners and other reading assessment data	In-person update at staff meeting OR email update
June 2021	Admin Team	School community	Change plan update	Newsletter
June 2021	Teacher-leader & Admin Team	All Staff	To summarize and share data/progress up to this point, share successes regarding student reading achievement, reflect on goals	Weekly staff meeting

*During the final week of June 2021, progress will be reflected upon. At this time, it will be determined if this plan needs to continue the next year.

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