



Admin Principles for Complex Instructional Change

- What principals value, support, and share can drive change in schools (Vision)
- Complex change requires persistent leadership and focus; avoid promoting “this too shall pass” thinking
- Leaders need sufficient knowledge of the change to supervise and guide the fidelity of the implementation
- Commit to a three to five year process of communication and a combination of pressure and support
- See faculty as individuals with needs, and support appropriate next steps
- Promote and support risk taking, allowing room to learn from failure
- Recognize teachers’ efforts to be assessment driven, responsive and engagingsm
- Prudently select areas of growth that have the greatest potential impact
- Coach, supervise, then evaluate

Based on the work of Fullan, Tomlinson, Hirsch, Sparks and Guskey