Change Agent Discussion

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Our school opened in August of 2007 after the consolidation of several areas. We closed a K-6 school, took the third graders from the Lower school and combined with the K-2 Primary school to create a K-3 school. Using Fulan and Stiegelbauer’s *New Meaning of Change,* I will describe how our school is continuing to promote change in the use of technology. Our district (IT and upper administration) saw the need to look forward in the design of our new building. The clarity, complexity, and quality were all thought about before the ground was broken. As the implementation of all of the new items were in place the “local characteristics” were involved. As stated in our readings, “education change depends on what teachers do and think” (1991, as cited in Ellsworth, 2000, p. 84). This was and still is a focus for the Assistant technology director, the principals, and the new technology staff at the new school (me and the computer teacher.) We held a staff development class to teach the new software and ways to implement it in their teaching, centers, and student use. We continue to hold staff developments and work with the teachers to change the paradigm of the old way of doing things. Real change does not happen over night. I know this because we are still a few teachers shy of buy in. With the district and the Principal’s support, I do see progress. You may notice that I haven’t mentioned the community or external agencies. Our school is independent. We do not receive money from the government, so are not affected directly by this factor. Our community extends to our parents and they usually are supportive of the school’s decisions.

Ellsworth, J.B. (2000*). Surviving change: A survey of educational change models.* ERIC Clearinghouse on Information and Technology, IR-109. (Eric Document Reproduction Service No. ED 443 417.