EXPLORING THE TCP IN DEPTH

Dr. DeVore & Dr. Ryder
Fall 2019 Immersion
Thetas
TCP OVERVIEW EDOL 700, 706 & 707

EDOL 700

Identify TCP
Identify what is driving your organization’s change.
Conduct sensing interviews with decision makers.
Identify person to champion your TCP

Download and fill out TCP Application–Cohort Mentor (CM) must sign off and return (Assignment 5.2).

EDOL 706

Development Transformational Change Leadership Team (TCLT)
Identify change leadership team roles and invite team members to participate.
Implement team building strategies
Create norms and a common vision for the TCP.
Submit TCP Application to CM for feedback per signature assignment 1.2.

EDOL 707

Develop the TCP Plan to Plan
The EDOL 707 signature assignment will guide you through a ten step process towards the development of your Plan to Plan.
Complete the formal TCP application and obtain CM approval. Must complete!
CM sends the approved TCP application to EDD office.
TCP OVERVIEW

EDOL 707, 708 & 709

Develop TCP Key Components:
- Formal Application
- Strategic Plan
- Evaluation Plan:
  1. Formative
  2. Summative

EDOL 780

Implement TCP Strategic Plan
Conduct Formative Evaluation of TCP
Complete Portfolio Section 1: Transformational Leadership Development Plan

EDOL 724

Complete Portfolio Section 2: TCP
Using the Executive Summary as a guide:
1. Conduct Summative Evaluation
2. Update Strategic Plan
3. Write Analytical Paper
4. Include Artifacts
Prepare for Symposium
All students are required to identify, develop and implement a Transformational Change Project (TCP) during their two years of course work. In year one you will be involved in identifying the TCP, change drivers and initiatives required. You will also develop a Plan to Plan for the TCP in EDOL 707 and a strategic plan to implement the transformational change project in EDOL 708.

January Immersion will include a complete TCP Overview.
5.4 EXPLORING TRANSFORMATIONAL CHANGE PROJECT (TCP) OPTIONS (20 POINTS)

Assignment 5.4 is designed to help you explore and start to identify a viable TCP within your organization. If you already have a TCP in mind for your organization, you can use the process and outcomes of this assignment to strengthen your direction and understanding of your identified TCP.

Directions for completing Assignment 5.4

1. Read chapters 2 & 3 in your Beyond Change Management text and pages 54-72 in The Change Leader’s Roadmap. This reading will introduce the concept of identifying Change Drivers and the types of Organizational Change.

2. Complete Assignment 5.2 Cohort Mentor TCP Discussion at Fall Immersion to focus your thinking about a possible TCP.
3. Use prompt questions in Exhibit 2.1 on page 42 of the Beyond Change Management text to reflect on what is driving change in your organization.

4. Over the first 4-5 weeks of this course engage at least 2-3* other individuals in your organization to discuss possible transformational change initiatives you could help lead as your TCP requirement for the doctoral program.

5. After completing steps #1-4 above write a 4-5 page paper (see CAG).

* It is possible you will only need one person.

Note: Consider contacting a non-profit organization in your area if you are not able to facilitate a TCP in your organization or reach out to your network of leaders to identify a possible TCP. You can identify potential non-profits by networking with friends, co-workers and family members. The county offices of education typically have a list of non-profits and/or may be interested in your assistance!


**TODAY’S ACTIVITY**

1. Identify a time keeper and then have everyone at your table do a quick 2 minute max sharing on your initial TCP thoughts and discussion on Saturday at your Cohort meeting session.

   - Identify who you perceive is a person(s) to interview in your organization.
     - This person(s) should be able to help champion moving forward with the TCP.

2. Now engage in a table talk focused on helping others at your table that might be in need of ideas for their TCP. Does someone at the table have a TCP possibility for a fellow THETA? Faculty will be walking around the room and available to answer questions.

3. Be prepared to share out and ask for clarification at end of table talk session.
BEGIN WITH THE END IN MIND

EXAMPLE 1
Los Angeles Police Department

Southeast Division Community Safety Partnership Policing Building Community Relations

German Cabaliero

Transformations Change Project

A variety of comprehensive and contextual evaluations that target the social, technological, economic, and political aspects of the Southeast Division LAPD Community Safety Partnership Policing Building Community Relations have been part of the development and implementation of the TCP. These initiatives include the INOT and the strategic initiatives associated with the community policing strategies. The end goal is to improve community-police relations through the use of innovative community policing and community engagement strategies. The INOT is a framework for transformational change that is designed to improve the relationship between the police and the community. The INOT is a framework for transformational change that is designed to improve the relationship between the police and the community.

Required Initiatives

The following initiatives were developed by the Strategic Initiative Team of the Southeast Division LAPD Community Safety Partnership Policing Building Community Relations.

TCF Results

The TCF project focuses on community relations between the residents of the Jordan Downs, Imperial Courts, Avalon Gardens, Normandie Gardens, and MacArthur Village housing communities. The implementation of the TCF project and the new annual Father and Daughter Dance were successfully introduced. This annual event involved the residents of the Jordan Downs and the Imperial Courts.

Conclusions

The TCF project is a success of collaborative efforts. Developing and implementing policies and procedures for improving relationships between law enforcement and the community is critical. Using the data collected, we produced a detailed report with recommendations to assist the housing communities in creating their future visions to achieve effective community programs, community policing, community approach, and community engagement.

Recommendations and Sustainability

Cultural issues are a major part of the TCF and its success. It is essential to provide annual or external sources of training to raise awareness of cultural issues and situations. Creating a comprehensive training group that reflects the multi-ethnic make-up of the community is critical to the success of the TCF. The training group should be reflective of the community's diversity and should include representation from all levels of the organization. The community should be involved in the planning and implementation of the TCF to ensure their needs are met.

Viscous

It is the vision of Southeast Division to support Los Angeles Police Department community-based policing efforts to reduce the incidence and fear of crime and enhance public safety. To improve their quality of life, Southeast Division is committed to being a leader in the LAPD community policing efforts. Southeast Division has implemented a variety of programs focused on leadership, training, and community engagement.

Walk with a Cop Program

Father and Daughter Dance

GlobalSolutions.com

330-733-0281
Revitalizing the Professional Learning Community
Kathy R. Crowe, Doctoral Candidate
Transformational Leadership Project

THE PURPOSE

The purpose of this study was to implement new school-wide systems to increase student achievement and empower collaborative, highly effective leadership teams, and transform the entire school culture, thus revitalizing the professional learning community of the elementary school.

DATA COLLECTION AND RESULTS

Results from the 45th Professional Learning Community Assessment, parent survey, and focus groups revealed the perceptions of staff and parents about new practices and structures of the professional learning community.

- 70% of all stakeholders indicated on the surveys and focus groups that they “agree” or “strongly agree” that our school is functioning as a highly effective team.
- Many of the parents expressed satisfaction with the increase in home/school connections and asked for more school-wide academic events and parent trainings.
- Academic performance data, Measure of Academic Progress (MAP), indicated positive growth trends in reading and math for grades Kindergarten through grade 6.
- Increased staff collaboration time and engagement in 12 weeks of Professional Learning Activities.

METHODOLOGY

The study was a mixed method design, consisting of the following:

- Online surveys, focus groups, and one-on-one interviews.
- Transformational Leadership Team self-assessments.
- Appreciative Inquiry.
- Logos Model, EDVOT, input and External Scan.
- Student Achievement Data.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion: Based on the findings, the TCP activities improved the culture of the school and sent the indicators of success as measured by the comprehensive evaluation. The student test data, focus groups, and survey results from all stakeholders indicate significant progress towards closing the achievement gap and improving how the school team functions as a professional learning community.

Recommendations: For 2016-17, recommendations include periodic updates of the communication plan for parent stakeholders, development of a staff succession plan, and increased opportunities for parent workshops. More school-wide and grade-level activities and building capacity for parent leadership within the professional learning community will be incorporated into the ongoing strategic plan for improvements.

CROWE’S MODEL OF CHANGE

Evaluate and seek feedback.

Build trust in the organization.

Determine the problem.

In the photo above, parents attended a technology training, learning how to access online academic resources to support their children in meeting school-wide academic goals, including scoring at higher percentages on quarterly school district assessments.

REQUIRED INITIATIVES

Support, support, support...