

ADVANCES IN EDUCATIONAL PSYCHOLOGY CONFERENCE (AEP)

OCTOBER 24 – 25, 2014 in FAIRFAX, VIRGINIA

PRINCIPLES AND MECHANISMS OF CHANGE STRAND

POLICY and TEACHING SUB-STRAND

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Key Questions addressed:

1. How do we simultaneously prepare for change and sustain the changes we have already made?
2. How do we empower and protect the psychological well-being of those people who are influenced by and significantly affected by policy changes?

We acknowledge first of all that policy makers treat educational systems like a *Deficit Model*. There is a serious disconnect between policy and implementation, and we want to reverse this perspective to a positive one of growth and inevitable change. We believe such a shift is essential. Secondly, we argue that there are different points of entry for Educational Psychologists to impact this process of change and growth.

1. First, we can treat policies from a scientific perspective.
 - A. Test the policy like a hypothesis by piloting the proposed change in one or two school districts for at least a year. This roll-out model needs time and testing.
 - B. Think Action Research which can be used to inform subsequent implementation of the policy. Include and validate qualitative research.
 - C. Growth and change should be the primary focal point and should be proved to be effective before it is widely imposed or implemented.
2. Focus on the gap between policy and how it is implemented. The goal is to involve all participants so that their input is significant.
 - A. To help close the gap, we can support the people at the local level who are in charge of policy, rather than using “top down” approaches.
 - B. Empower those affected by change policies by preserving their psychological well-being through various means of connection, such as professional development workshops for administrators and teachers. Such workshops would include self-

efficacy issues, competence and skill development, confidence in agreed implementation, and engagement of stakeholders.

- C. Collaboration with other professionals who work within the schools, such as counselors, school psychologists, and resource teachers, works to support all staff for change implementation.
- D. At the university level, a model program for leaders and administrators could be created.
- E. Provide time and incentives for planning and collaborating.
- F. Develop the hypothesis model program and “get it in the news.”
- G. How has technology changed program implementation and change????

Division 15 of APA must actively help to close the gap between policy and implementation. We recommend that Division 15 adopt a policy to support collaborative partnerships with other professionals who work in the following sites and levels of organization:

Local schools

Districts

States

The United States Congress

Other APA divisions

Other professional organizations

University groups who train and educate teachers and administrators

We urge actions that will engage and make a difference. As Maxine Greene said,

IMAGINE WHAT’S IMPOSSIBLE and JUST TRY IT!!

Notes prepared by Prof.Susan Riemer Sacks,

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