



# New Level, New Devil

How to avoid the pitfalls that come with leading change in schools.

Robyn Jackson

# Introduction

If you're reading this guide, chances are you are probably about to launch upon a transformation for your school. It might be a small change like instituting a new remediation period for failing students or your math changing curriculum. Or, it might be a bigger change like going from a 7 period day to a block schedule or implementing a new school-wide program. Whatever the size or scope of the change you want to make, the change process typically follows the same rhythm.

Does this sound familiar?

1. You announce the new change.
2. You face initial pushback.
3. Some people embrace the change, while others either openly or passive-aggressively resist.
4. You push the change through anyway.
5. People struggle to implement the change while other complain.
6. After a while, there is half-hearted implementation, but not everyone is practicing the change.
7. Next new thing.

Does this at least in some part describe your last change effort?

If so, then unfortunately your next change effort is likely to follow the same predictable pattern. And, it will not only cost you wasted time and energy trying to drag your school through yet another new initiative, it's costing you your credibility.

You see, each time you launch a change effort and it fails to transform your school, your teachers, the students, their families lose a little faith in you. And when they start losing faith in you, it will be that much harder to make change happen the next time you try.

That's the bad news.

But there is good news! This resource will take you step by step through a change process that will result in meaningful transformation for your school. Plus, it will help you map out your next change process and anticipate the challenges you'll face along the way. That way, you can make sure that whatever change you are trying to make will actually stick.

We've helped schools all over the world use this exact same process to transform some aspect of their schools -- from small programmatic changes at individual schools to overhauling entire school districts.

Every single one of them started by mapping out their process using the same tools in this guide.

# How to Use This Guide

When you have a clear transformation process, and you anticipate the challenges along the way, your new initiative will be successful. Your teachers will understand and embrace the change you want to see, and what's more, they will actually put it into practice until it becomes embedded in your school culture.

We'll walk you through the entire process (including how to avoid the pitfalls) in this guide.

- Print out this guide
- Set aside 2 hours today or tomorrow to read the guide and fill out the sections
- Put this on the agenda for your next leadership team and walk your team through the process.

Oh, and one more important thing.

If you have any questions about anything in this guide, we're here to help. Simply email us at [info@mindstepsinc.com](mailto:info@mindstepsinc.com) or give us a call at 1-888-565-8881.

# Overview

***If you want to make transformation happen in your building, you need more than a good idea.***

Most change efforts start out as great ideas. You have a problem in your school and so, you find a program or an initiative to solve it.

Great.

Until you have to get your team and your teachers to implement the change.

As the saying goes, “No one likes to be changed but a baby.”

Most people like change but hate to BE changed. So, in order to make transformation stick, you need to not only have a great idea, you need others to be willing and able to make your great idea a reality.

In other words, transformation only happens when you change people’s WILL and SKILL.

Now, most of the time, we take into consideration people’s SKILL level when we are trying to transform our schools. For instance, we usually provide teachers with some training when we are asking them to make a change.

But have you ever given teachers training on a new strategy and they STILL don’t implement it?

Of course you have. Do you want to know WHY that happens?

Because training won’t change people’s WILL to change. Training is a SKILL solution and a SKILL solution will never solve a WILL problem.

Here’s something else that derails a lot of change efforts. Even if we provide WILL and SKILL solutions at the beginning and get people excited about the change we are trying to make and give them training to help them make it, it might get people initially excited, but that excitement will fizzle out over time.

It’s not your fault. It’s a natural part of the transformation process.

# New Level, New Devil...

Problem is, we often give up when this happens instead of anticipating it, and planning for it.

There's a saying, "*New Level, New Devil!*" What it means is that you can't just have a flat change process. Each time you take your teachers and your team to a new level, you will face new challenges. Some of them will be WILL challenges and some will be SKILL challenges.

That's why the Mindsteps Total School Transformation Map outlines each of the levels of change and helps you anticipate and plan for the new WILL and SKILL challenges you will meet at each level.

Here's the overview of the model (we'll go into detail about each level later in this guide.)

**Excite:** Get everyone to buy into the new vision.

**Explore:** Surface and address the constraints that threaten the new vision.

**Engage:** Set everyone up for success with the new vision.

**Expect:** Get everyone implementing the new vision consistently and pervasively.

**Evaluate:** Get everyone implementing the new vision with quality and embed the new vision into your culture..

**Extend:** Realize success, examine results, and identify next steps.

As you can see, each stage of the transformation process creates greater and greater momentum to help you sustain your change over time until it becomes fully embedded in your school culture.

## What are you doing currently?

Now that you see how the overall Transformation Process works, ask yourself these questions:

- What parts of the process are you already doing (even if you may not be doing them completely)?
- What parts of this process are you not doing?

If you're like most schools, you'll notice that while you may be doing some parts of the process already, other parts are incomplete, or missing from your change process.

That's pretty common. It's because many of us were taught to start a change process, but few of us were taught how to see it through.

# What's that costing you?

If you are not implementing the entire change process, it's no wonder some of your initiatives have had either lukewarm reception, half-hearted implementation, or outright resistance in the past. Change is hard and it takes careful planning to implement it effectively. If you skip a stage in the process, your teachers can't build the WILL and SKILL they need to implement the change effectively.

And it's not really their fault. They just need to be taken through the right process that will develop their WILL and SKILL over time so that they not only embrace the change, they are successful at implementing it.

The good news is that this guide will take you through all 6 parts of the Total School Transformation Process. You'll discover what should be your focus at each stage, and what challenges you will face. Plus, you'll learn what you can do to overcome these challenges and keep building momentum to a successful transformation for your school.

One more thing...

If you have any questions as you go through this guide, send us an email at [info@mindstepsinc.com](mailto:info@mindstepsinc.com) or give us a call at 1-888-565-8881. And, if you'd like our help implementing this process in your school or district, let's talk! You can set up a call to talk through the details at <https://mindstepsinc.com/book-a-workshop/>.

# Stage One: Excite

The Excite stage is perhaps the most overlooked stage in the Total School Transformation Process. What typically happens is:

1. We see a problem
2. We search for a solution
3. We find a solution that we think will work
4. We announce the solution to our staff.

Here's the problem with that approach -- WE have thought through the change and have a sense of urgency.

Our staff has not.

They either don't see the problem or they don't see why the problem is so urgent.

Plus...

- They haven't explored the various solutions.
- They don't know yet why your solution is the best solution.
- They don't yet see what life will be better for them and their students as a result of implementing that solution.

**You** feel a sense of urgency because you have spent time thinking about the problem and the solutions.

**They** don't feel a sense of urgency because they are often hearing about the problem and the solution for the first time when you announce the change.

So not only do they not have the WILL to make the change yet, they also don't have the SKILL they need to analyze whether or not this change will be good for them and their students because they haven't had time to fully understand the change yet.

One of the biggest mistakes we see schools make is that they announce a change in a big, splashy kick-off meeting, and then expect everyone to get on board.

It doesn't work that way.

You need to get people excited about the change first. You need to spend time creating a sense of urgency first.

And that takes time.

That's because at the beginning of any new initiative your staff will face WILL challenges and SKILL challenges.

WILL Challenges	SKILL Challenges
<ul style="list-style-type: none"><li>• Initiative fatigue</li><li>• Overwhelm</li><li>• Cynacism</li><li>• A natural fear of and resistance to change</li></ul>	<ul style="list-style-type: none"><li>• Balancing the new priorities with their current work load.</li><li>• Understanding the current problem as a problem.</li><li>• Understanding the need for change.</li><li>• Understanding the proposed solution.</li></ul>

So during the excite stage, there are 4 things you MUST do in order to help people develop enough WILL to get excited about the change and to prepare them with the SKILL they will need to take the next step in the process.

1. Create a Sense of Urgency
2. Build a Guiding Team
3. Create a Compelling Vision
4. Craft a Compelling Vision Story

When you do these three things, you not only overcome teachers' initial objections and fears, you give teachers the tools they need to take the next step in the change process.

When you skip this stage, your teachers may misunderstand the change, succumb to cynicism and initiative fatigue, or feel attacked and blamed for the problem. And, they will be afraid of the change because they don't feel equipped to implement it.

Can you see how skipping this stage will slow down your momentum before you've even got it going.

You can overcome a LOT of resistance by just taking the time to carefully implement the EXCITE stage. When you do this stage right, you not only get your teachers excited about the change and feeling a real sense of urgency, you also help them feel like they can actually implement the change in their practice.

Here are a few tips to make the EXCITE Stage successful:

DO...	DON'T...
DO craft a compelling Change Story that makes the teachers the heroes of the process.	DON'T make yourself the hero of the process.
DO make a Case for Change that addresses the teachers' concerns.	DON'T make a Case for Change that only reflects institutional concerns.
DO share the general plan for the Transformation Process	DON'T give too many details at this point. It will simply be too overwhelming.

# Stage Two: Explore

Have you ever gotten everyone really excited about a new initiative and then days later, people start grumbling? Initially, they were on board, but now they are raising questions like...

- How are we going to be able to do this with everything else we've got going on?
- Are you even sure this is the REAL problem?
- Where are we going to find the time or resources to do this?
- Will the students really be able to handle this?
- Shouldn't we wait until next year?

...and on and on and on.

Usually we get very frustrated when people start to raise objections early in the change process. But, actually, these kinds of questions are a natural part of the process.

When you use the Mindsteps Transformation Process, these kinds of questions won't annoy or scare you. In fact, you'll actually *encourage* them.

Why?

Well, think about what's going on in the minds of your teachers right now. After the initial excitement has worn off a little, fear starts to creep in. They are already working hard and they worry that this new change will actually create more work for them. What's more, because they don't have a lot of the details at this point, they are nervous about what will be asked of them and how this change will actually work.

You'd feel the same way too.

So, don't worry if teachers start raising objections at this point. It's perfectly natural. But, how you handle those objections will make the difference between whether teachers will become even more committed to the transformation, or simply shut down.

What you do during the EXPLORE stage is very important. That's because some of the biggest WILL and SKILL barriers exist at this stage.

WILL Barriers	SKILL Barriers
<ul style="list-style-type: none"><li>• Fear of the unknown</li><li>• Overwhelm</li><li>• Feeling powerless, voiceless, and unheard</li></ul>	<ul style="list-style-type: none"><li>• Not sure how to make the Transformation happen.</li><li>• Unable to consider challenges and look for solutions</li></ul>

During this stage, if you don't give teachers a safe space to voice their concerns, you will lose them. They will never own the change, because they don't feel like they have been a part of the process. If they can't feel ownership of the change, they will tear it down.

But the good news is...

*People don't tear down what they helped build.*

When you do the EXPLORE stage correctly, you can turn teacher concerns and complaints into a powerful way to help teachers feel a sense of ownership over the change.

This is why you don't share details about the change until now. If you share them too early, it will feel as if the change is a done deal and teachers did not have a voice in the process. If you wait to finalize the details until after you have solicited and heard teachers' concerns and objections, and made adjustments based on their input, then teachers will feel that they are a part of the process.

So, during the EXPLORE stage you should...

1. Identify and prioritize constraints
2. Determine the type and level of change needed
3. Map out the process

When you do this, you give teachers a genuine voice in shaping the process and they will help you anticipate the challenges you might face and help you come up with solutions. Their input will be invaluable in helping you create a process that they can actually embrace and implement.

Now, a lot of leaders avoid the EXPLORE stage because they are afraid that it will lead to an eternal gripe session. And, handled the wrong way, that can happen.

But, handled the right way, the EXCITE stage can be a powerful way to unite your teachers around the transformation you seek, get teacher buy-in and support, and get valuable input from teachers that will make your plan even better.

Can you see why this stage is critical to the success or failure of your Transformation efforts?

The EXPLORE stage is where you begin to secure teachers' real commitment to the Transformation you are trying to create. As long as it is *your* initiative, *that* program, *the system's* new change, the most you can expect from most of your staff is compliance. They may pay lip service to the change, they may even go through the motions, but they will not own it.

But if you carefully go through the EXPLORE stage, your teachers will own the Transformation. It will become OUR initiative, OUR program, OUR new change. And not only will they own it, they will actually look for ways to make it better.

To help you navigate this stage successfully, here are a few tips:

# Stage Three: Engage

DO...	DON'T
DO invite teachers to share their concerns, point out potential challenges, and raise objections.	DON'T try to solve every concern, challenge, or objection at this point.
DO sit down with teachers in small groups where everyone has a chance to participate in the conversation.	DON'T try this in a large group where only a few voices are heard and a mob mentality may erupt.
DO collect and summarize all the concerns and examine ways to adjust the process to address the concerns.	DON'T dismiss concerns or ignore them.

Now that you've gotten everyone excited and helped everyone own the Transformation, it's time to get to work.

During the ENGAGE Stage, you will get everyone in your school started implementing the Transformation you want to see.

Seems straight forward doesn't it.

Unfortunately, it's not.

In fact, there are several WILL and SKILL challenges teachers face at this stage.

WILL Barriers	SKILL Barriers
<ul style="list-style-type: none"> <li>• Fear of failure</li> <li>• Uncertainty</li> <li>• Frustration</li> <li>• Feeling unsupported.</li> </ul>	<ul style="list-style-type: none"> <li>• Normal rookie mistakes</li> <li>• Difficulty incorporating the new skill into current practice.</li> <li>• Misunderstanding of key components of the training.</li> </ul>

To resolve these WILL and SKILL concerns, you need to do 3 things during the ENGAGE Stage.

1. Getting everyone involved in training to help them develop the new skills they will need.
2. Giving people an opportunity to attempt the new behaviors in a non-evaluative environment.
3. Create a short-term “win.”

Both parts are important. First, if you want to transform your school, you need to provide teachers with the training and support they need to successfully implement the new behaviors required by the transformation.

That makes sense doesn't it? After all, if you want teachers to implement a change, you need to ensure that they are equipped.

Second, once teachers have gone through training, they need time to attempt the new behaviors without the threat of being evaluated. Whenever we attempt something new, we are going to make mistakes. If teachers feel free to make mistakes without being penalized, they are more likely to give the new behaviors their real effort.

Here's how most of us get the Engage stage wrong. We offer one or two training opportunities and then expect perfect performance right after. Teachers feel pressure to get it right on their first or second attempt. As a result, their performance is often stilted and riddled by fear. Soon, they go into compliance mode, or they give up altogether.

We would never let a teacher treat a student this way.

When you give teachers good training and a safe space to practice before they are evaluated, they not only are more likely to give the new behaviors a sincere effort, they will quickly grow in their comfort level and find ways to make the new behaviors a permanent part of their repertoire.

Don't worry. The time to evaluate will come. Right now however, what teachers need most is your support. Give them the right kind of support, and they will quickly learn and fully adopt the new behaviors they need to make the Transformation successful.

The third thing you need to do is to create a “win” for teachers early in the process to help them see that their investment and time is already paying off. This way, you keep everyone encouraged and excited about the work.

Here are a few tips to help you during the ENGAGE Stage:

# Stage Four: Expect

Do...	DON'T...
DO offer multiple opportunities for training in a variety of modalities.	DON'T provide a once-and-done training.
DO offer teachers multiple opportunities to practice the new skill without the threat of evaluation.	DON'T expect perfect performance right away.
DO offer teachers non-evaluative feedback, support, and encouragement to help them grow in their practice.	DON'T offer feedback and support that feels evaluative or punitive.

Now that you have gotten everyone invested in your transformation and you've given them the training and support they need to implement the new behaviors, it is time to expect them to actually start practicing the new behaviors.

The point of the expect stage is not that everyone practices the new behaviors perfectly. After all, they are still getting used to them. The point of the expect stage is that everyone is consistently and pervasively practicing the new behaviors. In other words, the Expect Stage is where you establish the "new normal."

Up until this point, some people will have attempted the new behaviors while others may have only attended the training and not yet incorporated the new behaviors into their practice. Now is the time for everyone to get off the fence and actually start making change happen.

The resistance that you will face at this stage will be somewhat similar to the WILL and SKILL challenges of the Engage stage, but they will often show up as more intense during the EXPECT Stage because now, everyone is expected to make a permanent shift from what they did before, to what they will do now and into the future.

WILL Barriers	SKILL Barriers
<ul style="list-style-type: none"> <li>• Nostalgia for the “old” way of doing things.</li> <li>• Uncertainty about the effectiveness of the new behaviors.</li> <li>• Fear of failure</li> <li>• The frustration that come with attempting something new</li> </ul>	<ul style="list-style-type: none"> <li>• Unfamiliarity with the new behaviors in actual practice.</li> <li>• Making the shift to the new behaviors and giving up the old behaviors</li> <li>• Trying to get the new behaviors “right.”</li> </ul>

To address these WILL and SKILL barriers during the EXPECT Stage, you should:

1. Monitor the process and help everyone be accountable.
2. Provide ongoing feedback and support.
3. Standardize the changes.

The purpose of this stage is to get every teacher in your building attempting the new behaviors. you will visit every classroom and give teachers feedback on whether or not they are implementing the new behavior. However, it is important at this stage to keep your feedback non-evaluative because teachers are attempting new practices and new behaviors. You don't want to discourage them from trying.

So, your feedback should be limited to “Do I see an attempt or not?” As long as you see teachers attempting the new behaviors, they are right on track, even if they do so poorly. You can continue to coach and support teachers at this stage to help them prepare for evaluation, but as long as they are genuinely trying to incorporate the new behaviors into their practice, you're happy.

Here's why this is so important. At the beginning of any new initiative or change, people are going to be insecure and unsure whether they are “doing it right.” They need the freedom to attempt the new behaviors without the threat of being evaluated if they get them wrong.

That doesn't mean that you don't give them coaching and support to help them implement the new behaviors more effectively -- you absolutely should. But what it doesn't mean is that your coaching must feel supportive, not evaluative, if you want your teachers to be feel safe enough to attempt something new, make mistakes, and learn from them.

If you do this, you will begin to standardize the changes school-wide.

# Stage Five: Evaluate

Here are some tips to help you make the EXPECT Stage work:

DO...	DON'T...
DO visit every classroom during this stage to check to see if you see the new behaviors or not.	DON'T evaluate how effective the new behaviors are yet. Save that for the evaluate stage.
DO give teachers non-evaluative feedback and support to help them implement the behaviors more effectively.	DON'T overwhelm teachers with feedback while they are trying to figure out how to make the new behaviors a permanent part of their practice.
DO start looking for ways to standardize the change so that everyone is implementing in the same way.	DON'T completely take choice out of implementation. Standardize the change but leave teachers some options to personalize it.

## Evaluate

Once you've gotten everyone involved in the transformation, you're not done yet. In fact, some of your hardest work is still ahead of you.

If you want to ensure that the transformation sticks, you need to go beyond just getting everyone involved in the transformation. You have to ensure that they are successful with it.

That means that at this stage, you need to shift your focus from IF everyone is practicing the new behaviors to HOW everyone is practicing the new behaviors.

The goal of the Evaluate Stage is to get every teacher implementing the new behaviors consistently, pervasively, and *with quality*. It is no longer enough to simply see the behaviors. Now you want to make sure that teachers are practicing the behaviors effectively.

People LOVE the Evaluate stage. In fact, we find that most people we talk to want to rush through the other stages to get to this one. They think that they need evaluation to enforce the transformation.

But, as you've learned by now, you cannot force people to embrace change. So, if you rush to evaluate, before you addressed the WILL and SKILL challenges of the earlier stages, you are setting yourself up for failure. Being heavy-handed with evaluation may get you compliance, but it will never get everyone fully committed to the process.

So take your time. Build WILL and SKILL throughout the process so that by the time you get to this stage, you can actually get people implementing the changes you want successfully.

That being said, you will face several WILL and SKILL challenges along the way:

WILL Barriers	SKILL Barriers
<ul style="list-style-type: none"><li>• Fatigue</li><li>• Resentment</li><li>• Inaction</li><li>• Cutting corners or skipping steps</li><li>• Regression</li></ul>	<ul style="list-style-type: none"><li>• Some teachers may still struggle or get stuck.</li><li>• Some teachers won't know how to make the new behaviors a permanent part of their practice.</li></ul>

One of the biggest WILL challenges you'll face at this stage is fatigue. You've been doing things for several months now and some of your teachers will have grown weary with the change. Some teachers will start to deviate from the original intent of the transformation. They may begin cutting corners or they may start skipping steps in their process. Others will start to regress towards what they were doing before.

Another WILL challenge you will face at this stage is that this is usually where those teachers who are still holding out on fully committing to the transformation will take their last stand. They may feel resentment after getting evaluative feedback, or they may realize that the change is sticking and feel threatened by the new expectations. You'll need to navigate this carefully. Handle this wrong, and they will NEVER get fully on board. But, if you have been sticking to the process closely all along, you can win them over here.

Because the Evaluate Stage is focused on the quality of implementation, you will also discover some SKILL gaps among your staff. If you don't help teachers pinpoint where their practice is missing the mark and provide follow-up support for those who are still struggling, many of your teachers will get stuck.

The other SKILL challenge you'll face is that by this point in the process, teachers are still juggling other responsibilities. While they were caught up in the early excitement of the transformation process, they may have gladly taken on new behaviors and responsibilities. But, now the process has been going on for a while and they may struggle to figure out how to incorporate the new behaviors into their practice permanently. You'll need to remind teachers of the value of the transformation, and provide additional support to help fully embed the transformation into their practice.

To handle these challenges, you will need to do 4 things.

1. Collect evidence of student outcomes and share success stories.
2. Examine results
3. Help everyone be accountable through evaluative informal and formal observations to determine the quality of implementation.
4. Provide follow-up support for teachers who need it.

If you rush through these steps, you may get pockets of excellence, but not a total school transformation. Taking your time to work carefully through the steps will not only set all your teachers up for success, it will ensure that you actually start seeing results for students.

Here are a few tips to help you navigate the EVALUATE Stage successfully:

DO...	DON'T...
DO visit every classroom or teacher at least once during the stage.	DON'T assume that some teachers have already "gotten it."
DO have follow up support ready for those teachers who are still struggling.	DON'T provide ad hoc or one-size-fits-all support for teachers.
DO collect and share success stories to keep everyone motivated.	DON'T allow nay-sayers to take control over the narrative.

# Stage Six: Extend

Whew! You made it to the end.

By now, you've secured teacher buy-in, gotten everyone engaged in the transformation process, set teachers up for success, gotten everyone implementing the process with fidelity and quality. You're starting to see major results with students and you feel the tide is finally shifting.

But don't celebrate yet. There is still work to be done. And, if you skip or rush through this step, you could see all your hard work go down the drain.

Why?

Because although by now, you are experiencing some great results, the transformation has not been fully embedded into the culture. If you stop now, the changes you made will erode over time.

Again, WILL and SKILL are the culprits.

WILL Barriers	SKILL Barriers
<ul style="list-style-type: none"><li>• Teachers may not fully own the transformation yet.</li><li>• Fatigue</li><li>• Cynicism</li><li>• Detachment</li></ul>	<ul style="list-style-type: none"><li>• People may begin tinkering with success and erode the progress you've made thus far.</li><li>• People may not learn from the process and use what they have learned to improve the next time around.</li></ul>

One of the biggest WILL challenges you will face is this: At the beginning of the process, you created a real sense of urgency. But, now that you are starting to see results, it is a lot harder to keep up the sense of urgency. People may think that their job is done and move on to the next thing. Now, more than ever, you need to work to keep people fully engaged in the process and invested in their outcomes.

You also face a major SKILL challenge during the EXTEND stage that has less to do with people's ability to implement the transformation as it does with improving on the entire Transformation Process itself. If you don't take time to intentionally record the lessons you've learned throughout the process and evaluate the process itself, you are doomed to repeat many of your mistakes the next time around.

To mitigate these dangers, there are 4 things you must do:

1. Identify the key learnings, look for areas of improvement, and evaluate the transformation in light of your vision, mission, and core values.
2. Celebrate success.
3. Embed the change into the culture
4. Manage the change over time

When you do this right, you ensure that your organization grows continually with each new transformation. Do this wrong, and over time, passion for the transformation will die down, implementation will get watered down, and your own stamina for change will get worn down.

But, if you do this stage successfully, not only will you embed the transformation so fully into the culture that it becomes your normal way of doing things, you will continue to build on your successes over time.

# Now What?

Once you and your team have a clear sense of the Transformation Process and the WILL and SKILL challenges you will face along the way, you can Transform your school without getting derailed by hidden obstacles along the way.

- You'll feel more confident because you have an entire process instead of ad hoc tactics.
- You'll be able to secure teacher buy-in from the very beginning and overcome objections before they take hold and ruin your momentum.
- You'll help everyone commit to the entire process instead of merely complying with your initiative.
- You'll set everyone up for success so that they are willing to attempt the change without push-back.
- You'll get everyone implementing the transformation with fidelity and quality.
- You'll see amazing student results.
- You'll embed the transformation so fully into your school culture, that it will become "just the way we do things around here."

It's just that powerful.

At Mindsteps, we teach you how to take your school or district through the entire Transformation Process and make your vision a reality. We not only help you develop a full plan that anticipates the WILL and SKILL challenges you'll face along the way, we also give you the tools you need for each stage of the process to help you maintain momentum and keep all your teachers fully invested every step of the way.

We offer a limited number of Private Workshops to help schools and districts master this process, get every teacher on board, and realize their vision.

Just send us an email to [info@mindstepsinc.com](mailto:info@mindstepsinc.com) or give us a call at 1-888-865-8881 to get started.

## Learn More

**Whenever you're ready, Mindsteps is here to help you build the WILL and SKILL of your teachers at each stage of the Transformation Process.**

[Schedule a Call](#)