Several key factors play a role in the process of change. New building and district leaders need to establish relationships with their constituents, both within their building and their communities. Established administrators need to build by in with their current staff and with their communities. New leaders need to embrace vulnerability, delegate to empower, enable meaning and confidence as well as identifying and propelling people towards a common cause. By activating open communication and the opening up of one's self through love, authorship, power and significance, leaders can motivate and create new rituals with their building and community members.

All stakeholders in schools and districts are key players in enabling change to happen. These include students, families and community members, but most importantly and potentially the most influential are the building teachers and support staff. These members of buildings and communities fall into five categories: runners, joggers, walkers, riders, and drivers. Administrators are the drivers, they must steer the organization in the direction of change, and they must use the runners to spread energy. Runners in the organization need support, but overall work diligently for the good of the whole. Joggers are steady and dependable, but need validation to continue higher levels of effort. Walkers are negative and lack motivation; they are slow to change but benefit from rewards. Lastly, riders are dead weights in the organization and it is not wise to spend great lengths of time on them. Ultimately, drivers or leaders of buildings or districts should maintain their focus on their okay, better and best employees.

Second-order change is transformational, radical or something so different from the norm, it requires buy in from the okay, better, and best teachers and support staff. Administrators

must organize and build collaboration amongst staff and create a shared vision worth sticking to. Embedding intrinsic motivation amongst all staff is key to creating and implementing change. By allowing employees autonomy, time to collaborate, to build mastery, and to set a purpose, leaders will more effectively be able to drive change.

In my experience, without these key components set in place by building and district leaders, it is difficult to effectively implement change. In the current situation with the Coronavirus, all teachers are to continue to meet the needs and implement new curriculum for all students, while students are to learn remotely without all of the necessary components. This change was put into effect rather immediately, without proper planning, nor with clear directions. Most employees share the vision of continuing the continuity of learning for all students, but the way it is occurring, is in a variety of methods, in addition to not all students' needs are being met, or with the same occurrence of curriculum. The drastic differences between buildings, let alone classrooms is staggering. This rapid change, is a great example of why effective leaders must be ready to provide the space for employees and leaders to effectively work together to create a shared vision, skills to complete the goal, incentives for following through in a timely manner and the resources to implement necessary steps. Effective leaders will set the foundation for successful change, but require the continued support of teachers, staff, students, and community members.