

DISTRICT IMPLEMENTATION RESOURCE

SCHOOL DISTRICT TECHNOLOGY CHANGE MANAGEMENT TOOLKIT

**Practical steps, templates, and guidance
for helping school communities adopt and
sustain technology change**

**Built around ADKAR: Awareness, Desire, Knowledge,
Ability, Reinforcement**

Prepared as part of the 2026 CoSN Blaschke Fellowship

TOOLKIT SECTION 1

How to Use This Toolkit



Methodology Disclosure: The frameworks and insights in this toolkit are derived exclusively from the author's original research in the 2026 Blaschke Report. Generative AI tools helped synthesize and adapt the report's text into this format. The author fully reviewed and approved the final text.

Use the worksheets before, during, and after a technology implementation.

Change management is the process of preparing, supporting, and guiding people as an organization adopts a new technology, policy, or way of working. Project management delivers the technical solution; change management helps people understand, accept, use, and sustain it.



Recommended district team

- Project manager responsible for scope, schedule, and technical delivery
- Change champions responsible for stakeholder readiness and adoption
- Representatives from affected departments, schools, and user groups
- Communications, professional learning, privacy, and technical support partners

Suggested workflow

1. Complete the Change Snapshot and Readiness Check before selecting or configuring a solution.
2. Identify and prepare change champions, then use the ADKAR sections to plan actions for each stakeholder group.
3. Review the worksheets at regular implementation meetings and update task owners and deadlines.
4. Continue monitoring adoption after implementation; do not treat the launch as the end of the change.

Important: Various stakeholder groups may be at different ADKAR stages simultaneously. A district may need to build **awareness** among families, develop **ability** among teachers, and **reinforce** new practices among early adopters.

TOOLKIT SECTION 2

Change Snapshot and Readiness Check



Define the need before committing people and resources to implementation.

Change snapshot

Prompt	District response
Prompt	District response
Proposed change	Describe the technology, program, or policy
Problem to solve	Describe the current condition and evidence of need
Intended outcome	Describe what should improve and for whom
Affected groups	List employees, students, families, and partners affected
Target timeline	Enter major dates, including pilot and launch

Readiness check

- ☐ The need is supported by evidence rather than interest in a new trend.
- ☐ The change aligns with instructional, operational, or strategic priorities.
- ☐ Leaders agree on the intended outcomes and how success will be measured.
- ☐ Affected stakeholder groups have been identified.
- ☐ Change managers have been hired.
- ☐ Change champions have been identified.
- ☐ Owners, those in charge of each task, have been identified.
- ☐ Competing initiatives and implementation fatigue have been considered.



Decision point: *If several readiness conditions remain unmet, pause to address them before proceeding with procurement or a districtwide rollout.*

TOOLKIT SECTION 3

Change Champion Guide



Change champions connect implementation leaders with the people experiencing the change in daily work.

Recommended responsibilities

- Share accurate information with colleagues and redirect questions when necessary.
- Collect concerns, recurring questions, and examples of workflow barriers.
- Test messages, resources, or processes with affected users.
- Report themes to the change team without exposing colleagues who requested confidentiality.
- Model participation while remaining honest about unresolved challenges.

Selection considerations

- ☐ Credibility with peers
- ☐ Representation across roles, schools, departments, shifts, and experience levels
- ☐ Willingness to listen rather than simply promote
- ☐ Time and supervisor support to perform the role

Champion feedback log

Date	Group	Theme or concern	Urgency	Champion	Response shared back?
Enter date	Enter group	Describe theme	High / Med / Low	Enter champion name	Yes / No
Enter date	Enter group	Describe theme	High / Med / Low	Enter champion name	Yes / No
Enter date	Enter group	Describe theme	High / Med / Low	Enter champion name	Yes / No
Enter date	Enter group	Describe theme	High / Med / Low	Enter champion name	Yes / No
Enter date	Enter group	Describe theme	High / Med / Low	Enter champion name	Yes / No

TOOLKIT SECTION 4

ADKAR at a Glance



Use each stage as a diagnostic question rather than a one-time task.

Stage	Diagnostic question	District focus
Awareness	Why is the change necessary?	Establish the need and communicate the case for change
Desire	Will stakeholders participate and support it?	Build involvement, trust, and personal motivation
Knowledge	Do people know what to do?	Provide role-specific information, training, and guidance
Ability	Can people perform successfully in practice?	Provide practice, coaching, time, access, and barrier removal
Reinforcement	Will the new practice continue?	Monitor adoption, respond to feedback, recognize progress, and sustain support

ADKAR status by stakeholder group

Stakeholder group	Current stage	Evidence	Next action
Enter group	Enter stage	What shows their current readiness?	What will move them forward?
Enter group	Enter stage	What shows their current readiness?	What will move them forward?
Enter group	Enter stage	What shows their current readiness?	What will move them forward?
Enter group	Enter stage	What shows their current readiness?	What will move them forward?
Enter group	Enter stage	What shows their current readiness?	What will move them forward?

TOOLKIT SECTION 5

Awareness: Establish the Case for Change



People are more likely to engage when they understand the problem, the evidence, and the consequences of inaction.

Practical steps

- Describe the current problem in language each stakeholder group will recognize.
- Use evidence such as support requests, security risks, duplicated work, user feedback, cost, or outdated processes.
- Connect the change to district goals and explain what will happen if the district does nothing.
- Assign change champions to communicate a consistent message.

Case-for-change template

Element	Draft statement
Current condition	Today, our district...
Evidence	We know this because...
Impact	This affects stakeholders by...
Proposed direction	We are proposing...
Risk of inaction	If we do not change...
Connection to priorities	This supports our district goal of...

Assign change champions to communicate a consistent message.

Toolkit Section 5: Awareness *Continued*

Communication Plan

Communication should be repeated, audience-specific, two-way, and delivered by trusted messengers.

Message-building guide

- Why: Why is action needed? What need or problem is driving the change?
- What: What is changing, and what is staying the same?
- Who: Who will be affected and how?
- When: When are the decision, pilot, training, and launch dates?
- Support: Where can people ask questions or get help?
- Feedback: How will stakeholders' input influence implementation?

Communication planner

Audience	Message	Messenger	Channel	Timing	Feedback route
Enter audience	Draft key message	Enter messenger	Email, meeting, video, etc.	Enter date	Survey, Q&A, champion, etc.
Enter audience	Draft key message	Enter messenger	Email, meeting, video, etc.	Enter date	Survey, Q&A, champion, etc.
Enter audience	Draft key message	Enter messenger	Email, meeting, video, etc.	Enter date	Survey, Q&A, champion, etc.
Enter audience	Draft key message	Enter messenger	Email, meeting, video, etc.	Enter date	Survey, Q&A, champion, etc.
Enter audience	Draft key message	Enter messenger	Email, meeting, video, etc.	Enter date	Survey, Q&A, champion, etc.
Enter audience	Draft key message	Enter messenger	Email, meeting, video, etc.	Enter date	Survey, Q&A, champion, etc.

Communication
should be repeated,
audience-specific,
two-way, and
delivered by trusted
messenger.



TOOLKIT SECTION 6

Desire: Build Participation and Support



Awareness explains the need; desire reflects whether people are willing to participate in making the change successful.

Practical steps

- Involve representatives of affected groups before major decisions are finalized.
- Ask what stakeholders value, fear losing, or need in order to participate.
- Identify trusted messengers and potential change champions.
- Respond visibly to stakeholder input, including explaining when a suggestion cannot be adopted.

Stakeholder engagement map

Group	Impact	Likely concerns	How to involve them	Owner
Enter group	High / Med / Low	List concerns	Interview, pilot, committee, survey, etc.	Enter task owner
Enter group	High / Med / Low	List concerns	Interview, pilot, committee, survey, etc.	Enter task owner
Enter group	High / Med / Low	List concerns	Interview, pilot, committee, survey, etc.	Enter task owner
Enter group	High / Med / Low	List concerns	Interview, pilot, committee, survey, etc.	Enter task owner
Enter group	High / Med / Low	List concerns	Interview, pilot, committee, survey, etc.	Enter task owner

Listening questions

- What problem do you believe the district is trying to solve?
- How might this change help or complicate your work?
- What would make you more willing and able to participate?
- What should leaders understand before moving forward?

TOOLKIT SECTION 7

Knowledge: Prepare People for New Responsibilities



Training should be role-specific, timely, accessible, and available for later reference.

Practical steps

- Define what each stakeholder group must understand and which tasks it must perform.
- Schedule training close enough to implementation that employees can retain and apply it.
- Use multiple formats, including live instruction, recorded demonstrations, written guides, and office hours.
- Create clear pathways for asking questions and revisiting resources.

Role-based learning plan

Audience	What they must know	Learning method	Timing	Owner
Enter audience	List required knowledge	Workshop, guide, video, Q&A, etc.	Enter date	Enter task owner
Enter audience	List required knowledge	Workshop, guide, video, Q&A, etc.	Enter date	Enter task owner
Enter audience	List required knowledge	Workshop, guide, video, Q&A, etc.	Enter date	Enter task owner
Enter audience	List required knowledge	Workshop, guide, video, Q&A, etc.	Enter date	Enter task owner
Enter audience	List required knowledge	Workshop, guide, video, Q&A, etc.	Enter date	Enter task owner

Knowledge check

- ☐ Can stakeholders explain why their responsibilities are changing?
- ☐ Can they identify where to find procedures and help?
- ☐ Have training gaps been identified across roles, schools, shifts, or accessibility needs?

TOOLKIT SECTION 8

Ability: Turn Learning into Performance



Knowing how a system works is different from using it confidently in real-world conditions.

Practical steps

- Provide opportunities to practice realistic tasks before the consequences are high.
- Offer coaching and rapid support during early use.
- Confirm that accounts, permissions, devices, time, staffing, and workflows support the expected behavior.
- Distinguish individual skill gaps from structural barriers that the implementation team must fix.

Ability and barrier plan

Required task	Practice opportunity	Barrier	Support or corrective action	Owner
Enter task	Describe how users will practice	List skill or structural barrier	Describe support	Enter task owner
Enter task	Describe how users will practice	List skill or structural barrier	Describe support	Enter task owner
Enter task	Describe how users will practice	List skill or structural barrier	Describe support	Enter task owner
Enter task	Describe how users will practice	List skill or structural barrier	Describe support	Enter task owner
Enter task	Describe how users will practice	List skill or structural barrier	Describe support	Enter task owner

TOOLKIT SECTION 9

Reinforcement: Sustain the New Practice



Implementation continues after launch. Reinforcement prevents a return to old habits and helps the district improve the change over time.

Practical steps

- Define adoption indicators before launch and review them regularly.
- Use surveys, listening sessions, help requests, observations, and usage information to identify continuing difficulties.
- Recognize progress and communicate improvements resulting from stakeholder feedback.
- Maintain refresher training, coaching, and support for new and existing employees.

Adoption and reinforcement tracker

Indicator	Baseline	Target	Review date	Finding	Response
Enter measure	Enter baseline	Enter target	Enter date	Describe result	Describe follow-up
Enter measure	Enter baseline	Enter target	Enter date	Describe result	Describe follow-up
Enter measure	Enter baseline	Enter target	Enter date	Describe result	Describe follow-up
Enter measure	Enter baseline	Enter target	Enter date	Describe result	Describe follow-up
Enter measure	Enter baseline	Enter target	Enter date	Describe result	Describe follow-up

TOOLKIT SECTION 10

Change Management Council Guide



After the change process, a change management council can help codify a consistent approach to reviewing, coordinating, and documenting significant technology changes prior to implementation.

Purpose and authority

- Define which proposed changes require council review and which routine changes may follow an approved standard process.
- Give the council authority to request additional planning, postpone implementation, approve the change, or escalate unresolved risks to district leadership.
- Require request owners to provide enough information for the council to evaluate organizational effects, technical feasibility, stakeholder readiness, and support needs.
- Document decisions, conditions of approval, responsible owners, implementation dates, and required follow-up actions.

Recommended membership

Membership should remain small to promote efficient decision-making and allow for additional representatives when a change affects the work of a specific group or groups. Core members may include:

- The chief information officer or equivalent technology leader, who connects district priorities with infrastructure, cybersecurity, data, integrations, staffing, and support capacity.
- Project and change-management leads responsible for technical delivery, stakeholder readiness, communication, training, and reinforcement.
- Leaders responsible for cybersecurity, privacy, data governance, information systems, networking, applications, and help-desk operations.
- Representatives from instruction, operations, finance, human resources, communications, professional learning, schools, or other affected groups when their expertise is needed.
- A clearly designated chair, decision-maker, recorder, and owner for each approved action.

Toolkit Section 10: Change Management *Continued*

Suggested council workflow

- Intake: Record the proposed change, business need, sponsor, affected systems, affected stakeholder groups, and requested timeline.
- Review: Examine technical dependencies, privacy and security implications, operational risks, staffing, costs, competing initiatives, and evidence of readiness.
- Plan: Confirm responsibilities for communication, stakeholder engagement, training, testing, support, implementation, and rollback.
- Decide: Approve, approve with conditions, request revisions, postpone, reject, or escalate the proposed change.
- Follow-up: Review implementation results, unresolved issues, evidence of adoption, and lessons to inform future requests.

Council readiness check

Before approving a change, the council should confirm that the need is supported by evidence and aligned with district priorities.

- The CIO or designated technology leader has reviewed technical feasibility, dependencies, security, privacy, integration, and support requirements.
- Affected stakeholder groups have been identified and consulted where appropriate.
- Communication, training, testing, implementation support, and rollback plans have owners and realistic timelines.
- Competing changes, high-risk dates, vendor dependencies, and staff capacity have been considered.
- Success indicators and a post-implementation review date have been established.

Change Management Council review worksheet

Prompt	Council response
Proposed change	Describe the technology, policy, process, or configuration change
Need and sponsor	Identify the problem, supporting evidence, executive sponsor, and request owner
Affected systems	List infrastructure, applications, data, integrations, devices, and vendors affected
Affected stakeholders	List departments, schools, employees, students, families, and partners affected
Risks and dependencies	Identify security, privacy, operational, scheduling, staffing, and technical dependencies
Readiness plan	Summarize communication, engagement, training, testing, support, and rollback plans
Decision	Approve / Approve with conditions / Revise / Postpone / Reject / Escalate
Owners and timeline	Record responsible owners, target dates, conditions, and required follow-up
Post-implementation review	Enter the review date, success indicators, findings, and lessons learned

Before approving a change, the council should confirm that the need is supported by evidence and aligned with district priorities.

TOOLKIT SECTION 11

Post-Implementation Reflection



Capture lessons while experiences are recent and use them to strengthen the next district change.

Reflection questions

Did the change address the original need? What evidence supports the conclusion?

Which stakeholder groups adopted the change successfully? Where are difficulties continuing?

Which communication, engagement, training, or support strategies were most useful?

What assumptions proved inaccurate?

Which barriers were avoidable, and how should the district address them next time?

What support or reinforcement should remain in place?
