



MIDWESTERN STATE UNIVERSITY
A Member of the Texas Tech University System

Course Syllabus: Leadership in School Change
West College of Education & Professional Studies
EDLE-5673-X30
Summer I 2026 June 1- July 2

Instructor Information:

Instructor: Stephanie Zamora Robles, Ed.D.

Office Hours: By Appointment

This will ensure that you have a specific time to meet with me.

Phone: 940-882-0822 (Cell)

Email: stephanie.robles@msutexas.edu

Office Hours:

Since this is an online class, I will be available to meet via Zoom or by phone. Please email me ahead of time to schedule an appointment.

Instructor Response Policy

The best way to contact me is through email or text message. You can expect a response within 24 hours; however, it could be a little longer on weekends or holidays.

Required text:

Hall, G. E., & Hord, S. M. (2020). *Implementing change: Patterns, principles, and potholes* (5th ed.). Hoboken, NJ: Pearson Education, Inc.

Course Catalog Description:

An examination of the nature and process of change. Students will study models for planned change, a systems approach to change, and the roles of both teachers and principals as agents of change.

West College of Education Mission & Professional Studies

Our mission, as a community of learners, is to prepare successful, reflective professionals through the use of best practice.

West College of Education and Professional Studies believes that learning changes both individuals and society. Developing resiliency and tolerance enhances an individual's potential. Through education, the individual becomes a critical thinker and an effective problem solver. Individuals with a cause beyond self contribute to an informed, democratic, and synergistic society. Our faculty continually strives to establish a reflective and collaborative community to enhance the potential of both the learner and society.

Course Objectives Aligned with Assignments (see Appendix A):

Course Objectives	Relevant Assignment
Analyze issues related to school or organizational change and develop a personal vision that supports a culture of continuous improvement.	<ul style="list-style-type: none"> • Vision essay • Weekly readings, assignments, and discussion board
Apply group facilitation processes to build collaborative relationships that support a shared vision for change.	<ul style="list-style-type: none"> • Group Facilitation Skills • Vision Essay • Weekly readings, assignments, and discussion board
Analyze authentic school or organizational data to identify a need for change and propose an evidence-based innovation.	<ul style="list-style-type: none"> • Data-gathering project • Innovation Configuration Map • Weekly readings, assignments, and discussion board
Apply data, change, and systems theories to design a blueprint for school or organizational improvement aligned to a vision of continuous improvement.	<ul style="list-style-type: none"> • Innovation Configuration Map • Data Gathering Project • Weekly readings, assignments, and discussion board

Grading Procedures:

- Preparation for class activities, discussions, and discussion board assignments is essential for meaningful participation and learning. Students are expected to interact and engage fully. Lack of participation in discussion posts may result in point deductions.
- Assignments submitted after the due date may not receive full credit.
- Grades will be based on the quality, completeness, and depth of the submitted work. All assignments should reflect graduate-level thinking, analysis, and professionalism.

Table 1: Assignment Values

Assignments	Points
Introduction post	5
Vision Essay	10
Data-gathering project	30
Group Facilitation Skills	15

Assignments	Points
Innovation Configuration Map for School Change Innovation	25
Discussion Posts (5 posts x 5 pts each)	25

Table 2: Points Grading Scale: Out of 115 assignable points

Letter Grade	Points
A	90-110
B	80-89
C	70-79
D	60-69
F	0-59

Course Assignments

Introduction: (5 Points)

In the D2L discussion forum, introduce yourself to the instructor and your peers. In your post, address the following questions: What brought you to the Educational Leadership program? What have you gained from the program thus far? What do you hope to learn during this course?

Discussion Posts (25 Points Total – 5 Points Each Post)

Although this course is delivered entirely online, active participation is essential to the learning process. Participation will be assessed through weekly discussion posts. Each discussion post will be evaluated using the following criteria:

Table 3: Discussion Post Rubric

5 points	1-4 Points	0 Points
Demonstrates knowledge and understanding of multiple key points from the weekly readings. Actively engages with classmates by responding to comments, answering questions, or extending the discussion in a meaningful way.	Demonstrates limited knowledge or understanding of the weekly readings. Minimal or no meaningful engagement with classmates is evident.	Does not post in the discussion for the week.

Discussion posts must be submitted in D2L no later than midnight Central Time on Friday of each week. To demonstrate active participation and support meaningful interaction with classmates, students are expected to begin each week's discussion early in the week and engage throughout the discussion period.

Vision Essay

Using insights from the assigned readings and videos, write an essay that outlines your vision for leadership in the 21st century. Refer to Part 1: Introduction to the Case Study for relevant background information and context.

Your essay should be 900–1,200 words, double-spaced, and include a minimum of four references. At least three references must come from the assigned course materials.

You are encouraged to explore additional scholarly or professional sources to further develop and strengthen your leadership vision. Your vision should embrace innovative ideas while remaining practical, realistic, and achievable. This essay will serve as a foundation for your leadership approach throughout the course and will help guide your thinking about sustainable change, continuous improvement, and effective leadership in schools and organizations.

Data Gathering Project

For this assessment, you will gather and analyze data related to a potential change or improvement in a school or organizational setting. Using data-based research strategies such as surveys, TAPR data, interviews, school improvement data, and other relevant sources, candidates will assess the need for the proposed change and develop an appropriate implementation plan.

Submit a written report that explains the data-gathering process, summarizes key findings, identifies the need for change, and outlines a proposed plan for implementing the improvement.

Group Facilitation Skills

For this assignment, you will choose a group or team process tool to research, describe, and present. The presentation should explain the tool's purpose, how it supports effective group facilitation, and how it can strengthen collaboration, communication, and decision-making in a school or organizational setting.

Innovation Configuration Map

An Innovation Configuration Map, or IC Map, is a tool for describing what an innovation should look like as it is introduced, implemented, and sustained. Hord, Stiegelbauer, Hall, and George (2013) describe the IC Map as a road map for moving from the current state to the desired state when implementing an initiative.

For this project, you will develop an IC Map that illustrates the different possible operational forms of a professional development innovation designed to meet identified school needs. The IC Map should identify the major components of the innovation and describe variations in how each component may be implemented in practice.

Important Dates

- Last day for term schedule changes: Check date on [Academic Calendar](#).
- Deadline to file for August graduation: June 22, 2026,
- Last Day to drop with a grade of “W”: June 17, 2026.
- Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this platform, as it serves as a primary source of communication for assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to participate in all required discussion posts. Because this is an online course, attendance will be demonstrated through regular engagement in D2L. Logging into D2L at least twice per week, participating in discussions, and making consistent progress on assignments will be considered evidence of weekly attendance.

In the event of an emergency that prevents you from logging into D2L or completing coursework, please notify the instructor as early as possible. Excessive absences or lack of course engagement may result in an instructor-initiated drop.

Late work will not be accepted for full credit unless the student has made prior arrangements with the instructor and the work is approved in advance.

Important Course Information

Taking an online course requires regular access to a computer and reliable internet in order to complete and submit assignments. It is the student’s responsibility to ensure access to a working computer throughout the course. Assignments are due by the posted deadlines. Personal computer issues or technical difficulties will not automatically be considered a valid reason for extending deadlines for assignments, tests, or discussion posts.

Academic honesty is expected in all coursework. Cheating, collusion, and plagiarism are not acceptable. Plagiarism includes using the words, ideas, or work of others, whether published or unpublished, without proper citation, as well as submitting work for credit that is not the student’s own. Turnitin may be used for assignments as needed and is integrated directly into D2L. Students do not need to complete any additional steps to submit through Turnitin. Students will be able to view the similarity percentage and may revise and resubmit work

before the due date. A similarity score of 30% or higher is considered excessive. Assignments with excessive plagiarism may receive a grade of zero and may not be eligible for makeup work.

D2L will be used for posting the syllabus, course communication, course schedule, attendance, and gradebook. Meetings may be held virtually, by phone, or in person, depending on student needs and availability. The instructor is committed to supporting student success and providing guidance throughout the course. However, student success also requires reading instructor feedback, responding to emails in a timely manner, demonstrating growth, and maintaining professionalism. Feedback is intended to help students improve their understanding of course topics and strengthen the quality of their work. Students are encouraged to schedule individual meetings to discuss feedback or course expectations as needed.

Regular course updates will be posted in the D2L News section. Students are expected to check D2L regularly to stay informed about announcements, assignments, and course expectations.

Expectations for Written Work

Correct grammar, punctuation, spelling, and professional writing are expected on all written assignments. Discussion posts should be thoughtful, clear, and connected to course content, although they may be less formal than major written assignments or research projects.

- Written assignments should be completed in Microsoft Word and submitted as attachments in the appropriate D2L Dropbox.
- Discussion posts should be completed directly in the D2L discussion space and should not be uploaded as attachments.
- Due dates should be followed in order to receive the highest possible grade.
- When referring to the ideas or work of others, students should use proper APA citation format.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: “*Run. Hide. Fight.*”

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#).

*Notice: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Course Objectives	Relevant Assignment
Analyze issues related to school or organizational change and develop a personal vision that supports a culture of continuous improvement.	<ul style="list-style-type: none">• Vision essay- Due June 7
Apply group facilitation processes to build collaborative relationships that support a shared vision for change.	<ul style="list-style-type: none">• Data-gathering project- Due June 14
Analyze authentic school or organizational data to identify a need for change and propose an evidence-based innovation.	<ul style="list-style-type: none">• Group Facilitation Skills- Due June 21
Apply data, change, and systems theories to design a blueprint for school or organizational improvement aligned to a vision of continuous improvement.	<ul style="list-style-type: none">• Innovation Configuration Map- Due June 28• Group Facilitation Skills Video-Due July 1 as a discussion post

References/Scientifically Based Research/Additional Readings:

Glickman, C., Gordon, S. & Ross-Gordon, J. (2018). *Supervision and instructional leadership: A developmental approach (10th ed.)*. New York: Pearson. ISBN: 9780134449890

Hord, S. M., Stiegelbauer, S.M., Hall, G.E., and George, A. A. (2013). *Measuring implementation in schools: Innovation configurations*. Austin, TX: SEDL

International Society for Technology in Education (ISTE). (2022). *ISTE Standards for education leaders*. Retrieved from <https://www.iste.org/standards/iste-standards-for-education-leaders>

Kemerer, F., & Crain, J. (2016). *Texas documentation handbook: Appraisal, nonrenewal, termination. (6th ed.)*. Texas School Administrators' Legal Digest. ISBN: 978-0-9852527-5-5

National Policy Board for Education Administration. (2015). *Professional standards for education leaders*. Reston, VA: Author.

NPBEA. (2018). *National Educational Leadership Preparation (NELP) Program Standards - Building Level*. Retrieved from: www.npbea.org.

Texas Education Agency. (2018, Dec). *Chapter 241. Certifications as principal*. Retrieved from <https://tea.texas.gov/sites/default/files/ch241a.pdf>

Appendix A

**EDLE 5673 Leadership in School Change
Standards**

**Texas Administrative Code (TAC) Chapter 241 RULE §241.15
Standards Required for the Principal as Instructional Leader Certificate, 2018**

(b) School Culture. The principal:

- (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
- (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
- (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
- (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;

(c) Leading Learning. The principal:

- (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
- (4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;

(d) Human Capital. The principal:

- (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;

(e) Executive Leadership. The principal:

- (1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;
- (2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;
- (7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;
- (9) develops, implements, and evaluates change processes for organizational effectiveness;
- (11) keeps staff inspired and focused on the campus vision while supporting effective change management.

(f) Strategic Operations. The principal:

- (2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.
- (4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness.
- (5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.

(g) Ethics. The principal:

- (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
- (4) models and promotes the continuous and appropriate development of all learners in the campus community;
- (5) ensures all students have access to effective educators and continuous learning opportunities;
- (6) promotes awareness and appreciation of diversity throughout the campus community;
- (10) treats all members of the community with respect and develops strong, positive relationships with them.

National Educational Leadership Preparation (NELP) Program Recognition Standards, Building Level, 2018

Standard 1: Mission, Vision, and Improvement

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Standard 4: Learning and Instruction

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments

necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Standard 7: Building Professional Capacity

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

**Council for the Accreditation of Educator Preparation (CAEP) Advanced Program Standards,
2016**

Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

- Applications of data literacy;
- Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
- Employment of data analysis and evidence to develop supportive school environments;
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- Supporting appropriate applications of technology for their field of specialization; and
- Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.