



**Gordon T. & Ellen West College of Education
3410 Taft Boulevard Wichita Falls, Texas 76308-2099**

EDLE 5673 – Leadership in School Change - Online

**Dr. Stephanie Zamora Robles
Summer 2021**

Instructor Information:

Instructor: Dr. 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

I check my email consistently during the days, Monday-Friday, however, usually will not check after 10:00 PM. I will check and respond to emails 3 times during the day on Saturdays. Sundays, I will check my email twice and usually will not respond after 6:00 PM.

Please use the stephanie.robles@msutexas.edu email as this is the email I check consistently. My goal is to respond to your questions within the same day, however, please allow for a 24-hour response time. Also, if you would like me to contact you by phone, please include your phone number and the best time(s) to call.

Required text:

- Hall, G. E., & Hord, S. M. (2020). *Implementing change: Patterns, principles, and potholes* (5th ed.). Hoboken, NJ: Pearson Education, Inc.
- Sheninger, E. (2019). *Digital leadership: Changing paradigms for changing times*. Thousand Oaks, CA: Corwin Press.
- Online readings

Recommended Text: (A Great Book to Have on Your Shelf)

- Hipp, H.H., & Huffman, J.B. (Eds.). (2010). *Demystifying professional learning communities: Schools at their best*. Lanham, MD: Rowman and Littlefield Education.

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

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

The West College of Education 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
Describe and evaluate issues related to school/organizational change and formulate a personal vision for schools/organizations which fosters a culture of continuous improvement.	<ul style="list-style-type: none">• Vision essay• Weekly readings, assignments, and blog/discussion/video board
Identify and apply group facilitation processes for fostering positive collaborative relationships supporting vision related to a change-oriented school/organizational culture.	<ul style="list-style-type: none">• Group Facilitation Skills• Vision Essay• Weekly readings, assignments, and blog/discussion/video board
Identify and analyze authentic data to develop a proposed change (innovation) in a school/organizational setting.	<ul style="list-style-type: none">• Data-gathering project• Innovation Configuration Map

Course Objectives	Relevant Assignment
Identify and analyze data, change and systems theories to create a blueprint for school change within a vision-oriented culture of continuous improvement.	<ul style="list-style-type: none"> • Innovation Configuration Map • Data Gathering Project • Vision Essay • Weekly readings, assignments, and blog/discussion board

Dispositions required of principal candidates, based on the TAC standards

The Educational Leader:

- reflects on her/his knowledge and skills while striving to continually improve, learn, and grow to model lifelong learning;
- identifies and evaluates the role of positive culture and inspiring staff through focus on vision while supporting change management and achieving school improvement;
- develops a school vision of learning and continuous improvement that is shared and supported by a collaborative school community;
- recognizes the role and importance of the leader in developing, implementing, and sustaining change processes for organizational effectiveness.

Grading Procedures:

- Preparation for course and discussion board assignments is imperative for participating adequately and fully in your learning. Failure to prepare reflects badly on you and is unfair to classmates. Points can be subtracted for obvious lack of preparation.
- Assignments not turned in by the due date will not receive full credit.
- Grading will otherwise be based on the quality of the work done. Work should reflect graduate-level depth and quality. Obvious effort, pride, and precision result in more points than work of lesser quality.

Assignment Values (100 Points):

- Vision essay (10 points)
- Data-gathering project (15 points)
- Group Facilitation Skills (15 points)

- Innovation Configuration Map for School Change Innovation (25 points)
- Online activities (discussion board, blog, video, etc.) (35 points)

Attendance Policy:

Regular online attendance is expected; blog/discussions and assignments are time-bound. Points will be deducted for late participation in online activities.

Other Class Policies:

Respect for others demonstrates professionalism. Issues covered in this course can lead to heated discussion and disagreements among class members. This is to be expected and is not discouraged. It is important to remember that you may disagree with the thought or idea of another person, but not disrespect the person who has it. A diversity of opinions brings growth, especially if we concede that other people's ideas may be as valid as our own. Points may be subtracted for disrespectful behavior.

Plagiarism Statement:

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product to verify originality, authenticity, and educational purposes" (from Student Handbook).

Disability Support

As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability and are registered with the Office of Disability, please let your instructor know to expect a letter from that office describing the accommodations to which you are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

Campus Carry

Senate Bill 11 Handgun Policy -Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#).

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, Equity, and Diversity. 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 3: Equity, Inclusiveness, and Cultural Responsiveness

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 develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

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.