EDLE-5673-X10 Leadership in School Change
West College of Education & Professional Studies
Spring 2026: Jan 20-May 8, 2026

Instructor Information:

Instructor: Dr. Stephanie Zamora Robles
Office: Bridwell Hall 104E
Office Hours:
Tuesday: 3:30 -4:30 pm
Wednesday: 11:00 am -1:30 pm
Thursday: 12:30 – 2:00 pm
Note: By appointment for all online learners
Office phone: 940-397-6220
E-mail: stephanie.robles@msutexas.edu

How to Contact Me
Since this is an online class, I will be available to meet via Zoom or by phone. Please email me in advance to schedule an appointment.

Instructor Response Policy
The best way to contact me is through email. I usually respond quickly. 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.

<p style="text-align: center;">West College of Education & Professional Studies</p>

The West College of Education and Professional Studies inspires, empowers, and prepares students to become successful professionals who serve society and future generations.

The West College of Education and Professional Studies believes that learning transforms both individuals and society. Building resiliency and tolerance expands a person's potential. Through education, individuals become critical thinkers and effective problem solvers. Those with a cause beyond themselves contribute to an informed, democratic, and collaborative society. Our faculty continuously works to create a reflective and cooperative community that enhances the potential of both the learner and society.

<p style="text-align: center;">Course Objectives Aligned with Assignments (see Appendix A):</p>

Course Objectives
Describe and evaluate issues related to organizational change and formulate a personal vision for organizations that foster a culture of continuous improvement.
Identify and apply group facilitation processes to foster positive, collaborative relationships that support a change-oriented organizational culture.
Identify and analyze authentic data to develop a proposed change (innovation) in an organizational setting.
Identify and analyze data, change, and systems theories to create a blueprint for change within a vision-oriented culture of continuous improvement.

<p style="text-align: center;">Grading Procedures:</p>

- Preparation for course and discussion board assignments is imperative for participating adequately and fully in your learning. Failure to prepare is unfair to classmates. Assignments not turned in by the due date will not receive full credit.
- Grading will be based on the quality of the completed work. Work should reflect graduate-level depth and quality.

Table 1: Assignment Values

Assignments	Points
Vision Essay	10
Data-gathering project	30
Group Facilitation Skills	15
Innovation Configuration Map for School Change	25
Discussion Posts (5 posts x 5 pts each)	25

Table 2: Points Grading Scale: Out of 105 assignable points.

Letter Grade	Points
A	90-105
B	80-89
C	70-79
D	60-69
F	0-59

Course Assignments

Introduction:

In the discussion forum in D2L, introduce yourself to your peers.

- Why is change so important?
- Describe a time when you experienced a successful change initiative at your workplace.
- What were the barriers to the implementation of the change?
- Who felt threatened by the change?

Discussion Posts (5 Discussions– 10 Points Each Post)

While this course is entirely online, active participation is essential to the learning process. Active participation will be assessed through discussions. Your participation grade for each of the five posts will be evaluated on the following scale:

Table 3: Discussion Post Rubric

5 points	1-4 Points	0 Points
Demonstrated knowledge of multiple points from readings for the week. Actively engaged with classmates in discussion posts, including answering a question, responding to a comment, etc.	Demonstrated minimal knowledge of content from the readings for the week. Did not engage actively with classmates in discussion.	Did not post in discussion for the week.

Discussion posts should be completed no later than midnight (Central Standard Time) on the assigned due date. To demonstrate active participation and support your classmates, make initial posts in each discussion early in the week.

Vision Essay

Using insights from the assigned readings and videos, write an essay outlining your vision for leadership in the 21st century. Refer to **Part 1: Introduction to the Case Study** for relevant information. Your essay should be **900-1200 words, double-spaced**, and include a minimum of **four references**, with at least **three** drawn from the assigned materials.

You are encouraged to seek out additional sources to further develop and strengthen your vision. As the foundation of your leadership approach, your vision should include innovative ideas while remaining practical and achievable. It will act as a guiding framework throughout this course, helping you shape a sustainable future centered on continuous improvement.

Data Gathering Project
For this assessment, you will gather data about a possible change or improvement in an organizational setting. Using data-based research strategies (surveys, TAPR data, interviews, school improvement data, etc.), assess the need for the change and develop a plan to implement it. A report on the process will be submitted.

Group Facilitation Skills
For your facilitation assignment, choose one of the group/team process tools to research, describe, and present.

Innovation Configuration Map
The innovation configuration map (IC map) is a roadmap for moving from point A to point B when introducing, implementing, and sustaining an initiative (Hord, Stiegelbauer, Hall, & George, 2013). In this project, you will develop an *IC map to illustrate the "different possible operational forms" (p. 4) of professional development (innovation) that meet school needs. "The *IC Map identifies the different components of innovation and the variations in the ways each can be implemented" (p. 4).

Important Dates
Last day for term schedule changes: Jan 23, 2026
Deadline to file for May graduation: Feb 16, 2026
Last Day to drop with a grade of "W.": Mar 18, 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 program as it provides a primary source of communication regarding 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.

Online Attendance Policy
Because this is an online course, attendance will be taken in the form of your participation in discussions and submission of assignments. Failure to submit three (3) assignments on-time and/or submission of incomplete assignments are considered evidence of lack of dependability and are taken seriously. Candidates will receive a grade of F on the third missing or incomplete assignment based upon the discretion of Dr. Robles.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments are due by the due date.*** Contact your instructor immediately after having computer trouble. If you have technical difficulties in the course, there is also a student help desk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L**.**

Instructor Class Policies

"Turning in" all assignments is not enough to ensure an "A" in the course. Quality of work turned in on time is the most important criterion for receiving an "A."

Inclement Weather

Fully online courses may continue as scheduled. Students may contact the professor to request assignment extensions if severe weather conditions affect their ability to meet deadlines.

Expectations for Written Work

- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).
- Written assignments should be done in Microsoft Word and turned in as an attachment on D2L.
- Discussions should be completed within the D2L discussion space and NOT uploaded as an attachment.
- Due dates should be honored to receive the highest grade.
- When referring to the ideas of others, works should be cited using the APA 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) exists 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 strives to provide reasonable accommodations to ensure equal opportunities for qualified individuals with disabilities to participate in all educational, social, and recreational programs and activities. After acceptance notification, students needing accommodations should request support through Disability Support Services, located in the Student Wellness Center, at (940) 397-4140. Updated documentation regarding disability will be required to offer appropriate services, and each request will be reviewed on a case-by-case basis. For more information, please visit Disability Support Services or email disabilityservices@msutexas.edu.

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 MSU TEXAS 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 Safety / Emergency Procedures. 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."*

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment free from sex discrimination of any kind for students, faculty, staff, and visitors. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:
Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at Online Reporting Form

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit Title IX Website

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

Notice
Changes to the course syllabus, procedure, assignments, and schedule may be made at the instructor's discretion.

APPENDIX A
Course Objectives Aligned to Assignments

Course Objectives	Relevant Assignment
Describe and evaluate issues related to school/organizational change and formulate a personal vision for schools/organizations that foster a culture of continuous improvement.	• Vision essay • Weekly readings, assignments, and blog/discussion/video board
Identify and apply group facilitation processes to foster positive, collaborative relationships that support a change-oriented school/organizational culture.	• 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.	• Data-gathering project • Innovation Configuration Map
Identify and analyze data, change, and systems theories to create a blueprint for school change within a vision-oriented culture of continuous improvement.	• Innovation Configuration Map • Data Gathering Project • Vision Essay • Weekly readings, assignments, and discussion board

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

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

<u>(b) School Culture. The principal:</u>
(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;

<u>(c) Leading Learning. The principal:</u>
(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

<u>(d) Human Capital. The principal:</u>
(5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;

<u>(e) Executive Leadership. The principal:</u>
(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.

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, and digital citizenship.

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, and digital citizenship.

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 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 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, 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.

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

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RA1.1 Candidate Knowledge, Skills, and Professional Dispositions
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, equitable, and inclusive 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.

Course Schedule

Week	Reading	Assignments	Discussion Posts
Part 1 Jan 20- Feb 8	Chapters 1-2	Vision essay- Due Feb 9	Discussion 1- The original post will be due on Wednesday, **Feb 4**, and a response is due Sunday, **Feb 9**.
Part 2 Feb 9-Mar 1	Chapters 3-5	Data-Gathering Project- Due March 1	The original post is due on Wednesday, **Feb 25**, and the response is due Sunday, **March 1**
Part 3 Mar 2- Mar 29	Chapters 6-8	Group Facilitation Skills- Due March 29	The original post is due on Wednesday, **March 25**, and the response is due Sunday, **March 29**
Part 4 Mar 30- Apr 19	Chapters 9-11	Innovation Configuration Map- Due April 19	The original post is due on Wednesday, **April 15**, and the response is due Sunday, **April 19**
Part 5 Apr 20- May 8	Ch 12	Group Facilitation Skills Video-Due May 8	