MIDWESTERN STATE UNIVERSITY
A Member of the Texas Tech University System

Leadership in School Change
EDLE-5673-X30/DX1
West College of Education
Summer I 2023, June 5- July 7

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.)
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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. 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.

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.	• 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.	• 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

Grading Procedures:

- Preparation for course and discussion board assignments is imperative for participating adequately and fully in your learning. Failure to prepare is unfair to classmates. Points will be deducted for lack of preparation.
- 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 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	90-115
B	80-89
C	70-79
D	60-69
F	0-59

Course Assignments

Introduction: (3 Points)

In the discussion forum in D2L, introduce yourself to me and your peers. What brought you to the higher education leadership program? What have you gained from the program thus far? What do you hope to learn during this course?

Discussion Posts (40 Points Total – 10 Points Each Post)

While this course is entirely online, active participation assists in the learning process. Active participation will be assessed through discussions. Your participation grade for each of the five weeks 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 Friday each week in D2L. To demonstrate active participation and support your classmates in their active participation, initial posts in each week's discussion should start early in the week.

Vision Essay

Based on assigned readings and videos, write an essay describing your vision for education in the 21st century (Find this information in the Part 1 Introduction to the Case Study). Your essay should be 900-1200 words (double-spaced) and should cite a minimum of 4 references (at least 3 of which come from the assigned readings and videos). Feel free to look at other sources to add to your vision. Your vision will form the basis of your work as a leader, so it should embrace new ideas while remaining in the realm of possibility. Your vision will also guide your efforts in this course as a benchmark for your desired and sustainable future leading to continuous improvement.

Data Gathering Project

For this assessment, candidates gather data about a possible change or improvement in a school/organizational setting. Using data-based research strategies (surveys, TAPR data, interviews, school improvement data, etc.) candidates assess the need for the change and determine a plan for implementing the change. A report of the process will be turned in.

Group Facilitation Skills

For your facilitation assignment, each person will be assigned one of the group/team process tools to research, describe, and present.

Innovation Configuration Map

The innovation configuration map *(IC map) is a road map showing how to move from point A to point B when introducing, implementing, and sustaining an initiative (Hord, Stiegelbauer, Hall, & George, 2013). In this project, the principal candidate will develop an *IC map to illustrate the "different possible operational forms" (p. 4) of professional development (innovation) which meets 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

Deadline to file for graduation: June 26
Last Day to drop with a grade of "W:" June 23
 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.

Attendance

Students should participate in all classes. Logging into D2L at least twice a week and working diligently on assignments will be considered as your attendance for the week. In case of an emergency in which you will not be able to log onto D2L, please let me know as early as possible. Excessive absences might also result in instructor-drop, if required. ***Late work, unless arrangements are made by the student and approved in advance by the instructor, will not be accepted for full credit.***

Important Course Information

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, and personal computer technical difficulties will not be considered a reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.

Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the individuals to whom credit is given) will not be considered. I use Turnitin for the assignments as needed and D2L directly syncs with it (you do not have to do anything). You will be able to see the plagiarism percentage and are welcome to make changes and resubmit **BEFORE** the due date. Any plagiarism of 30% and above is too much and the assignment will not be graded, given a zero, and makeup work will not be considered.

I will use D2L for posting the syllabus, course communication, course schedule, attendance, and gradebook. There will be flexibility for meetings – either virtually or in person. I will support you to be successful and guide you throughout the course, however that requires you to read feedback, answer emails timely, show growth, and professionalism as needed. The feedback will help you improve your understanding of the topics. I am happy to meet individually via phone, virtually, or in person to discuss feedback. I will also be posting regular updates on the **D2L news section**, so you should check D2L regularly.

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 completed using Microsoft Word and turned in as an attachment in dropbox on D2L.
- Discussion posts should be completed within the D2L discussion space and NOT uploaded as an attachment.
- Due dates should be honored in order 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) 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.

Grade Appeal Process

Update as needed. 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
Describe and evaluate issues related to school/organizational change and formulate a personal vision for schools/organizations which fosters a culture of continuous improvement.	• Vision essay- Due June 11

Course Objectives	Relevant Assignment
Identify and analyze authentic data to develop a proposed change (innovation) in a school/organizational setting.	• Data-gathering project- Due June 16
Identify and apply group facilitation processes for fostering positive collaborative relationships supporting vision related to a change-oriented school/organizational culture.	• Group Facilitation Skills- Due June 23
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- Due June 30

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.