

## Sustaining Practitioner Change

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Summer 2012

### Course Meeting Dates:

Tuesday, May 29

Tuesday, June 5

Tuesday, June 12

Monday, June 18

Tuesday, June 19

### Course Syllabus

### Instructor Information

**Instructor:** Dr. Christopher Manno

**Class Location and Time:** GSE Room 221, 5:30 pm to 8:30 pm

**Contact Information:** mannochris@gmail.com

### Course Description

The purpose of this course is to help students think strategically about promoting and supporting organizational change that leads to improvements in teaching, learning and student achievement. The current reform literature concludes that teachers, while being at the center of instructional improvement, tend to implement minor changes even after being provided with resources, time, and training to improve their practice. Throughout this course, students will explore strategies to support teachers and principals in making and sustaining significant changes in practice.

This course will explore the following essential questions:

- What is the meaning of educational change?
- Why has meaningful educational reform been so elusive?
- What conditions support and promote meaningful change?
- How is change initiated?
- What considerations are important when planning for school reform or change?
- What approaches, strategies, and techniques are effective when implementing change within an organization?
- How can meaningful reforms be sustained?

A further purpose of this course is for practitioner-leaders to apply knowledge and skills to promote educational change. The course will begin during the spring of 2012 with five sessions exploring concepts and principles of effective change efforts. Students will then lead or participate in some ongoing professional development/change initiative throughout the 2012-13 school year. If no such initiative is available, participants will work with the instructors to develop alternative experiences. During this time period, the instructor will be available via email for support and direction. The class will then reconvene for five sessions during the spring of 2013(dates TBD) to share, analyze, and evaluate change efforts, and to continue exploration of concepts in educational reform and change.

## Textbooks

- Fullan, Michael. (2007). *The New Meaning of Educational Change. 4<sup>th</sup> Ed.* Teachers College Press: New York, NY. ISBN: 978-0-8077- 4765-0 (Paperback \$25.67 new on Amazon.com)
- Reeves, Douglas B. (2009) *Leading Change in Your School: How to Conquer Myths, Build Commitment, and Get Results.* Association of Supervision and Curriculum Development: Alexandria, VA. ISBN: 978-1-4166-0808-0 (Paperback \$11.04 new on Amazon.com)
- Blanchard, Ken and Bowles, Sheldon. (1998). *Gung Ho!* William Morrow and Company, Inc.: New York, NY. ISBN: 0-688-15428-X. (Paperback \$5.35 new on Amazon.com)
- **Optional** (Professor will provide required excerpts as needed): Spiro, Jody. (2011). *Leading Change Step by Step.* Jossey-Bass: San Francisco, CA. ISBN: 978-0-470-63562-9 (Paperback \$16.66 new on Amazon.com)

## Technology

If you don't already have one, please establish a "Gmail" account. You may do so simply by going to [www.Google.com](http://www.Google.com) and signing up. This is very important because I will be sharing files with you via **Google docs**. Once you establish your Gmail account, please email me at [mannochris@gmail.com](mailto:mannochris@gmail.com). You will then be sent an email to your Gmail account inviting you to have access to my **Google docs** page. There you will be able to view and download all class documents. There is also a class blog, <http://sustainingchangeru.blogspot.com/>. It shall be a requirement of class to visit and comment upon blog posts regularly. In case an online class format is needed, the blog will be utilized.

Documents will be shared via Google docs prior to each class. In addition to general classroom files, in Google docs, each student will have an assigned folder in Google docs to which only the student and I will be able to access. All completed work will be completed or uploaded in your Google docs folder. I will comment upon and grade your work directly in your folder. There will be a grading rubric for each assignment placed in your folder.

## Course Blog

The following is the web address for our course blog:

<http://sustainingchangeru.blogspot.com/>. The blog will be utilized to sustain conversation about the concepts explored and discussed in class, and through course readings. Each week, a post related to the content of course will be presented on the blog. Students are required to engage with the class in blog conversation about the post.

## Course Assignments

### Pre-Course Assignment due for the May 29, 2012 class session

- Read *The New Meaning of Educational Change*, Fullan, Chapters 1-3
- Read *Leading Change*, Reeves, Chapter 1, 4, and 5
- Visit the course blog, <http://sustainingchangeru.blogspot.com/>, and respond to the prompt.
- Think about the most significant professional change initiative/experience in which you played some role. You may have been in a leadership role or a participant. It would be preferable if the issue/problem is current; however, it may be an issue from the past. Recollect the details of that situation. Nothing written is required.

### Personal Case Paper on a Change Experience - due June 12, 2012

#### Purpose

Your personal case paper should describe an organizational change event or experience that was significant or challenging to you. It will be helpful for you if your case is a current problem/issue; however, this is not required. The case will be a vehicle for an analysis paper incorporating the content of the class. Use the following criteria to assist in choosing an experience:

- (a) Choose an experience that was significant and that contains one or more issues that are/were of professional relevance for you.
- (b) A case that contains questions or challenges will provide a richer vehicle for analysis than one that has a simple problem or an obvious answer.
- (c) Make sure that the experience is bounded and manageable, so that it can be described in a brief account of 3 to 5 double-spaced pages.

*The personal case should be a description, not an analysis or interpretation, of the events. In the subsequent paper, you will have the opportunity to analyze and interpret your case.*

## **Approach**

Case-writing is very much like telling a good story. When writing about a case in which you were/are involved, it usually works best to write in the first person. Describe in detail the situation from your perspective.

It is best to focus the paper around a particular experience or brief series of experiences, rather than trying to cover many months or years. A single critical event (or brief sequence of events) usually works best. Examples include the initial stage of a challenging project, a critical meeting, a tough decision, or a major conflict. Obstacles, conflict, or dilemmas are likely to be the ingredients that make a case interesting and challenging.

## **Organization of the Paper**

The following are suggestions to consider when preparing your case. You may organize the paper differently if you think another format enables you to develop your case and tell your story more effectively.

1. Set the stage with a relatively brief description of the organizational setting and your role. Provide the information that you think will help the reader understand the most important elements of the situation. This requires selectivity. It is the art of case-writing to separate the essential facts from the mass of information that might be included.
2. Focus on direct description of events. If there is a significant meeting, provide a description of what people actually said and did during the meeting. A script representing part of the conversation is very helpful in such cases.
3. A good case often ends with a question, a choice point, or an unsolved problem, e.g., What should I do now? How could I solve this problem? How could this situation have been avoided or improved?
4. Disguise the identity of the organization and the individuals. It is usually easiest to write the case first with real names and then to substitute fictitious names in the final draft. If you are concerned about confidentiality, write "CONFIDENTIAL" in capital letters on the first page. The purpose of the case is to facilitate your learning. It is expected that the integrity of your experience shall be protected in the course.

## **Case Analyses Paper - Due June 19, 2012**

You will write a paper in which you analyze your personal case in the context of the ideas about change explored in this course, and then discuss the implications of your analysis for action.

Clear, focused and persuasive writing is an essential skill for every educational professional. In preparing your written assignments, consider the following:

1. Your paper should have a clear statement of purpose and focus. The reader should know what problems and/or topics you will address or what questions you will

answer. It is difficult for a reader to evaluate a paper when it is not clear what the writer was trying to accomplish.

2. It is important that you limit the scope of your paper sufficiently to permit careful analysis of the subject. It is far better to write thoroughly about one well-defined topic than superficially about many.
3. Take a position, develop an argument, or advocate a clear point of view. State clearly your conclusion(s) on the basis of evidence. Present a statement of your position, or argument, or point of view in your introduction; develop and support it throughout the rest of your paper.
4. Good papers integrate learning from a variety of sources, e.g. from readings, lectures, group discussions, experiential activities, previous experiences.
5. Effective writing is internally consistent, i.e. should not include contradictory statements.
6. When you make generalizations in your writing, support them with evidence and illustrations. For example, if you conclude that "Effective leadership is democratic and supportive," then, tell the reader how you arrived at that generalization. What was your reasoning? What evidence did you use? Did you provide examples of what you mean by abstract phrases like "effective leadership," "supportive," and "democratic?" Or, if you were to say that a change strategy in the case needed to employ "involvement" and "collaboration," then, provide examples that illustrate such.
7. When you use a concept or theory from another author, it is helpful to re-state briefly the main ideas that you are borrowing, rather than assuming that the reader will know what you mean. For example, if you say, "The problem was failure to use a Model II solution, as Argyris suggests," please indicate what you mean by a "Model II solution."
8. Provide citations for ideas drawn from other writers. The easiest way to do that is to cite the author in the text, and include a list of references at the end of the paper. Example: "Leavitt (1978) discusses the role of frustration..." or, "The concept of frustration as an internal road block (Leavitt, 1978) can be used to explain what happened in my case..." One standard format (APA) for references is:

Leavitt, H.J. (1978). *Managerial psychology*. Chicago: University of Chicago Press.

9. If another person provides an idea that you then incorporate into your paper, you should credit that individual with a brief citation (Jane Smith, personal communication, 9/10/05).

10. It is important to pay careful attention to spelling, syntax and word choice. Errors in typing and usage confuse your reader and detract from your argument.

### **Grading Standard for Case Analysis Paper**

An "A" paper shall meet the following criteria:

- Well-defined issue worthy of consideration (i.e., nontrivial)
- Appropriate choice of theory, given the issue
- Systematic use of theory as a tool to analyze issue
- Argument (thesis) synthesized and clearly stated, preferably at the beginning
- Well-organized, carefully presented discussion with roadmap for reader - paper has a clear beginning, middle, and ending
- Discussion effectively illustrated with relevant examples
- Achieves depth of analysis and insight about what happened and why
- Implications for action emerge from analysis; if relevant, reflects on own actions

### **Leadership for Change Field Project - throughout the 2012-13 school year**

The overall purpose of this assignment is for students to demonstrate their leadership skills by applying ideas, principles and tools from this course to a project or problem of practice. This will be an ongoing assignment that will be due when the class reconvenes in the Spring of 2013. Students will identify a current professional problem of practice, analyze the problem in the context of the course content, and implement at least three ideas, strategies and/or tools to facilitate progress regarding the project or problem of practice. Students will submit monthly journal entries in Google docs regarding progress on the problem. The journal entries should include a rationale for selecting the particular strategy, a description of how the strategy was implemented, and a brief analysis of the status or outcome.

### **Leadership for Change Paper**

As a final project, students will prepare a 7-10 page paper reflecting on their personal experience leading change. This project is based on the information learned from this course. The paper shall present an original personal lens/framework in graphical form for leading change based on your experience. Such framework should be grounded in experience and research/literature. This paper will be due at the end of the course in the spring 2013. Students should also prepare a 15 minute presentation to support this graphic that will be presented during class.

### **Academic Integrity Policy**

- All students must follow the RU Code of Student Conduct which can be accessed at:  
<http://rci.rutgers.edu/%7Epolcomp/judaff/ucsc.shtml>
- For information on the academic integrity policy, please go to:  
<http://www.rci.rutgers.edu/~polcomp/integrity/policy.shtml>
- A multimedia presentation on plagiarism can be found at:  
<http://www.rci.rutgers.edu/~polcomp/integrity/realifeexamples.html>

Related regulations may also be found in the Rutgers Graduate School of Education Catalog  
**Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Google docs for corrections or updates to the syllabus.

# General Writing Rubric

	4	3	2	1	0
<b>Conventions</b>	There are no errors in punctuation, capitalization, grammar & spelling.	There are a few errors in grammar, spelling, punctuation, and capitalization.	Errors in grammar, capitalization, punctuation & spelling are more frequent.	There are many errors in grammar, spelling, capitalization, and punctuation.	The errors in grammar, capitalization, spelling punctuation & interfere with understanding.
<b>Organization</b>	A title is present. The paper has a clear beginning, middle & ending. Ideas & details are presented in logical order. Transitions such as Finally or The next day are used to show the relationships among ideas.	An appropriate title is present. The ideas and details are mostly presented in logical order. The writer uses some transitions to show the relationships among ideas. The paper seems complete.	A title is present. The paper is somewhat organized, but seems unfinished. Sometimes it is not clear how the details used connect to the main idea or story. Some of the details are not in the right spot.	There is little organization to the paper. A lot of the writing does not connect to the main idea or story. The ending is missing or does not connect to the story or main idea.	There is little no organization to the paper. There is no beginning or end to the paper. Ideas seem scrambled, jumbled, and disconnected. The paper is confusing. The details do not fit with the main idea.
<b>Ideas/Focus</b>	Paper is focused, clear & specific. Writing is full of details for support and shows what is important about the topic. Keeps reader's attention.	The writing is generally focused on the topic & purpose. Writing tells a story or makes a point. Details are present but not developed.	The writing is somewhat focused on the topic and purpose. Details are general and not specific. Topic may be too big.	The writing is related to the topic, but does not have a clear focus. Details are not clear. Reader is uncertain of the focus.	The writing is not focused on the topic and purpose. Reader will have difficulty identifying the main idea or purpose of the paper.
<b>Sentence/Fluency</b>	The writer consistently uses a variety of sentences. The writing is natural and flows smoothly. Sentences begin with a variety of words.	The writer uses some variety in sentences. Paper flows smoothly, but has some rough spots. Not all sentences begin the same.	Writer uses simple sentences. Some sentences are choppy or awkward, but most are smooth and clear. Sentences tend to begin the same.	The writer doesn't use much variety in his or her sentences. Little to no use of linking words to connect sentences. The writer uses short, repetitive sentence patterns.	There is little or no variety in sentences. Some of the sentences are unclear. Paper is difficult to read. Difficult time identifying where one sentence ends and the next begins.
<p>* Sources: Writing Handbook for Students adapted by Angela Whitlow; Scoring Rubric for Writing, Harcourt Reading Series, Teachers' Edition pages T90 and T91. * Assessment and Evaluation Program, Northwest Regional Educational Laboratory.</p>					

## Topic Outline/Schedule and Assignments

### **May 29, 2012: Making it personal**

#### Assignment due:

- Read *The New Meaning of Educational Change*, Fullan, Chapters 1-3
- Read *Leading Change*, Reeves, Chapter 1, 4, and 5
- Visit the course blog, <http://sustainingchangeru.blogspot.com/>, and respond to the prompt.
- Think about the most significant professional change initiative/experience in which you played some role. You may have been in a leadership role or a participant. It would be preferable if the issue/problem is current; however, it may be an issue from the past. Recollect the details of that situation. Nothing written is required.

#### Essential Questions:

- What have been your personal experiences with change?
- What is the meaning of educational change?
- What conditions support and promote meaningful change?
- Why has meaningful educational reform been so elusive?

#### Agenda:

- Introduction: Review of syllabus
- Connecting personally to change
- Relating our experience
- Explore the Meaning of Educational Change, Fullan, Chapter 3
- The Personal Change Readiness Assessment, Reeves, Chapter 2
- The Organizational Change Readiness Assessment, Reeves, Chapter 3

### **June 5, 2012: Planning for Change**

#### Assignment due:

- Read *The New Meaning of Educational Change*, Fullan, Chapters 4-6
- Read *Leading Change*, Reeves, Chapters 6-9
- Read *In Praise of Top-Down Leadership*, DeFour

#### Essential Questions:

- How is change initiated?
- What considerations are important when planning for school reform or change?
- What type of leadership promotes meaningful change?

#### Agenda:

- Review and process readings
- Review Change Readiness Rubric and rationale
- Review Stakeholder Strategizer Tool and rationale

### **June 12, 2012: A Change Story**

#### Assignment due:

- Read *Gung Ho!*, Blanchard and Bowles

#### Essential Questions:

- What motivates people and an organization to change?
- How does a leader establish a culture and climate that is conducive for change?
- When a leader steps on "the balcony," what big ideas and principles guide successful change efforts?

#### Agenda :

- Process *Gung Ho!*
- Review tools:
  - Resistance Reducer
  - Early Win Wonder
  - Collaborative Planning Parameters
  - Action Planning Sheet

### **June 18, 2012: Where the rubber meets the road: Making it happen**

#### Assignment due:

- Read *Implementing Change: Patterns, Principles and Potholes*, Hall and Hord, Chapter 1 (provided in Google docs)
- Read *Leading Change*, Reeves, Chapters 10-13

#### Essential Questions:

- What approaches, strategies, and techniques are effective when implementing change within an organization?

#### Agenda:

- Play *Systems Thinking Systems Changing, A Simulation Game for Transforming Organizations*

### **June 19, 2012: Sustaining and Institutionalization: Can the reform outlast the reformers?**

#### Assignment due:

- Read *Leading Change*, Reeves, Chapters 14-16

#### Essential Questions:

- How can meaningful reforms be sustained?

#### Agenda:

- Process reading
- Introduce and explore Lencioni, *The Five Dysfunctions of a Team*

- Review Scale and Sustainability Score Sheet and rationale
- Review The 3 R's: Review, Revise, Repeat tool and rationale

**Spring 2013**

Class continues based upon student individual change experiences.  
More about change.