

**Ed.D. Program  
Graduate School of Education  
Rutgers University, NJ**

**Sustaining Practitioner Change  
15:267:620  
Spring 2013**

Course Meeting Dates:  
Tuesday, February 19 - in-person (maybe online)  
Tuesday, February 26 - online  
Tuesday, April 30 - in-person  
Tuesday, May 7 - online  
Tuesday, May 14 - in-person

**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](mailto:mannochris@gmail.com); direct phone: 609-239-1725  
(This is my direct number in my office at work and my office at home)

**Phone Conference Info:** There may be occasions in which I will conduct a class phone conference. The following are the phone number and passcode to participate:

Number: 609-380-0120

Passcode: 0620

## 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?
- What current educational issues impact on change efforts and initiatives?
- 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)

- **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)

## Course Process

### Technology

The platform for our class will be Google Apps for Education. We will use three primary components:

- Gmail (Google Mail) for corresponding and accessing other Google Applications.
- Google Drive for the sharing of and collaboration on documents.
- Google Blogger for our discussion forum

If you don't already have one, please establish a "Gmail" account.

ALL course materials are organized in Google Drive. I will send you an invitation to the Drive. **I STRONGLY RECOMMEND THAT YOU DRAG AND DROP THE FOLDER INTO YOUR "MY DRIVE."** I recommend against functioning out of your "Shared with Me" folder. I have used Google Apps for many years as a teaching platform. Students who operate out of Shared with Me often lose materials and have difficulty staying organized.

For in-person class sessions, I will hand out NO paper in class. All materials will be provided in Drive. Internet access will be needed for class sessions.

Submission of work using Google Drive:

- Each student has an folder under "*Individual Work Folder.*" Only the individual student and I have access and can edit the folder and its content.
- ALL STUDENT WORK MUST BE SUBMITTED IN THE STUDENT WORK FOLDER. **PLEASE DO NOT EMAIL ANY WORK TO ME.** ACCEPTING WORK THROUGH EMAIL IS TOO CUMBERSOME. I will not look at work submitted through email.
- All work documents **MUST be created as a Google Doc, right in Google.** PLEASE DO NOT CREATE YOUR DOCUMENTS IN WORD AND UPLOAD THEM (Exception: UNLESS YOU ARE GOING TO CONVERT THEM INTO A GOOGLE DOC, which is quite easily done). I need your work in Google Docs format so that I may edit and comment upon it. I do not wish to go through the process of converting your work myself. Therefore, you're working in a self-contained system; you don't have to leave Google Drive for this course, other than to visit the Blog and to send me emails for general correspondence.

### Course Structure

Online and in-person sessions will follow a similar structure.

### **Structure of In-Person Sessions**

In-person sessions will incorporate various instructional activities and strategies to process the content of the course. Any lectures will be brief and of the Socratic style.

### **Structure of Online Sessions/Weeks**

Each week for an online session, please do the following:

1. Check the "***Class Announcements***" folder in Google Drive. There you will find various directions, reminders, tips, and notes which will guide the week's work, or provide general information about the course.
2. Go to the "***Weekly Class Folders***" folder. Go to the appropriate date. In each weekly folder, you will find the following:
  - a. "***Things to Do***" folder. In the "***Things to Do***" folder you will generally find:
    - i. Review the Google Doc with the Things to Do agenda for the week.
    - ii. A reading assignment. Generally, I will provide some guiding questions for your consideration prior to reading. These are intended to activate prior knowledge and promote reading with purpose. You may find it helpful to jot down some responses or thoughts regarding these prior to your reading.
    - iii. View and interact with the Google Presentation in the "***Things to Do***" folder. You have "edit" rights to the presentations. Insert information and respond to prompts as noted. Since you will all be adding content in real-time to one document, please insert your initials after your comments so we all know who is commenting.
    - iv. You may find a reference to the "***Things to Know***" folder and/or "***Course Materials***" folder which both will contain various resources and materials related to the content of the course.
    - v. An "***Application***" in which I will ask you to do something to apply the content of the week. Applications will often require you to analyze, synthesize and/or evaluate ideas. Any product required of your "***Application***" activity will be created in your "***Individual Student Folder.***" **[ALL APPLICATION ASSIGNMENTS ARE DUE EXACTLY 1 WEEK FROM THE DATE.](#)**

**OF ASSIGNMENT.**

- vi. **"Ask Your Instructor"** Google Doc, which is a document in which you can type any questions or comments related to the week's work. We all have rights to edit this document, so we can all collaborate on this. Feel free to use the *"Insert Comments"* feature to comment on classmate's ideas or mine.
- b. Go to our class Blog, <http://sustainingchangeru.blogspot.com/>.
- i. There will be a post for each online week of the class. For each of these posts, you are required to post a response to the discussion prompt AND respond to at least 1 classmate's post. Each week I will assign you a grade for your posts per the below guidelines and rubric.
  - ii. Substantive responses are important.
  - iii. Both quantity and quality are important considerations when it comes to participation online. Your initial posts should be between 200 – 300 words. Your responses to classmates should be between 100-200 words.
  - iv. **Posts MUST cite the reading and/or other literature or research.**
  - v. These are not "op-ed" pieces. Relate real-world experiences; however, do so in the context of the literature and research of the class.
  - vi. Make sure you substantiate any comments you make with literature/research. For example, a message which says simply, "I agree," does not constitute participation, because it does not add anything of substance to the discussion. Responding solely with your personal experience is not preferred. Responding with your experience and relating/supporting it with research and literature is preferred.
  - vii. Your comments should add significantly to the discussion by building on others' comments, suggesting alternative solutions, pointing out problems, and even at times, constructively disagreeing.
  - viii. Positive and constructive participation is very important online. Our discussion goal is to be collaborative, not combative. Experience shows that even an innocent remark in the online environment can be easily misconstrued. I suggest that you always reread your responses carefully before you

post them to make certain that you have worded the message in a way that will not be seen as a personal attack. Be positive in your approach to others and diplomatic with your words. Respect, as demonstrated in what we say (**meaning**) and how we say it (**tone**), is the foundation of successful online learning.

***Rubric for Discussion Posts***

Performance Benchmark	Number of Points
Initial post is between 200 – 300 words. Responded to at least 1 classmates with a 100-200 word post.	20
Post addresses the prompt or question. Post relates real-world experiences to discussions. Response posts add significantly to the discussion by building on others' comments, suggesting alternative solutions, pointing out problems, and even at times, constructively disagreeing. Post substantiates any comments with good reasons. Post is respectful and constructive. Assertions and statements are supported with literature and research.	30
Post cites work from the reading(s) or other research.	20
Post is positive and constructive.	10
Conventions - There are no errors in punctuation, capitalization, grammar & spelling.	5
Organizations - The piece has a clear beginning, middle & ending. Ideas & details are presented in logical order.	5
Ideas/Focus - The piece is focused, clear & specific. Writing is full of details for support and shows what is important about the topic. Keeps reader's attention.	5



Sentence/Fluency - The writer consistently uses a variety of sentences. The writing is natural and flows smoothly. Sentences begin with a variety of words.	5
<b>Total</b>	<b>100</b>

## **Reflecting Back on Spring 2012**

### **Personal Case Paper on a Change Experience**

You described an organizational change event or experience that was significant or challenging to you. You prepared a description, not an analysis or interpretation, of the events.

### **Case Analyses Paper**

You analyzed your personal case in the context of the ideas about change explored in the course, and then discussed the implications of your analysis for action.

## **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.

## **Major Project of Spring 2013**

### **Leadership for Change Paper**

As a final project for the course, 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 ON MAY 14, 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.

---

### **Confidentiality**

The nature of this course is such that at times personal and professional issues will be revealed. In order to foster open and honest discussion, it is expected and required that – ***What goes on here stays here!***

## 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.

\* 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

**Topic Outline/Schedule and Assignments**

<b>Date</b>	<b>Agenda</b>
February 19, 2013 (In-Person)	<p><b><i>CHANGE CHALLENGES</i></b>                      Assignment Due: Read <i>PLC's at Work</i>, Chapter 3 - <i>The Complexity of Change</i>; visit the class blog and respond to the post.</p> <p>Review blended format and technology component.</p> <p>Leadership for Change Project Roundtable Discussion Update</p> <p>Relate Leadership for Change efforts to the Challenges and Obstacles of Change</p>
February 26, 2013 (Online)	<p><b><i>CHANGE IN A BROADER CONTEXT - see Google Folders</i></b></p>

<p>April 30, 2013 (In-Person)</p>	<p><b><i>CHANGE ASSESSMENT</i></b>  Understanding Complexity and Reframing</p> <p>Situation Appraisal  Collaborative Inquiry</p>
<p>May 7, 2013 (Online)</p>	<p><b><i>CHANGE IN A BROADER CONTEXT - See Google Folders</i></b></p>
<p>May 14, 2013 (In-Person)</p>	<p><b><i>SUSTAINING CHANGE</i></b>  Assignment Due: Read...  PLC's that Work, Chapter 6 - Sustaining the School Improvement Process</p> <p>Situation Appraisal  Collaborative Inquiry</p> <p>Leadership for Change Project  Roundtable Sharing of Conceptual Frameworks</p>