

Sustaining Practitioner Change

15:267
Term

Course Meeting Dates:
TBD

Course Syllabus

Instructor Information

Instructor: Dr. Christopher Manno

In-Person Class Location and Time: [Hardenbergh Hall](#), Room A3, 615
George Street, New Brunswick, NJ, 08901-1176, 5:30 pm to 8:30 pm

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

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 include 2, 1.5 credit sessions approximately 1 year apart. Each session will include five classes exploring concepts and principles of effective change efforts. Between the sessions, students will then lead or participate in some ongoing professional development/change initiative throughout the 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 classes during the second 1.5 credit session 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*. 4th 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)

Technology

The platform for our class will be:

1. **Blackboard** (for fully online course), OR
2. **Google Apps for Education** (for blended or in-person course). 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

1. ***For fully-online course***, the above applies to the discussion portion. Coursework will be conducted in Blackboard.

2. ***For in-person or blended course***:

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 PRIOR TO THE NEXT CLASS SESSION.**
 - 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:
- 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	5

important about the topic. Keeps reader's attention.	
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
Total	100

Course Assignments

There are 2 main assignments to be submitted for the first session of the course - Personal Case Paper and Case Analysis Paper. You will develop a Leadership for Change Field Project, which you will engage in during time between the first and second sessions of the course. The course will culminate with a Leadership for Change Paper due at the end of the second 1.5 credit course session.

Pre-Course Assignment due for the first class of the first 1.5 credit session:

- Read *The New Meaning of Educational Change*, Fullan, Chapters 1-3
- Read *Leading Change*, Reeves, Chapter 1, 4, and 5
- Engage in discussion board/blog.
- Think about a significant professional change initiative, problem of practice, or experience in which have or could play some role. You may be in a leadership role or a participant. Be prepared to discuss the details of that situation. Nothing written is required. This situation could be the basis for your Leadership for Change Project, which is the main project of this course.

Personal Case Paper on a Change Experience - due during first 1.5 credit course session:

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 Analysis Paper - Due the last day of the first 1.5 credit course session

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 school year between the two 1.5 credit course sessions

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 2014. 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. **Final project descriptions are due September 1st in your folders. 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. These journal entries may be brief.

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. 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
Conventions	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.
Organization	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.
Ideas/Focus	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.
Sentence/Fluency	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

Course Session 1 - first 1.5 credit course

Session 1 Class 1: Making it personal - IN PERSON CLASS

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://sustainingchange2013.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

Session 1 Class 2: 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:

- Follow Online Agenda in Things to Do Folder

Session 1 Class 3: 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 :

- Follow Online Agenda in Things to Do Folder

Session 1 Class 4: Where the rubber meets the road: Making it happen

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*

Session 1 Class 5: Planning for Implementation

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:

- Roundtable Discussion on Change and Change Projects
- Direction on Leadership for Change Field Project

Course Session 2 - second 1.5 credit course

Session 2 Class 1: Change Challenges - Regrouping

Session 2 Class 2: CHANGE IN A BROADER CONTEXT

Session 2 Class 3: Applying Process Tools to Analyze your Change Initiative

Session 2 Class 4: CHANGE IN A BROADER CONTEXT

Session 2 Class 5: SUSTAINING CHANGE SYMPOSIUM