

LEADERSHIP II

Organizational Change 15:255:612

Course Syllabus
Summer 2017

PROFESSOR

Professor: Dr. Steven Tolman

Email: StevenTolman@gmail.com

Office Hours: By appointment

Office: University Hall 3192

Phone: 973.572.9082

COURSE OVERVIEW

This course will help educational leaders (broadly conceived) understand how change happens in schools and develop the tools to manage that process. It will be “hands on” in that students will participate in a simulation of a district-wide change program, have a chance to consider several cases of change, and analyze a change they must address in their own work.

LEARNING GOALS

This course is intended for students beginning their second year in Rutgers Education Doctorate. It fits with the larger mission of that degree program to “create educational leaders who are change agents” in part by helping students to “critically interpret and use research and data efficiently and effectively to solve problems of practice.” This larger mission sets the context for the course’s specific goals:

1. Help students understand the organizational change process.
2. To become familiar with some academic literature on educational change. There is a small, growing body of research on how the change process in educational organizations from pre-school through graduate school is led and experienced, as well as the variety of factors that promote successful improvement efforts. This course will help students become aware of that research.
3. To help students learn to assess the quality of educational research. As in many areas, the research on educational change varies in design and quality. This course will help users of research identify when particular approaches are appropriate for different research questions. It will also help users understand and apply the criteria for good research appropriate to different designs.
4. Research-based understanding requires making connections between studies and the situations students are likely to experience. Through discussion and a series of activities and exercises, this course will help students make those connections.

These goals are very much in keeping with the purpose of the Ed.D program to help students learn to be change agents in educational settings. More specifically, it helps students meet the following goals:

- Use theory and research to frame, diagnose, and respond to problems of practice
 - Develop a professional knowledge base that integrates both practical and research knowledge
 - Communicate and collaborate to build partnerships within and across communities
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COURSE TEXTBOOKS (REQUIRED)

Bolman, L. G., & Gallos, J. V. (2010). *Reframing academic leadership*. San Francisco, CA: John Wiley & Sons.

Fullan (2001). *Leading in a culture of change*. San Francisco, CA: John Wiley & sons. (available as a free PDF in Sakai)

SYLLABUS

This syllabus contains the policies and expectations I have established for Leadership II: Organizational Change (15:255:612). Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course. The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class and posted on Sakai.

ACADEMIC INTEGRITY POLICY

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

OFFICE OF DISABILITY SERVICES

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

GRADING

Preliminary State of Problem of Practice.....	5 points
Communication Threaded Discussion.....	8 points
San Diego Quiz.....	2 points
Network Data Analysis Memo.....	10 points
Using Network Data Memo.....	10 points
Case Study (Team PowerPoint).....	10 points
District Group Task.....	10 points
Problem of Practice (poster presentation).....	15 points
Problem of Practice (description & analysis).....	30 points
Total	100 points

COURSE GRADE

93-100.....	A
88-92.....	B+
83-87.....	B
78-82.....	C+
73-77.....	C
68-72.....	D+
>72.....	F

ATTENDANCE AND PARTICIPATION

While absence may make the heart grow fonder, it makes it difficult for me to effectively plan our classes together. More than one absence, or frequent lateness, will result in grade reduction, and more importantly, missed opportunities for you to learn. Should you need to miss class, you should email me in advance to let me know. If there are any assignments due, you should attach them to the email. Know you may be unable to submit the assignment after the due date.

The format for this classroom portion of this course will be seminar style. This means that class members are expected to be prepared and present for every class and take an active role in class discussion, exercises, and group projects. Participation means listening as well as talking, monitoring your own contributions to a discussion, helping other develop their ideas, and, of course, expressing your own thoughts in whole-group and small group discussions. To be able to fully participate and engage in class, it is crucial to complete the required readings before class discussion. Lastly, you are expected to be actively engaged which includes not using your cellphone or laptop

ASSIGNMENTS OVERVIEW

GUIDELINES FOR WRITTEN ASSIGNMENTS

Unless otherwise noted, written assignments are to be typed, double-spaced, in 12-point font with 1" margins. All citations must be in APA format. Websites must be cited in their full and accurate URLs. The page count/requirement does not include cover page, abstract, references, or appendices.

PRELIMINARY STATEMENT – PROBLEM OF PRACTICE

This is a preliminary statement of what your final report will be about. It can be up to 3 pages long and should address the questions below. Before starting, please read the assignment for the final paper and review the rubric included in that assignment.

- What is the change that you will focus on?
- How does the change relate to your problem of practice?
- Using the literature from this course (supplemented with other resources of your choice if you wish), please identify the factors that might facilitate or impede implementation of this change?
- What data sources do you expect to use to learn about this change?
- What is the current status of the change? (For instance is it something you imagine? something being planned? something that has been implemented for a year? something that is three years old? If there is a history, how well implemented does it seem to be?)
- Using the literature reviewed in item 3, what are your hypotheses or conjectures about what might have or might in the future affect implementation?

ANALYZE NETWORK DATA

Your group's task is to analyze the advice and friendship network structures of your concentration. The spreadsheet that you will find in Resources has two tabs, one for advice and one for friendship. Using the data from the survey of course members (found in the spreadsheet in Resources), first figure out how dense the communication pattern is within your concentration's advice and friendship networks, that is--in the appropriate light grey space. Then calculate how reciprocal these two networks are. Finally, identify who are the more central actors and the more peripheral actors in terms of both advice and friendship. Once you have completed this analysis for your concentration, compute the advice and friendship network densities for the whole cohort. How similar are the advice and friendship networks? Compare what the network data tells you to what you've seen. What confirms what you've seen, and what is a surprise?

Together, your group will write a one to two-page memorandum summarizing your findings. The memo should also have data tables. **One person will submit the assignment; everyone will receive a group grade.**

USING NETWORK DATA

The Atteberry & Bryk and Baker & Yoon articles suggest two ways to use network data to evaluate and study change processes. Reflecting on these articles and your experience, your group should collectively develop two or three ways in which you could collect and use network data to monitor a change process as a change leader, evaluate a change process, or study a change process. It might be helpful to imagine fairly realistic situations or to place the use of network data in settings you know. The memo in question should be no more than 2 pages. **One person from your group will submit the assignment; everyone will receive a group grade.**

DISTRICT GROUP TASK

Your group should develop a narrated PowerPoint that uses the findings from the three articles for this lesson to answer these questions.

1. What kinds of things can district leaders do to influence practice where practice influences children? (The word “practice” refers to a broad range of activities from teaching through working with the community to provide other kinds of student services as described by Honig)
2. To what extent do district leaders depend on building leaders and others to support district-initiated change? What kinds of things can district leaders do to ensure that such support is forthcoming?
3. What kinds of learning might be needed in the central office or on its periphery for large-scale district-wide change to happen, and what conditions facilitate that learning?

Here are some additional directions:

- PowerPoints can be 4-8 slides.
- It must be narrated. You can do this by inserting sound clips or recording a screencast of the presentation.

When you list something that comes from one or more of the readings please use the in-text part of APA citation to indicate the source: for instance, (Honig 2003). You can also cite other things you’ve read for this course or other purposes. If you include an idea that does not come from any reading, cite it as (authors) for now. I don’t need a bibliography at the end and I don’t expect a big citation list. **I’m mostly interested in seeing you make sense of the readings.**

CASE STUDY (PRESENTATIONS)

Your team is expected to develop a PowerPoint that summarizes your diagnosis of your respective case study and proposals for change. Your narrated PowerPoint should have 8-10 slides. **One person from your group will submit the assignment; everyone will receive a group grade.** In grading your response, I will ask these questions:

- Does your response show evidence of having carefully read the case and drawn from it to answer the questions?
- Does your response show evidence of having read the readings to date and used them to analyze the case?
- Does your response draw on your own experience in analyzing what happened, including identifying issues that might not have been covered in the readings?
- Is the analysis of what happened plausible and are your recommendations feasible and constructive?

MANINGER & POWELL “THE LINCOLN MIDDLE SCHOOL PARADIGM SHIFT:”

GROUP 1: TBD

GROUP 2: TBD

The Task: Answer These Questions:

1. What educational improvement challenges does Lincoln Middle School face? (It may help to think about both internal and external challenges.) What strengths do Lincoln Middle School have?
2. What can you tell about the relationships among staff (teachers and administrators) in the school and between staff and parents? What do you need to know?
3. What other resources does Lincoln have to draw upon? What resources are lacking?
4. If you were Larry Brown, what would you try to accomplish in your first year at Lincoln? Think about these issues:
 - a. Building a common vision
 - b. Identifying areas where improvement is needed

LESTER B. PEARSON ELEMENTARY SCHOOL

GROUP 3: TBD

GROUP 4: TBD

The Task: Answer These Questions

1. What challenge does Lester Pearson Elementary School face? (It may help to think about internal and external challenges.)
2. What resources, knowledge and relationships are available for the leadership of Lester Pearson to address this challenge? What resources are being used? Which ones are underutilized? What do you need to know?
3. If you were the principal of Lester Pearson Elementary School at the mid-point of the school year, what would you do to address the problem? Think about these issues:
 - a. Building a common vision.
 - b. Issues related to communication.
 - c. Using district resources.
 - d. Other

EASIER SAID THAN DONE

GROUP 5: TBD

GROUP 6: TBD

The Task: Answer these questions

1. What challenges does Battlevue High School and its school district face?
2. What kind of leader is Mr. Phuture?
3. What resources does Mr. Phutere have?
4. What knowledge and social relationships are relevant to Battlevue's success and which knowledge is needed and social relations need "fixing" for Battlevue to move toward a "a forward-thinking, technology-infused approach to learning and growth?"
5. If you were Mr. Phuture and you weren't going to throw in the towel, what would be your next step at Battlevue High? Why

PROBLEM OF PRACTICE PROJECT

In this project you will apply what you have learned about organizational change to your problem of practice. You have three choices.

1. If your problem of practice entails the design and trial of something new—for instance, a curriculum, an assessment tool, software) - the paper will be a plan for the implementation of this "thing." It will answer these questions:
 - What is the change to be implemented? (Describe the key design features, including mandated elements, areas for local discretion, what ideal enactment of the change looks like in practice.)
 - What outcomes would you expect from ideal enactment? What might be side effects that need to be anticipated, especially those that must be protected against?
 - What is the context or setting in which the change will be implemented and how might it affect the implementation of that change?
 - Develop an implementation plan with steps to take to promote effective implementation. (Identify barriers to implementation to anticipate, variables that might affect implementation—including, but not limited to, those discussed in class—and ways to influence those barriers positively.)
2. If your problem of practice is to examine the implementation of an ongoing change—such as a school's or district's effort to implement professional learning communities or a new curriculum or to respond to New Jersey's teacher evaluation regulations—the paper will be an analysis of this effort. It will answer these questions:
 - What was the change to be implemented? (Describe the key features of the design in question, including

- What were the outcomes of the change process (intended and unintended)? What was the context or setting in which the change took place, and what features of that setting might have affected the change process?
 - How would you explain those outcomes? To the extent relevant, please refer to the main concepts discussed in class. If you think other factors are relevant, please discuss them.
 - Vision
 - Communication
 - Resources & Knowledge
 - Leadership
 - What is your diagnosis for moving forward?
3. If your problem of practice doesn't focus on a particular change in a school, district or university, think about a change that has happened recently that you know a fair amount about. Answer the same questions as in #2 above.

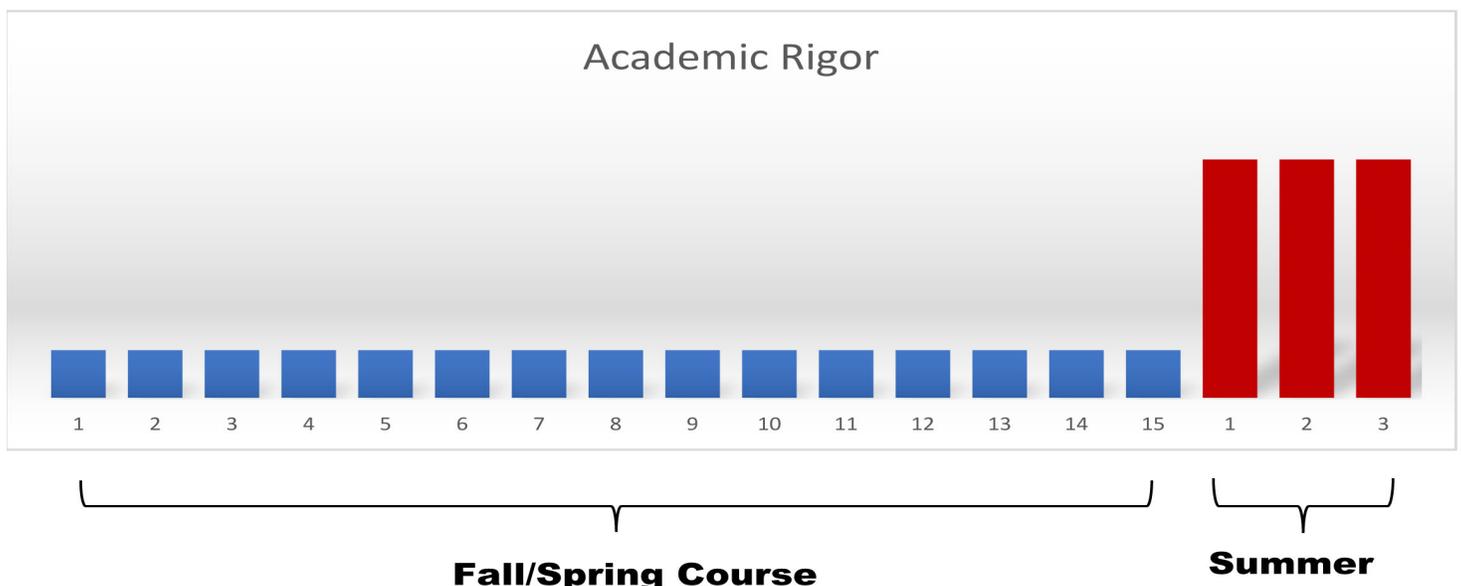
Your Project will have two deliverables:

1. A PowerPoint/Poster. This will be a PowerPoint of about 12 slides. Print it out and bring it to class. You will bring poster boards and pushpins to class. We will mount the PowerPoints on the poster board so everyone can see them and then discuss the patterns.
2. The final paper which should be 10-15 pp. long (3000-4500 words). When discussing theories of change or change variables, please cite appropriate sources, using APA format. The title page, abstract, and bibliography will not count in the page or word count. Between the title page and the body of the text, every paper should have a 100 word abstract summarizing the paper.

ACADEMIC RIGOR OF SUMMER

As you know, summer courses are VERY intensive. I am committed to creating a stimulating three-week course that maintains the academic rigor of a 15-week course. This commitment ensures your course experience will parallel the learning that would take place if taking the same course during a Fall/Spring semester. With that being said, please know this compression can be very challenging and it is of the utmost importance you do not fall behind. We have so little time together – if you have questions about anything on the syllabus, content, or assignments, let me know right away.

Below is a graph to validate your feeling that you're doing five times the work each week in a summer courses (compared to Fall/Spring) – because you are!



TENTATIVE COURSE SCHEDULE

<p>Datnow, A. (2011). Collaboration and contrived collegiality: Revisiting Hargreaves in the age of accountability, <i>Journal of Educational Change</i>, 12, 147- 158</p> <p>Du, F. (2009). Building Action Research Teams : A Case of Struggles and Successes, <i>Journal of Cases in Educational Leadership</i>, 12 (2), 8-18</p> <p>Fullan (2001). <i>Leading in a culture of change</i>. John wiley & sons. (Chapter 1-4)</p> <p>Hall, G.E. Hord, S.M. (2006). <i>Implementing change: Patterns, principles, and potholes</i>. Boston: Allyn & Bacon. 2nd ed. Ch 1, 3, 6-8 and appendices.</p> <p>Hatch, T. (2001). Incoherence in the system: Three perspectives on the implementation of multiple initiatives in one district. <i>American Journal of Education</i>, 109(4), 407-437.</p> <p>Hoff, D. (2005). Clearwater: A case study of curricular innovation and school reform, <i>Journal of Cases in Educational Leadership</i>, 8(6), 6-16.</p> <p>Kezar, A. (2005) Redesigning for collaboration within higher education institutions: An exploration into the developmental process, <i>Research in Higher Education</i>, 46, (7), 831-860</p> <p>Louis, K. S., & Marks, H. M. (1998). Does professional community affect the classroom? Teachers' work and student experiences in restructuring schools. <i>American Journal of Education</i>, 106, 532- 575.</p> <p>Read, A.M, & Hoff, D. (2005). Clearwater: A case study of curricular innovation and school reform, <i>Journal of Cases in Educational Leadership</i>, 8(6), 6-16.</p> <p>Simsek, H., & Louis, K. S. (1994). Organizational change as paradigm shift: Analysis of the change process in a large public university. <i>The Journal of Higher Education</i>, 65(6), 670-695.</p>			
Week 1	6/26 (in-person)	<p><u>COURSE OVERVIEW</u></p> <p><u>LEADERSHIP: THEORIES</u></p> <p><u>CONCEPTUALIZING CHANGE</u> Fullan (2001) Ch 1 Hall & Hord (2006) Ch 1 & 3 Du (2009) Read & Hoff (2005)</p>	
	6/27 (online asynchronous)	<p><u>SCHOLARLY PRACTITIONER</u> Schultz (2010) Kupo (2014)</p> <p><u>PROBLEM OF PRACTICE</u> Belzer & Ryan (2013) City et al (2009) CPED.pdf</p>	Must complete survey for future Network Data assignment via SurveyMonkey
	6/28 (in-person)	<p><u>UNDERSTANDING & MEASURING CHANGE</u> Fullan (2001) Ch 2-3 Hall & Hord (2006) Chs. 6, 7, 8</p>	Preliminary 'Problem of Practice' is due
	6/29 (online synchronous)	<p><u>COMMUNICATION</u> Fullan (2001) – Chapter 4 Louis & Marks (1998) Datnow (2011) Kezar (2005)</p>	Lesson entitled Communication in Sakai

	<p>Atteberry, A. & Bryk, A.S. (2010) Centrality, connection, and commitment: the role of social networks in a school-based literacy initiative. In Daly, A. (Ed.) <i>Social network theory and educational change</i>. pp.51-75. Cambridge, MA: Harvard U.</p> <p>Baker-Doyle, K.J. & Yoon, S.A. (2010) Making expertise transparent: Using technology to strengthen social networks in teacher professional development. In Daly, A. (Ed.) <i>Social network theory and educational change</i>. pp. 115-125 Cambridge, MA: Harvard U.</p> <p>Bolman, L. G., & Gallos, J. V. (2010). <i>Reframing academic leadership</i>. San Francisco, CA: John Wiley & Sons.</p>			
Week 2	7/3 (online synchronous)	<u>NETWORKS (COMMUNICATION)</u> Baker-Doyle & Yoon (2010) Atteberry & Bryk (2010) Bolman & Gallos (2010)	Lesson entitled Communication: Networks in Sakai	Network memos (2) are due
	7/4 No Class	No Class Bolman & Gallos (2010)		
	7/5 (in-person)	Change Game		Finish reading Bolman & Gallos (2010) before class
	7/6 (in-person)	Change Game		
Week 3	<p>Coburn, C.E. & Russell, J.L. (2008) District policy and teachers' social networks, <i>Educational Evaluation and Policy Analysis</i>,30,(3), 203–235.</p> <p>Datnow, A. & Castellano, M.E. (2001) Managing and guiding school reform: Leadership in Success for All schools, <i>Educational Administration Quarterly</i>,37, (2), 219-249</p> <p>Firestone, W.A., Mangin, M.M., Martinez, C., Polovsky, T (2005), Leading coherent professional development: A comparison of three districts, <i>Educational Administration Quarterly</i>, 41 (3), 413-48.</p> <p>Fullan (2001). <i>Leading in a culture of change</i>. John wiley & sons. (Chapters 5-6)</p> <p>Honig, M.I., (2003) Building policy from practice: District central office administrators' roles and capacity for implementing collaborative education policy. <i>Educational Administration Quarterly</i>, 39 (3), 292-338.</p> <p>Leithwood, K., Jantzi, D., Earl, L., Watson, N., Levin, B., Fullan, M. (2004) Strategic leadership for large-scale reform: The case of England's National Numeracy and National Literacy Strategy, <i>School Leadership and Management</i>, 24 (1) 57-79.</p> <p>Neumerski, C.M. (2013). Rethinking instructional leadership, a review: What do we know about principal, teacher, and coach instructional leadership, and where do we go from here? <i>Educational Administration Quarterly</i>, 49(2) 310-347.</p> <p>Timperley, H.S. (2005) Distributed leadership: Developing theory from practice. <i>Journal of Curriculum Studies</i>, 37 (4), 395-420.</p> <p>Waters, J.T., Marzano, R.J. (2006), <i>School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement</i>. Denver, CO. McREL.</p>			
	7/10 (in-person)	<u>RESOURCES & KNOWLEDGE BUILDING</u> Fullan (2001) Chs. 5-6 Firestone et al. (2005) Timperley (2005)		
	7/11 (online asynchronous)	<u>BUILDING LEADERSHIP</u> Datnow and Castellano (2001) Leithwood et al. (2004) Neumerski (2013)		
	7/12 (in-person)	POSTER FAIR	POSTER FAIR	Poster Presentation is due
	7/13 (online synchronous)	<u>DISTRICT LEADERSHIP</u> Coburn & Russell (2008) Honig (2003) Waters & Marzano (2006)	Lesson entitled District Leadership in Sakai	District Task is due

Week 4	<p>Atteberry, A. & Bryk, A.S. (2010) Centrality, connection, and commitment: the role of social networks in a school- based literacy initiative. In Daly, A. (Ed.) <i>Social network theory and educational change</i>. pp.51-75. Cambridge, MA: Harvard U.</p> <p>Baker-Doyle, K.J. & Yoon, S.A. (2010) Making expertise transparent: Using technology to strengthen social networks in teacher professional development. In Daly, A. (Ed.) <i>Social network theory and educational change</i>. pp. 115-125 Cambridge, MA: Harvard U.</p> <p>Bleakley, D.A. & Mangin, M.M. (2013) Easier said than done: Leading technology integration, <i>Journal of Cases in Educational Leadership</i>, 20, (10) 1-13</p> <p>Fusillier, M. & Munro, D. (2014). Enterprising University put to the test: Transnational education in the Middle East. <i>Journal of Cases in Educational Leadership</i>, vol. 17 no. 2, 76-88.</p> <p>Maninger, R.M, Powell, D. (2007). The Lincoln Middle School paradigm shift. <i>Journal of Cases in Educational Leadership</i>, 10(1), 22-31.</p> <p>Normore, A.H. (2004). Lester B. Pearson Elementary School: First year on a journey with the change process. <i>Journal of Cases in Educational Leadership</i>, 2004 (7), 35-44</p>		
	7/17 (online synchronous)	<p><u>CASE STUDIES</u> (You only need to read the case your team analyzes.)</p> <p>Bleakley & Mangin (2013) Fusillier & Munroe (2014) Maininger & Powell (2007) Normore (2004)</p>	<i>Case Studies assignment in Sakai</i>