St. John's University
Oakdale
Doctoral Program in Educational Leadership and Accountability

EDU 5743 Planned Change in Education

Professor :Korynne Taylor-Dunlop, Ed.D.
Southold, NY 11971
631-765-8344
ktdunlop@aol.com
Office Hours: By appointment (631-218-7709,7731)

Purpose:
This course addresses educational change both conceptually and practically in school settings. The course applies different frameworks and theories to examine the change process, to analyze organizational problems, and to develop constructive strategies for change. The course rests on the assumption that effective administrators/leaders must be able to analyze complex problems, constructively change organizations, communicate effectively, work collaboratively, and make sense of ambiguity and uncertainty through an understanding of planned change.

The specific learning objectives for this course are:

1. To apply different frameworks and theories to examine the process of organizational change in education.
2. To enable students to diagnose organizational problems and develop constructive interventions.
3. To enhance students' capacity to work collaboratively with peers and other professional colleagues.
4. To strengthen students' ability to make clear and effective written and oral presentations.

ATTENDANCE:

Because this course relies on classroom participation and collaboration, it is essential to attend all classes.

"There is nothing impractical about good theory…Action divorced from theory is the random scurrying of a rat in a new maze. Good theory is the power to find the way to the goal with a minimum of lost motion and electric shock."
Paul Mort and Donald H. Ross
Principles of School Administration

Text: Hargreaves and Fink: *Sustainable Leadership*
Articles: Will be handed out in class on a CD
Resources: Publication Manual of the American Psychological Association, 6th Edition

Team Projects: Students working in teams of 3-4 will be responsible for one project during the course. Each project or problem must have an action research component, including extensive analysis and synthesis of <u>relevant research</u>, literature, and best practice information. In addition, each team will present this project to their colleagues in class using teaching innovations that incorporate technology where appropriate, and other strategies that will illustrate improved pedagogy. Projects will demonstrate each team's skills in communication (writing, speaking, reading, and listening), problem solving skills, and critical thinking; interpersonal skills (such as work in groups and leading them); computer literacy; appreciation of cultural diversity and the ability to adapt to innovation and change. Each presentation will be one hour in length, followed by questions and feedback.

GRADING:

Assignment A	10%
Assignment B	10%
Assignment C	15%
Team Presentation	25%
Final Paper	40%

Schedule

" Change is Inevitable, growth is optional"
Anonymous

Friday
5-9 p.m.   Computers assigned to new cohort 11
                              Orientation
                              Models, matrices, and metaphors
                              A.P.A. format for all assignments
                              Assignment A: Write a brief (3 pages) analytical paper referencing the
                              research read thus far on one of the following topics:
                                   (a) The teaching culture at your own school site;
                                   (b) A working definition of change, as it applies to some area of
                                        your professional life;
                                   (c) Problems (and resolutions to these problems, if applicable)
                                        confronting a change effort in your school system.

Saturday
9a.m.-5 p.m.   Advocacy Design Center Model (ADC), author: Professor Frank Smith
                              Theoretical Discussion: Instruction, Organization, Governance,
                              Accountability
                              Guest Speaker- Dr. Donna Watkins
                              Lunch assignment B: Write it up, to be handed in on Sunday
                                   1. What is your philosophy of education?
                                   2. How are you a change agent?

	Small group discussion: Responses to Assignments A & B
Sunday 9 a.m.-12noon	Model: Popkewitz, Tabachnick, and Wehlage: *The Myth of Educational Reform*
	Schein's Framework
	Guest Speaker- Dr. Susan MacDonald
	Assignments for Oct.:

1. Translate your personal values and beliefs into a one page credo.
2. Relying on Schein's definitions and sources of evidence how would you characterize your organizational culture? What are the basic assumptions or beliefs of each key constituency in your district? What affect does this have on "culture clashes?"
3. Work with your team on presentations: Instructional change; organizational change; governance change; accountability change.
Due Sunday Oct. ,2010

Friday 5p.m.-9 p.m.	Assignment discussion in small groups
	Large group: patterns, themes, discrepancies
	Team meetings
Saturday 9a.m.-5 p.m.	Guest speaker- Dr. Ann Smith
	TBA
	TBA
	Group sessions: Putting it together
	Team meetings
Sunday 9 a.m.-12 noon	Presentations: the teams will make their presentations, the panelists will react to the ideas and insights, and then offer their own points of view. The format for each team will be an informal roundtable conversation. The teams will not be competing with each other, rather, each team will be looked upon as an independent constructivist source of information.
	Feedback
	Written Assignment due Nov. 1, 2010:
	Prepare a bibliographic essay of approximately 10-12 pages (typed, double spaced) on various writings about a particular aspect of organizational change. The paper should describe, compare, and contrast theories or frameworks offered by the authors, with special attention to the implications these perspectives have for practitioners. The works analyzed should include journal articles, books, book chapters, and/or

monographs. Do not use magazines, local newspaper articles, or non-peer reviewed journals.

The essay should enable the reader to understand the authors' major precepts and what these ideas suggest about how administration should behave. While there is not a "magic number," the essay should analyze enough works to provide the reader with the range of thinking on the topic. The key to a bibliographic essay is to analyze each work <u>critically,</u> that is, to describe its assumptions, its strengths, and its limitations. A final summary which is to be a synthesis will be included.

Because there is so much literature on "change", it is important to select a manageable subtopic. Some examples are: institutionalizing change, generating commitment, obstacles to change, change within a group, planned change, unplanned change, response to crisis, measuring the effects of change, change from the top down or the bottom up, change in a professionally dominated organization, changing attitudes, changing behaviors. These are only illustrations.

<u>This assignment is to have: an official SJU cover page (see SJU website), a Table of Contents, References, Appendices (where necessary), page numbers, and be submitted in A.P.A. format. 2 hard copies please and a SASE.</u>

Assessment Criteria and Rubrics

Individual Project

Grade	Performance
A	• Problem is authentic, significant, and substantive • Problem is clearly described • Relevant research and literature are analyzed, synthesized, and evaluated • Opinions, solutions, and recommendations are comprehensive and actionable • Presentation is logical and clear • Use of media/graphics/illustrations/examples contributes substantially to the report • References are thorough and accurate • Presentation format adheres to APA 6th edition guidelines, as appropriate
B	• Problem is authentic, significant, and substantive • Problem is clearly described • Relevant research and literature are analyzed and synthesized but not evaluated • Solution is incomplete but actionable • Presentation is logical and clear • Use of media/graphics/illustrations/examples contributes to the report
C	• Problem is unrealistic, trivial, and lacks sufficient substance • Problem is poorly described • Relevant research and literature are analyzed but not synthesized and evaluated • Options, solutions, and/or recommendations are incomplete and not actionable • Presentation is not logical and is poorly presented • Use of media/graphics/illustrations/examples does not contribute to the report • References are incomplete and poorly stated, they do not contribute to the report • Presentation format does not adhere to the APA 6th edition guidelines, as appropriate.

Revised 8/1/10, KTD

Team Project

Grade	Performance
A	• Problem is authentic, significant, and substantive • Problem is clearly described • Relevant research and literature are analyzed, synthesized, and evaluated • Solution is comprehensive and actionable • Presentation is logical and clear • Use of media/graphics/illustrations/examples contributes substantially to the report • References are thorough and accurate • Individual team member contributions re clearly identified
B	• Problem is authentic, significant, and substantive • Problem is clearly described • Relevant research and literature are analyzed and synthesized but not evaluated • Options, solutions, and/or recommendations are incomplete but actionable • Presentation is logical and clear • Use of media/graphics/illustrations/examples contributes to the report • References are reasonably complete and accurate • Presentation format adheres to APA 6th edition guidelines, as appropriate • Individual team member contributions are clearly identified
C	• Problem is unrealistic, trivial, and lacks sufficient substance • Problem is poorly described • Relevant research and literature are analyzed but not synthesized and evaluated • Options, solutions and/or recommendations are not acceptable • Presentation is not logical and is poorly presented • Use of media/graphics/illustrations/examples does not contribute to the report • References are incomplete; references are inaccurate

Class Participation

Grade	Performance
A	• Takes initiative in raising issues and questions • Often contributes to discussions • Respects diverse opinions and incorporates them into the exploration of options • Displays insight, critical thinking, and analysis skills • Is able to give and take constructive criticism well
B	• Addresses issues and questions when called upon • Sometimes contributes to discussions • Respects diverse opinions, but seldom incorporates them into the exploration of options • Sometimes displays insight and critical thinking and analysis skills • Gives and takes criticism with difficulty
C	• Seldom addresses issues and questions • Seldom contributes to discussions • Shows disrespect for diverse opinions • Seldom displays insight, critical thinking and analysis skills • Often defensive in response to constructive criticism

Revised 8/1/10, KTD

Assessment Criteria and Rubrics

Criteria for Evaluating Team Project Presentations

Team Members_____

Rating Scale

1	2	3	4	5
Poor				Superior

Criteria	Rating				
	1	2	3	4	5
1. Clear Statement of the problem					
2. Synthesis and analysis of research and best practice information And its application to the problem					
3. Action orientation (actual implementation or simulation) Opening (90 seconds or less) Got to the point Grabbed attention Was relevant					
Made Connections Focused Held Completed Moved on					
Effective Eye Contact 2 Way Focused Random					

Revised 8/1/10, KTD

Final Thoughts:

Paradox: Change is the one constant in life

"When you begin a great work, you can't expect to finish it all at once; therefore do you and your (sisters) and brothers press on, and let nothing discourage you til you have entirely finished what you have begun.

                                        Teedyuscung

Concentrate on what you are doing
        Ultimately you will be successful
        Act boldly
        Make a contribution

Just as all Delta flights go through Atlanta, form some reason, even the ones from San Francisco to La, so too may all of your life's short hops fly you spiritually through the values of your alma mater. And remember, since baggage has a way of getting lost now on almost all flights, may these values always be with you as carry-ons.

4 Vocabulary words to end the lesson:
        Kaizen!- continuous improvement
        Gambare-fellowship
        Metanoia-mindset
        Mess management

Action-Research

Action-research is an instructional strategy that requires students to utilize knowledge from various disciplines to select problems for study, to conduct sound research, and to work collaboratively to propose solutions to problems. Action-research consists of five phases:

1. **Selection of a problem area-** students select a problem area of interest and analyze current variables regarding the problem.
2. **Collection of data-** students collect data from multiple sources of research, seek technical assistance as needed, analyze data and monitor the collection of data.
3. **Organization of data-** students arrange data to clarify meaning, display data in tables and charts, organize data for team analysis, and seek technical assistance as needed.
4. **Interpretation and analysis of data-** students analyze and question data, determine priorities for action, and decide relevancy of data.
5. **Take action on the problem-** students select options for action, design short and long-term action plans, implement action plan, and assess impact of action plans.

Problem-Based Learning

Problem-based learning is an instructional strategy that has several key tasks:

1. **Learning** centers on a problem that students are likely to face as professionals.
2. **Knowledge** that students are expected to acquire is organized around the solving of problems rather than from lectures and traditional disciplines.
3. **Students,** individually and cooperatively, assume responsibility for their own learning.
4. **Most learning** occurs in small collaborative groups rather than in traditional lectures.

In a problem-based learning model, instructors do not merely act as dispensers of knowledge. Rather, they employ several instructional techniques:

1. Prior to assigning problems to students, the professor provides students with an overview of the problem-based process. The professor then organizes resources, materials, supplies, and equipment needed to solve assigned problems.
2. As students are engaged in the solving of problems, the professor engages in different activities: observation of the level of student participation, evaluation of student participation, facilitation of learning when needed, encouragement and support of student risk-taking, serving as a resource, and meeting with students to discuss progress.

3. At the end of each problem-solving project, the professor solicits feedback from students, provides written and oral feedback to students, reviews student comments on the project.

Assessment

This section identifies generic processes and procedures that may be used to assess student proficiency of identified outcomes and competencies. The goal here is to determine the degree to which students are accomplishing established learner outcomes and competencies. The evaluation for the educational change course will be based on a balanced portfolio of assessment procedures and will not rely on one instrument. The fundamental role of assessment in the course is to provide authentic and meaningful feedback to students for improving their learning and to improve instructional practice. To that end the following assessment procedures may be used to evaluate student performance:

- Portfolios of student work
- Exhibitions of student work
- Student demonstrations and investigations
- Essay exams
- Documented observations of student performance
- Student learning logs and journals
- Interviews about student projects, products, and demonstrations
- Research papers and projects
- On-line discussions

Assessment procedures and instruments should be based on sound research and practice and supported by the following assessment principles:

- Assessment practices must be aligned with significant goals and student outcomes.
- Assessment must involve the evaluation of the processes as well as the products of student learning.
- Quality assessment provides substantive data for making informed decisions about student learning and instructional practice.
- Effective assessment practices that provide comprehensive feedback on student learning include multiple measures taken over time.
- Assessment design should integrate assessment strategies with student outcomes and curriculum content.
- Effective assessment procedures measure both product knowledge and processing ability.
- Assessment should be formative and on-going.
- Effective assessment programs allow for student involvement in the assessment process.
- Comprehensive assessment programs use student assessment results to continue to improve and revise curriculum and instructional practices.