

**GRADUATE COUNCIL  
NEW COURSE PROPOSAL**

**Please submit the typed original with all required signatures to the Graduate Council**  
Course syllabus must be attached and completed according to Fitchburg State guidelines

Form functionality most compatible using Adobe Acrobat 9 and newer.

Course Title: Leading the Change Process

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Banner Abbreviation:

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Faculty member(s) who  
are creating the course:

Contact Person: Janna Heiligenstein

Graduate Program Proposing Change: EDLM-Education

**Course Description:**

This course includes a review and analysis of sociological and psychological factors inherent in the educational change process. Such topics as organizational behavior, intervention theory, inter-group relations, and management techniques, among others, are reviewed. The course schedule includes a series of multi-hour sessions mixing lecture, simulation, problem solving and discussion of the four major components of the course: Principles of Change, Preparation for Change, The Dynamic Change Process, and Continuous Improvement. Experiential (field-based) learning is embedded in this course.

**Rationale for Offering the Course:**

This course already exists in the hybrid on-campus EDLM program in a 16-week format and summer format. We are only proposing a new number and name for the course to identify it as part of the accelerated on-line EDLM program.

**GRADUATE COUNCIL  
NEW COURSE PROPOSAL**Is there a similar undergraduate course? ☐ Yes ☒ No If so, how does this graduate course differ?Discipline Prefix: EDLM If more than one provide rationale:Credits: 3Level: ☐ 7000 ☐ 8000 ☒ 9000

Brief rationale for level choice:

Additional Requirements: Laboratory Hours: \_\_\_\_\_ Pre-Practicum Hours: \_\_\_\_\_ Practicum Hours: \_\_\_\_\_  
Fieldwork Hours: x Other (specify): \_\_\_\_\_

Prerequisite course(s) if any: \_\_\_\_\_

This course will be: ☒ a Required Course ☐ an Elective Special/Note: \_\_\_\_\_

Course is a replacement for (Course Number/Name): \_\_\_\_\_

Has the course been offered previously as a "Topics" course? ☐ Yes ☒ No

If yes, How often? \_\_\_\_\_

What is the Expected Average Enrollment?: 30Which semester will this course first be offered?: \_\_\_\_\_ How often thereafter to be offered?: AnnuallyDoes this course affect offerings in any other department or program? ☐ Yes ☒ No If yes, please explain.Is this an Extended Campus course? ☐ Yes ☒ No

**GRADUATE COUNCIL  
NEW COURSE PROPOSAL**

Course syllabus must be attached and completed according to Fitchburg State guidelines.

☒ Course Syllabus is Attached[Print Form](#)☒ Reviewed by Dean: Dean Bruno Hicks**Required Signatures—Graduate and Continuing Education New Course Approval**Course Developer:  Date: 3/20/18Department Chair:  Date: 3/21/18Graduate Council Chair:  Date: 4/3/18  
(Indicates Graduate Council approval)President:  Date: 5/5/18

# FITCHBURG STATE UNIVERSITY

## Educational Leadership and Management Comprehensive Syllabus

### EDLM 9XXX Leading the Change Process (3 Credits)

**Instructor:**

**Contact Information:** TBD

**Office Hours:** TBD

**Catalog Course Description:** This course includes a review and analysis of sociological and psychological factors inherent in the educational change process. Such topics as organizational behavior, intervention theory, inter-group relations, and management techniques, among others, are reviewed. The course schedule includes a series of multi-hour sessions mixing lecture, simulation, problem solving and discussion of the four major components of the course: Principles of Change, Preparation for Change, The Dynamic Change Process, and Continuous Improvement. Experiential (field-based) learning is embedded in this course.

**Texts:**

Hall, G. E., & Hord, S. M. (2013). *Implementing change: Patterns, principles and potholes* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.

Reeves, D. B. (2009). *Leading change in your school: How to conquer myths, build commitment, and get results*. Alexandria, VA: Association for Supervision & Curriculum Development.

Association of Supervision. (n.d.). *An ASCD study guide for Leading change in your school: How to conquer myths, build commitment, and get results*. Retrieved from <http://www.ascd.org/publications/books/109019/chapters/An-ASCD-Study-Guide-for-Leading-Change-in-Your-School@-How-to-Conquer-Myths,-Built-Commitment,-and-Get-Results.aspx>

**Critical Friend/Professional Learning Community Protocol Resources**

Massachusetts Department of Elementary and Secondary Education. (2010). *Supporting School and District Improvement with Professional Learning Communities*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/apa/ucd/PLCguidance.pdf>

Massachusetts Department of Elementary and Secondary Education. (2014). *PLC Expansion Project*. Malden, MA: Author. Retrieved from <http://plcexpansionproject.weebly.com/>

School Reform Initiative. (2013). *Protocols*. Denver, CO: Author. Retrieved from <http://www.schoolreforminitiative.org/protocols/>

**Other Resources:**

Fitchburg State University Educator Preparation Programs. (2017). *Conceptual framework*. Fitchburg, MA: Author. Retrieved from <http://www.fitchburgstate.edu/edunit/ConceptualFramework2.cfm>

Massachusetts Department of Elementary and Secondary Education. (2017). Conditions for school effectiveness and self-evaluation. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/apa/ucd/CSESelf-Assesment.pdf#search=%22Conditions%22>

Massachusetts Department of Elementary and Secondary Education. (2017). *Curriculum frameworks*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/frameworks/current.html>



### Fitchburg State University Education Unit Conceptual Framework

This course will address the dispositions of the Conceptual Framework in the following way(s):

**Educator as Reflective Leader:** As a result of learning experiences in this course, leadership students will develop the knowledge, skills and dispositions of effective leaders of dynamic planned change. Whatever their level (supervisor, director, or principal), leadership students will build the knowledge and skills to successfully lead change that will improve student learning and close the achievement gap.

**Knowledgeable:** As a result of the learning experiences in the course, the candidate will become more cognizant of:

- The components of this vision for a school and the leadership process necessary to implement and support the vision
- The role effective communication skills play in building a shared commitment to the vision
- How the legal and political system and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school
- The complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning
- Policies, laws, and regulations enacted by local, state, and federal authorities, which affect schools, especially those that might improve educational and social opportunities
- The economic factors shaping a local community and the effects economic factors have on local schools
- Community norms and values and as they relate to the role of the school in promoting social justice
- Theories of change and conflict resolution and the appropriate application of those models to specific communities

**Skillful:** As a result of the learning experiences in the course, the candidate will be able to:

- Use data based research strategies and strategic planning processes that focus on student learning to inform the development of a vision drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs
- With stakeholders, develop a vision of learning for a school that promotes the success of all students
- Base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change
- Formulate the initiatives necessary to motivate staff, students and families to achieve the school's vision.
- Develop plans and processes for implementing the vision (e.g., articulating the vision and related goals encouraging challenging standards, facilitate collegiality and team work, structure significant work, ensure appropriate use of student assessment, provide autonomy, support innovation, delegate responsibility, develop leadership in others, and secure needed resources.
- Design or adopt a system for using data based research strategies to regularly monitor, evaluate and revise the vision.
- Assume stewardship of the vision through various methods.

**Caring:** As a result of the learning experiences in the course, the candidate will be able to:

- Collaborate respectively with colleagues and the school community as a whole.
- Address the needs and concerns of colleagues.
- Address discrimination based on disability, gender, race, religion, sexual preference, socio-economic status, and so on both within the classroom and other school settings.
- Involve community members in the realization of the vision and in related school improvement efforts.
- Communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

**Ethical:** As a result of the learning experiences in the course, the candidate will be able to:

- Apply community norms and values as how they relate to the role of the school in promoting social justice.
- Act as informed consumer of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.
- Advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

**Educator as Reflective Leader:** As a result of the learning experiences in the course, the candidate will further develop his/her capacity to reflect on data to determine next steps for dynamic school improvement.

**Field Experience:** This course requires **field experience hours** in order to complete the assignments.

**Component 1: Investigate:** Students will collect, analyze data and develop appropriate artifacts. Also included are identifying priorities, conducting relevant research, and auditing processes in place.

**Component 2: Prepare:** Students will gather further input from stakeholders (school leaders, teachers, students, family members, and community members) about the strengths, interests, and needs relative to the priority academic area of all students and/or of a specific subgroup.

**Component 3:** Students will design and present an integrated set of action strategies to develop, implement, and monitor improvement in the priority academic area. This plan must reflect the school context and culture as well as the scope and nature of the improvement desired and be built around a coherent theory of action about how these strategies will lead to improved outcomes. The plan must include avenues to improve student learning and engagement.

**Component 4: Assess:** Students will evaluate the experience of conducting the analysis of the priority academic area, engaging in the planning process, and developing the proposed plan and persuasive argument to gain support for the proposed action by working with school stakeholders. The assessment should comprise the following:

- 1) An evaluation of the effectiveness of the planning process for the proposed action strategies that includes evidence of the leadership demonstrated by the candidate and input from other stakeholder groups.
- 2) An evaluation of the quality and potential relevance of the proposed plan and its connections to research, leadership theory, and best practices in vision building, school improvement and the strengthening of the school culture.
- 3) A description of the nature of support received from school and district leadership in undertaking this task and how the support contributed to the process and successfully completing the task.

Students will prepare artifacts, videos, documents, and presentations.

**Course Objectives:**

This course prepares supervisors, director, and principals to develop their skills as administrators so they are able to:

- articulate goals and objectives relative to student achievement and curriculum, instruction, and assessment
- work within schools to close proficiency gaps
- use data to identify and address the complex, multiple causes of educational underperformance
- use data to address the impact of changes in student population on curriculum and instruction
- develop strategies that ensure that instructional practices in all settings reflect high expectations regarding content and quality of effort and work
- develop processes that promote positive school culture conducive to collaboration and reflective thinking and innovation
- respect multiple perspective and identify their contribution to positive school improvement
- develop a process that creates and evaluates a comprehensive, rigorous, and coherent curricular and instructional school program that engages all students
- devise programs that accommodate diverse learning styles, needs, interests, and levels of readiness
- promote social justice within the school
- support a comprehensive professional development program for all staff that is ongoing, job-embedded, and aligned with school and district goals
- build strong working relationships and connections with appropriate community providers to support students' academic progress, social and emotional well-being, and civic participation
- respond to community interests and needs by building and sustaining productive school relationships with community partners

**Course Content:****Principles of Change**

- Defining Change
- The 12 Principles of Change
- Cultural Change Systems Thinking: Interconnections of Parts that Make a Whole
- Diffusion: Communication and Change Agents
- Organization Development: Problem Solving and Process Consultants
- Characteristics of Adopters

**Preparation for Change**

- Involving Stakeholders
- Taking Stock
- Developing SMART Goals for the areas that need strengthening
- Developing Professional Learning Communities and Understanding Organizational Culture
- Organizational Readiness Assessment—Examination of Organizational Development



### **The Process of Dynamic Change**

- Constructing Understanding of Change
- Focusing on Change with the Greatest Results
- Understanding Feelings and Perceptions about Change
- Concerned-Based Adoption Model (CBAM): Seven Stages of Concern Exploring the Use of Innovations: Levels of Use
- Levels of Use of Interventions and/or Innovations
- What Change Facilitators Do
- Selecting the Leadership Team
- Involving Families and Community
- Building a Professional Culture (Professional learning Communities/Cortical Friends Groups)
- The Role of Data in the Change Process
- Communication during the Process
- Leading the Change Process

### **Continuous Improvement**

- Continuing Capacity with Coaching
- Maintaining a Culture of Change
- Closing the Achievement Gap
- Sustaining Change

### **Course Requirements:**

- **Participation:** Students are expected to attend every on-line class session, to be on time, to be prepared and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Participation in class discussions and cooperative groups is expected. All students are responsible for meeting required deadlines on projects and assignments.
- **Article Reviews (Formative Assessment)** Students will choose 2 articles from scholarly journals on subjects relevant to course content. Students should choose articles that will inform their Task 1. The 3-5-page assignment should include:
  - An introduction and summary, which provides full and accurate citation and places the article in an educational context and captures the essential elements of the article that makes clear the content and the arguments
  - A critical analysis, which demonstrates insight into the content and arguments and provides a balanced critical analysis
  - Reflection and connection to Task 1, which makes connections to the course content, demonstrates a high degree of reflection, and makes connections to Task 1.
- **Reflection on Change Process (Summative Assessment)** This 4-6 page assignment provides the candidate the opportunity to demonstrate understanding of and ability to synthesize course content. Students will demonstrate their awareness and understanding of the importance of and role of data, a shared vision, and culture in dynamic school change, to demonstrate their understanding of varying perspectives and how to bring those perspectives into alignment, to demonstrate their understanding of the role of concerns and levels during the change process and the strategies and skills to deal with these entities of the change process and how to use them to move the change agenda forward.

- **Director/Supervisor or Principal Final Product:** The final product serves as a **Summative Assessment**. Pieces will be due for feedback throughout the semester. This initial feedback serves as **Formative Assessment**.

<b>DESIGNATED EVIDENCE</b>
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### **Leadership through a Vision for High Student Achievement**

#### **What do school leaders need to think about when realizing their vision for student achievement?**

School leaders have the ability to create a school where all students, particularly federally and locally designated priority student group members, increase their academic performance and reach ambitious learning targets. Central to the realization of a universally shared vision of high student achievement is the establishment of high quality goals and expectations; respectful and trusting relationships among and between the adults and the students; and effective programs and strategies based on data, research, and stakeholder interests. Leaders can act to ensure that this vision is reflected in both the school's instructional program (curriculum, instruction and assessment) and its culture.

**School culture has three components and corresponding relationships among relevant individuals: (1) the professional learning culture (teacher-teacher relationships), (2) the student culture (teacher-student relationships), and (3) the culture of family and community engagement (school staff-family-community relationships). For a positive school culture that promotes learning, all three components must be actively promoted and maintained.**

Task 1 assesses the capacity of a school leader candidate to provide effective leadership by demonstrating an ability to develop a vision of high quality student achievement and a plan for improving learning in a priority academic area. To develop improvement strategies, you need to analyze relevant school and community data and solicit input from students, teachers, families, and other stakeholders in order to acquire explicit information and knowledge about the following:

- How performance and experiences may vary among students within and across grade levels and designated groups.
- Your school's context and culture.
- The effectiveness of school practices and strategies for improving the performance of all students.

#### **What do you need to consider to complete this task?**

- What school and district indicators exist on student performance and school culture?
- Who are the most relevant stakeholders to advise on selection of a priority academic area and the ways to improve learning in it? What strategies can be employed to avoid overlooking possible stakeholders to gain diverse perspectives?
- What information should leaders obtain from observations and interviews with stakeholders, relevant to the selection and improvement of a priority academic area?

- What evidence makes an argument persuasive when advocating for educational changes on behalf of federally and locally designated priority students?

Each school has a unique set of attributes that make up its context, including scope, size, staffing, resources, and demographic characteristics of students and staff. Consider the school context attributes that are relevant to the school vision and priority academic area.

**What do you need to do to complete this task?**

- Access, collect, and analyze three to five years of quantitative student performance indicators, qualitative indicators, and school context information on the school as a whole.
- Identify a priority academic area of interest where improved student performance is desired, with attention to federally and locally designated priority student groups based on information collected above.
- Collect qualitative and quantitative information, including the findings from observations and staff and student interviews/focus groups, pertaining to student and teacher cultures, including their relationships, as well as school culture in the priority academic area.
- Document existing school programs, services, and practices that are related to the priority area.
- Develop a set of action strategies to improve learning in the priority area.
- Solicit feedback about the need for attention to the proposed priority area from other school leaders and key stakeholder groups in the school and its community.

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**The Components of the Task**

**Component 1: Investigate**

Do the following:

- 1) Review three to five years of available or new student (whole group and subgroup) performance data (from the state tests or other standardized measures, grade promotion rates, course completion rates, dropout rates, AP scores, graduation rates, and college going rates).
- 2) Review three to five years of available student engagement indicators (e.g., attendance and program participation rates), teacher proficiency and engagement indicators (e.g., years of teaching, retention, attendance, qualification, and degrees earned), and school culture indicators (culture and climate surveys).
- 3) Elicit rich, qualitative information from either existing or original data collection as needed (e.g., interviews and focus groups with students, teachers, and other representative stakeholders as well as observations, visits to view classroom practice).
- 4) Identify the selected priority academic area, aligned with school and district priorities, and one or more designated priority student groups.
- 5) Review relevant research on school improvement for the priority academic area and designated priority student group(s).
- 6) Audit school processes and practices and evidence of effectiveness that relate to the priority area (e.g., scheduling, academic intervention, team time, family participation, and professional development opportunities).

**Consider the differences in student performance, based on federally designated priority student groups (students with disabilities, English language learners, Black and Hispanic**

**students, low-income students, and students performing below state proficiency levels), English Language Learners, and other student priority groups in the school.**

**Students in Massachusetts can access Massachusetts school district data collection and analysis tools to assist in collecting qualitative and quantitative information:**  
**<http://www.doe.mass.edu/apa/dart/lg.html>**

Students from other states will need to access their state's data-base for this material.

### **Component 2: Prepare**

Gather further input from stakeholders (school leaders, teachers, students, family members, and community members) about the strengths, interests, and needs relative to the priority academic area of all students and/or of a specific subgroup that addresses the following:

- 1) Curriculum (see the Massachusetts Curriculum Frameworks or the District Curriculum Accommodation Plan,  
[<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section38Q1~2>].
- 2) Instruction (see indicators of proficient and exemplary teaching in the Massachusetts Model System Educator Evaluation: Teacher Rubric,  
[[http://www.doe.mass.edu/edeval/model/PartIII\\_AppxC.pdf](http://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf)]).
- 3) Assessment (formative and/or summative).
- 4) Student culture (e.g., engagement, attendance, grade completion, course taking, extracurricular activities, "discipline" statistics, and other indicators of student culture and student engagement gathered through observations, interviews and focus groups).

**Consider what school improvement planning process currently exists in the school and what formal reporting is required. Determine how this task might build on, contribute to, or be part of this planning.**

**Consider school level conditions that contribute to the school's existing school improvement or strategic plan.**

### **Component 3: Act**

Design and present an integrated set of action strategies to develop, implement, and monitor improvement in the priority academic area. This plan must reflect the school context and culture as well as the scope and nature of the improvement desired and be built around a coherent theory of action about how these strategies will lead to improved outcomes. The plan must include avenues to improve student learning and engagement by strengthening the following:

- 1) The instructional program.
- 2) Individual teacher capacity and effectiveness.
- 3) The professional learning culture (one component of the school culture).
- 4) The culture of family and community engagement (another component of the school culture).
- 5) The student culture (the third component of the school culture).

The products for this task can include a presentation, a videotaped "performance," or a written plan submitted to the school's leadership team for review and assessment before the submission. The products should include feedback from the leadership team on the relevance and quality of the

proposed strategies for the school's priorities, student learning priority, and the three components of the school culture.

**Each school has one or more leaders (principal, assistant principal, and teacher leaders) and may also have a leadership team that represents the school's primary stakeholders. Any proposal developed for improvement in the school would need their input and support. They in turn can provide critical feedback to strengthen a proposal for improvement strategies.**

#### **Component 4: Assess**

Evaluate your experience in conducting the analysis of the priority academic area, engaging in the planning process, and developing the proposed plan and persuasive argument to gain support for the proposed action by working with school stakeholders. The assessment should comprise the following:

- 1) An evaluation of the effectiveness of the planning process for the proposed action strategies that includes evidence of the leadership demonstrated by the candidate and input from other stakeholder groups.
- 2) An evaluation of the quality and potential relevance of the proposed plan and its connections to research, leadership theory, and best practices in vision building, school improvement and the strengthening of the school culture.

In addition, describe the nature of support received from school and district leadership in undertaking this task and how the support contributed to the process and successfully completing the task.

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#### **Artifacts, Documents and Commentary**

This section provides instructions on what should be submitted for review.

##### **What materials do you need to submit for review?**

For this task, you are asked to submit the following:

- three files that present your artifacts (i.e., analysis, plan and feedback)
- other documents that support your artifacts, and
- a narrative of your commentary in response to the prompts

##### **Artifacts**

Below are all the artifacts that must be submitted for scoring. They are to be submitted as three files—**an analysis of data and description of the priority area; the plan; and feedback on the plan**. Once prepared, each can be submitted in the form of a report or memo to the principal or superintendent, a presentation (e.g., PowerPoint), or other media:

1. Analysis of Data and Description of Priority Area and Existing Programs
  - a) Analysis of three to five years of quantitative performance indicators
  - b) Analysis of three to five years of available student engagement indicators (e.g., attendance and program participation rates), teacher proficiency and engagement indicators (e.g., years of teaching, retention, attendance, qualification, and degrees earned), and school culture indicators (culture and climate surveys).
  - c) Analysis of available measures of student and school culture (student, teacher and other stakeholder culture and climate surveys, focus groups and interviews).

- d) Description of a priority academic area of interest where improved student performance is desired, with attention to federally and locally designated priority student groups.
  - e) Description of existing school programs, services, and practices that are related to the priority area.
2. Plan
- f) A set of action strategies to improve learning in the priority area and theory of action of how these strategies will lead to improved student performance.
3. Feedback
- g) The experiences and results of implementing the selected strategy

### **Other Documents**

In addition to the above files, you must also include the following documents (one file per document): School demographic and other relevant context information.

- a) School's existing vision, mission, and school improvement plan.
- b) Data collection forms, data and analysis of qualitative and quantitative information, including student interviews, pertaining to student and school culture in the priority academic area.

### **Commentary**

In addition to providing the above artifacts, prepare a narrative summary for each of the following:

#### Planning

- a) Provide a compelling research and practice based rationale for the selected priority academic area and for the student groups selected for focus. The rationale should be aligned with school and district priorities, and draw on qualitative and quantitative information presented in the artifacts.
- b) Clarify how student culture, as grounded in contemporary research and practice, informs your planning and vision building.

#### Acting

- a) Explain how the plan for a vision, goals, theory of action and an integrated set of action strategies will develop and sustain improvement in the priority academic area.
- b) Justify how the vision and plan responds to the school context and student culture and includes avenues to improve student learning and engagement.
- c) Document how the plan incorporates feedback from the building leadership team on the relevance and quality of the proposal for the school's priorities, student learning priority, and school culture.

#### Assessing

- a) Evaluate the effectiveness of your work in conducting the analysis of the priority academic area, engaging in the planning process, and developing the proposed theory of action, plan and persuasive argument to gain support for the proposed action.
- b) Explain the quality and potential relevance of the vision and proposed plan. In your explanation, address how the vision and proposed action strategies align with research, leadership theory, and best practices in vision building and school improvement.

- c) Present implications of this experience for future school leadership work, including proposing areas and strategies to improve your leadership practice.

#### Assignment Distribution for Grading

Assignment	MEd
Attendance and participation	10%
<b>Article Reviews:</b> 2 articles from scholarly journals on subjects relevant to the course – Mid-Term (Formative Assessment)	10%
Feedback on drafts of Task 1 Components (5% each) (Formative Assessment)	20%
Completed Task 1 (Summative Assignment) <b>DESIGNATED PPA EVIDENCE</b>	40%
Reflection on Change Process (Summative Assessment)	20%
<b>Total:</b>	<b>100%</b>

#### Graduate Grading System

4.0	95-100	A
3.7	92-94	A-
3.5	89 – 91	A-/B+
3.3	86 - 88	B+
3.0	83 - 85	B
2.7	80 – 82	B-
2.5	77 – 79	B-/C+
2.3	74 – 76	C+
2.0	71 – 73	C
0.0	0 – 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

#### Instructional Strategies:

- |                          |                        |
|--------------------------|------------------------|
| X Blackboard platform    | X Field Experience     |
| X Collaborative Learning | X Independent Research |
| X Computer Application   | X Interviewing         |

- |   |                                       |
|---|---------------------------------------|
| X Creating Visual Illustrations of Concepts | X Lecture/Presentation                |
| X Data Collection and Analysis<br>Discovery | X Problem Finding/Solving             |
| X Discussion/Questioning                    | X Reflective Response                 |
| X Independent Learning                      | X Role Playing/Simulation             |
|   | X Viewing or Listening and Discussion |

### Schedule of Classes, Readings, Activities, and Assignments

<i>Session</i>	<i>Reading and/or Activities</i>	<i>Assignments Due</i>
	<p><i>Each session will consist of brief lectures as needed; PowerPoints; case studies; small and large group activities and discussions, modeling of best practices that build school culture and consensus while moving a school forward to improve student learning, to name a few. Appropriate PLC/CFG protocols will be modeled and integrated into the activities for designated sessions. Critical analysis, synthesis of ideas, and practical applications will be emphasized. Students are encouraged to relate class sessions to what is happening at their school sites.</i></p>	
Week 1	<ul style="list-style-type: none"> <li>- Introduction to course</li> <li>- Overview of assignments</li> <li>- Small group and large group activities and discussion about effective school change: Qualities, characteristics, new trends and challenges, best practices</li> <li>- Prompts: Think of a few organizational change initiatives you have experienced that were not successful. What characteristics did they have in common? Have you experienced or observed an effective organizational change initiative? What specific actions of leaders and participants made it effective?</li> <li>- Go over Article Review assignment in detail</li> <li>- <b>Read:</b> Hall &amp; Hord: Ch. 1—Implementing Change Patterns, Themes and Principles; Reeves: Ch. 1—Pull the Weeds before You Plant the Flowers; Ch. 2—The Personal Change Readiness Assessment</li> <li>- Share Personal Change Readiness Assessment; identify areas of strength and areas that need development; develop SMART Goals for the areas that need strengthening</li> <li>- Jigsaw activity on the 12 Principles of Change</li> <li>- Small group and large group activities around a shared vision</li> <li>- Overview of first task</li> </ul>	<ul style="list-style-type: none"> <li>- School's vision, mission, and core values</li> <li>- Personal Change Readiness Assessment</li> </ul>



Session	Reading and/or Activities	Assignments Due
	<p><i>Each session will consist of brief lectures as needed; PowerPoint; case studies; small and large group activities and discussions, modeling of best practices that build school culture and consensus while moving a school forward to improve student learning, to name a few. Appropriate PLC/CFG protocols will be modeled and integrated into the activities for designated sessions. Critical analysis, synthesis of ideas, and practical applications will be emphasized. Students are encouraged to relate class sessions to what is happening at their school sites.</i></p>	
Week 2	<ul style="list-style-type: none"> <li>- <b>Read:</b> Hall &amp; Hord: Ch. 2—Developing Professional Learning Communities and Understanding Organizational Culture; Ch. 3— Systems Thinking: Interconnections of Parts that Make a Whole</li> <li>- Reeves: Ch. 4—Cultural Change</li> <li>- Discussion and Activities around building, facilitating and maintaining a professional learning community</li> <li>- Learning and practicing the protocols of PLC/CFGs; establishing PLC/CFGs in this course</li> <li>- Using the protocol learned during this session, students practice the protocol as they share their findings from the article review and how it connects to course content and Task 1</li> <li>-</li> <li>- Next PLC/CFG Protocol</li> <li>- Using the next PLC/CFG protocol, students share Task 1 Component 1 in small groups for feedback and exploration of how Component 1 of Task 1 connects to this week’s readings and how it may be used as the first step to school reform/improvement</li> <li>- Lecture and discussion on Systemic Thinking</li> <li>- Small and large group activities and discussions around working systemically in schools: competencies, effects, facilitators, and barriers</li> <li>- Activities include brainstorming, categorizing, prioritizing and creating visuals</li> <li>- Go over Component 2 of Task 1</li> <li>- Lecture and discussion on Systemic Thinking</li> <li>-</li> </ul>	<p>Article Review #1</p> <p>Task 1 Component 1</p> <p><b>Assignment:</b> With a group from your school, complete the “Organizational Readiness Assessment” in Reeves Ch. 3</p>

Session	Reading and/or Activities	Assignments Due
	<p><i>Each session will consist of brief lectures as needed; PowerPoint; case studies; small and large group activities and discussions, modeling of best practices that build school culture and consensus while moving a school forward to improve student learning, to name a few. Appropriate PLC/CFG protocols will be modeled and integrated into the activities for designated sessions. Critical analysis, synthesis of ideas, and practical applications will be emphasized. Students are encouraged to relate class sessions to what is happening at their school sites.</i></p>	
Week 3	<ul style="list-style-type: none"> <li>- <b>Read:</b> Hall &amp; Hord: Ch. 4—Diffusion: Communication and Change Agents; Ch. 5—Organization Development: Problem Solving and Process Consultants; Ch. 3—The Organizational Readiness Assessment Ch. 6—Clarifying the Change: Innovation Configurations;</li> <li>- Reeves: Ch. 6—Leadership Leverage: Focusing on Change with the Greatest Results; Innovation Configurations at: <a href="http://www.sedl.org/cbam/innovation_configurations.html">http://www.sedl.org/cbam/innovation_configurations.html</a></li> <li>- Next PLC/CFG protocol</li> <li>- In small groups, using the next PLC/CFG protocol, students share the results of the “Organizational Readiness Assessment”</li> <li>- Activities and discussions that examine communication of innovation, characteristic of adopters, the roles of change agents</li> <li>- Lecture and discussion of Organization Development Definitions Across the Decades</li> <li>- Exploration and examination of organizational development: OD intervention tools and techniques, survey feedback, group/team and individual process skills, group decision-making and problem solving, assessing and developing climate/culture, strategic planning, the role of consultants</li> <li>- </li> <li>- Lecture and discussion focused on innovation adaptation, innovation configurations as a concept, mapping innovation configurations, innovation configurations applications and implications</li> <li>- Using a PLC/CFG protocol of choice, students work in small groups on mapping innovation configurations</li> </ul>	Organizational Readiness Assessment

Session	Reading and/or Activities	Assignments Due
	<p><i>Each session will consist of brief lectures as needed; PowerPoints; case studies; small and large group activities and discussions, modeling of best practices that build school culture and consensus while moving a school forward to improve student learning, to name a few. Appropriate PLC/CFG protocols will be modeled and integrated into the activities for designated sessions. Critical analysis, synthesis of ideas, and practical applications will be emphasized. Students are encouraged to relate class sessions to what is happening at their school sites.</i></p>	
Week 4	<ul style="list-style-type: none"> <li>- <b>Read:</b> Hall &amp; Hord: Ch. 7—Understanding Feelings and Perceptions about Change: Stages of Concern; Ch. 8—Exploring the Use of Innovations: Levels of Use; Levels of Use at <a href="http://www.sedl.org/cbam/levels_of_use.html">http://www.sedl.org/cbam/levels_of_use.html</a>;</li> <li>- Reeves: Ch. 9—Making Strategic Planning Work Reeves: Ch. 5—Confronting the Myths of Change Leadership; Concerned-Based Adoption Model (CBAM): Seven Stages of Concern at <a href="http://www.sedl.org/cbam/stages_of_concern.pdf">http://www.sedl.org/cbam/stages_of_concern.pdf</a></li> <li>- Using a PLC/CFG protocol, students share Task 1 Component 2 in small groups for feedback and exploration of how Component 2 of Task 1 connects to this week's readings and how it may be used in the next step to school reform/improvement</li> <li>- Small and whole group exploration of the personal side of change, stages of concern about an innovation, techniques for assessing stages of concern</li> <li>- Go over Component 3 of Task 1</li> <li>- Introduction of new PLC/CFG protocol</li> <li>- Using the protocol learned during this session, students share their findings from the article review and how it connects to course content and Task 1</li> <li>- Using a protocol of choice, students share the levels of implementation of an innovation. As a group, students identify strategies to move teachers and staff up levels of implementation</li> </ul>	<p>Task 1 Component 2</p> <p>Article Review #2</p> <p>Levels of implementation of an innovation</p> <p><b>Discuss:</b> Consider just one innovation being used at your school right now. Define different levels of implementation, including full and effective implementation with clear evidence of an impact on student achievement (4); full implementation as the strategy was designed (3); partial implementation by some of the staff (2); or inadequate or no implementation (1)</p>

Session	Reading and/or Activities	Assignments Due
	<p><i>Each session will consist of brief lectures as needed; PowerPoints; case studies; small and large group activities and discussions, modeling of best practices that build school culture and consensus while moving a school forward to improve student learning, to name a few. Appropriate PLC/CFG protocols will be modeled and integrated into the activities for designated sessions. Critical analysis, synthesis of ideas, and practical applications will be emphasized. Students are encouraged to relate class sessions to what is happening at their school sites.</i></p>	
Week 5	<ul style="list-style-type: none"> <li>- <b>Read:</b> Hall &amp; Hord: Ch. 9—Describing what Change Facilitators Do: Interventions; Reeves: Ch. 7—The Right Team: Selecting Teachers and Administrators</li> <li>- Reeves: Ch. 8—Building Capacity with Coaching</li> <li>- Lecture, discussion, and activities focused on change facilitation: Hall &amp; Hord: Ch. 10—Defining Change Facilitator Style: Different Approaches Produce Different Results; Using a protocol of choice, students share Task 1 Component 3 in small groups for feedback and exploration of how Component 3 of Task 1 connects to this week’s readings and how the students work on Component 3 leads to improvement in student learning and school culture</li> <li>- Go over Task 1 Component 4</li> <li>- <b>Assignment:</b> Collect information on school services, safety policies, and budgets from school sites for next session</li> </ul>	Task 1 Component 3
Week 6	<ul style="list-style-type: none"> <li>- <b>Read:</b> Hall &amp; Hord: Ch. 11—Constructing Understanding of Change: Intervention Mushrooms; Ch. 12—Implementation Change: Applications, Implications, and Reflections;</li> <li>- Reeves, Ch. 10—Closing the Achievement Gap; Ch. 11—The Flywheel: Getting Short-term Wins to Sustain Long-term Changes’ Ch. 13—Defining Change: Lessons from Literacy Ch. 12—Building Stakeholder Support; Ch. 14—Sustaining Excellence</li> <li>- Discussions and activities focused on examining the definitions of change. Students construct several definitions that can be operationalized. Each group develops a visual of the various types and levels of change and their interconnectedness</li> <li>- Using a PLC/CFG protocol, students share Task 1 Component 4 in small groups for feedback and exploration of how Component 4 of Task 1 connects to this week’s readings and how it may be used in the next step to school reform/improvement</li> <li>- Discussions and activities focused on implementing and sustaining change</li> </ul>	Task 1 Component 4
Week 7	<ul style="list-style-type: none"> <li>- <b>Read:</b> Reeves: Epilogue—The Risks and Rewards of Change</li> <li>- Tying it altogether</li> <li>- Revisit topics as needed</li> <li>- Q &amp; A</li> <li>- Presentations of Task 1</li> <li>- Closure activity</li> </ul>	- Final Draft of Task 1



### **Extended Campus Students**

Fitchburg State University encourages all Extended Campus students to take advantage of online student services. Created is a "virtual student center" just for them, the pages provide access to Counseling Services, Career Services, The Student Activity Center, Library Services, the university bookstore and many other helpful links. Go to the university homepage at <http://www.fitchburgstate.edu/> and click on Offices and Services. Scroll down and click on Extended Campus Center.

### **Distance Learning & Extended Campus Library Services & Onecard**

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to Linda LeBlanc, Access Services Librarian, at 978-665-3062 or [dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu). There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to students and instructions as to how to access them.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Students select the resource they want to access from the alphabetical or subject listing. Once clicked on a database title, the candidate will be prompted for her or his Falcon Key logon information; the same logon used for their Fitchburg State email account and for online Blackboard courses. If the candidate does not know the Falcon Key username and password or if they have any problems logging in, they can contact the university's Technology Help Desk at 978-665-4500 or [helpdesk@fitchburgstate.edu](mailto:helpdesk@fitchburgstate.edu). The Library can issue a temporary guest Falcon Key to use while the Technology Department is setting up the account (call 978-665-3062 or email at [dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu)).

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID, which also serves as his or her library card. If the candidate has not received her or his OneCard yet, they can still access all of Fitchburg State online services as long as they have activated their library account. Activate library accounts in person at the Circulation Desk or online at <http://www.fitchburgstate.edu/academics/library/policies/borrowing-renewals/>. After activation by the Gallucci-Cirio Library and receipt of their OneCard, students may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester.

OneCards are available on campus all year round. Students wanting a OneCard must either present a course registration confirmation at the OneCard Office in the Anthony Building, main campus or complete the online Extended Campus OneCard request form, which can be found at <http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm>. The OneCard Office number is 978-665-3039.

### **Fitchburg State University Library Online Services**

Online Library services may be accessed through the Fitchburg State University Homepage at [www.fsc.edu/library](http://www.fsc.edu/library). Students may access any of several full-text online databases. Passwords are available to students by calling 978-665-3762. Degree students are eligible for a Fitchburg State University ID, which allows use of all Massachusetts State University libraries for the current semester.

ID card is available on campus. To obtain an ID card, candidate must present course registration confirmation at Academic Computing and Media Services, room 229, the Conlon Arts Building. Call 978-665-3039 for available times.

### **University Policies**

#### **Students with Disabilities**

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978/665-3427 or 978/665-3575 TTY. If you need course adaptations or accommodations please talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

#### **Grade Appeal**

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook.

#### **Academic Integrity Policy**

The faculty in the Education Unit at Fitchburg State University adhere to the policy that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

#### **Copyright Policy**

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Student Handbook for more details.

### **Instructor Policies:**

#### **Attendance and Participation**

1. Attendance is taken at all on-line class meetings. As an emerging professional, you are expected to attend every on-line class session, to be on time, to be prepared and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change.
2. Participation in class discussions and cooperative groups is expected. All students are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. **Completion of assigned readings is imperative to your individual development as a professional.**
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are factored into the final grade.

#### **Assignments**

1. All assignments must be typed, doubled-spaced, and use APA format when appropriate.
2. Assignments must be submitted on the due date unless other arrangements have been made with the instructor **PRIOR TO THE DUE DATE**. No late work will be accepted unless arrangements have been made with the instructor and an extended due date negotiated. Late assignments may incur a reduction of points/day late.

All students are expected to demonstrate a level of writing proficiency that is appropriate for emerging professionals in the field of education and at the **graduate level**. Assignments that are handed in with obvious spelling errors, inadequate sentence structure, and a lack of organization will not be graded and will be returned to the candidate. Students are responsible for the revision process. If improvement is not made on the second assignment, the lack of writing proficiency will be reflected in the grade given on the assignment.

**Please communicate with me early in the semester if you are concerned about written assignments, so that I can assist you in getting the support you may need.**



## References/Reading List

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**Forms, Rubrics, Procedural Documents  
for  
*EDLM 9XXX Leading the Change Process***

## Participation Rubric

<b>Does not Meet Standard</b>	<b>Acceptably Meets the Standard</b>	<b>Comprehensively Meets the Standard</b>
Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level	Meets expectations for standard; needs occasional minimal support	Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance
Needs to attend class on a more regular basis and needs to arrive on time	Attends class on a regular basis and arrives on time most of the time	Never misses a class and consistently arrives on time
Needs to prepare more for class	Is consistently prepared for class	Is consistently well prepared for class
Rarely participates willingly in discussions and activities; contributes very little to discussions	Participates in discussions and activities; contributions to discussion are meaningful	Participates willingly in discussions and activities; contributions to discussion are meaningful, insightful and contribute to candidate learning
Does not always contribute to group work; needs to stay focused and support others' learning	Contributes to group work; is focused most of the time and supports others' learning	Contributes to group work on a high level; is highly focused, dependable and reliable and supports others' learning
Work not submitted on time and does not meet professional standards for course content	Work mostly submitted on time and mostly meets professional standards for course content	Work consistently submitted on time and meets professional standards for course content

**Article Review Rubric  
(FORMATIVE ASSESSMENT)**

Components	Does not Meet Standard	Acceptably Meets the Standard	Comprehensively Meets the Standard
<b>Introduction and Brief Summary</b>	<p>Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level</p> <ul style="list-style-type: none"> <li>• Introduction provides an incomplete and/or inaccurate citation</li> <li>• Brief summary minimally captures the essential elements of the article and/or the content and the arguments are unclear</li> </ul>	<p>Meets expectations for standard; needs occasional minimal support</p> <ul style="list-style-type: none"> <li>• Introduction provides full and accurate citation</li> <li>• Brief summary captures the essential elements of the article that makes the content and the arguments mostly clear</li> </ul>	<p>Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance</p> <ul style="list-style-type: none"> <li>• Introduction provides full and accurate citation and places the article in an educational context</li> <li>• Brief summary captures the essential elements of the article that makes clear the content and the arguments</li> </ul>
<b>Critical Analysis</b>	<ul style="list-style-type: none"> <li>• Analysis is under developed</li> <li>• Analysis demonstrates little insight into the content and arguments</li> <li>• Critical analysis is one-sided</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis is well developed</li> <li>• Analysis demonstrates competent insight into the content and arguments</li> <li>• Critical analysis is somewhat balanced</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis is in-depth and robust</li> <li>• Analysis demonstrates deep insight into the content and arguments</li> <li>• Critical analysis is balanced</li> </ul>
<b>Reflection and Connection to Task 1</b>	<ul style="list-style-type: none"> <li>• Reflection makes vague connections to course content</li> <li>• Response demonstrates minimum reflection</li> <li>• Makes minimal connections to Task or needs to make connections</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection makes appropriate connections to the course content</li> <li>• Response demonstrates a strong degree of reflection</li> <li>• Makes appropriate connections to Task 1</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection makes appropriate and powerful connections to the course content</li> <li>• Response demonstrates a high degree of reflection</li> <li>• Makes appropriate and powerful connections to Task 1</li> </ul>
<b>Mechanics and Style</b>	<ul style="list-style-type: none"> <li>• Disjointed without smooth transitions between ideas within and between paragraphs</li> <li>• Awkward sentence structure and lacks of a professional style e.g., uses contractions, slang, colloquialisms</li> </ul>	<ul style="list-style-type: none"> <li>• Competently organized, uses smooth transitions between ideas within and between most paragraphs</li> <li>• Adequately mature sentence structure with a professional style e.g., mostly avoids contractions, passive voice, slang, colloquialisms</li> </ul>	<ul style="list-style-type: none"> <li>• Well organized, uses smooth transitions between ideas within and between paragraphs</li> <li>• Mature sentence structure with a professional style e.g., avoids contractions, passive voice, slang, colloquialisms</li> </ul>
<b>Length</b>	<ul style="list-style-type: none"> <li>• Less than 3 pages</li> </ul>	<ul style="list-style-type: none"> <li>• 3 pages</li> </ul>	<ul style="list-style-type: none"> <li>• 4-5 pages</li> </ul>

**Adapted from:**

[http://myedison.tesc.edu/tescdocs/Web\\_Courses/rubrics/FinalPaper\\_rubric\\_GLM550-JUN09.htm](http://myedison.tesc.edu/tescdocs/Web_Courses/rubrics/FinalPaper_rubric_GLM550-JUN09.htm)

# **Reflection on Change Process Rubric** (SUMMATIVE ASSESSMENT)

Component	<u>Does not Meet Standard</u>	<u>Acceptably Meets the Standard</u>	<u>Comprehensively Meets the Standard</u>
<b>Awareness</b>	<p><u>Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level</u></p> <ul style="list-style-type: none"> <li>• Demonstrates an emerging awareness of a shared vision in the planned change</li> <li>• Demonstrates an emerging awareness of the importance of the use of data in planned change</li> <li>• Demonstrates an emerging awareness of the importance of culture and how a positive culture can be built and maintained</li> </ul>	<p>Meets expectations for standard; needs occasional minimal support</p> <ul style="list-style-type: none"> <li>• Demonstrates a basic awareness of a shared vision in the planned change</li> <li>• Demonstrates a basic awareness of the importance of the use of data in planned change</li> <li>• Demonstrates a basic awareness of the importance of culture and how a positive culture can be built and maintained</li> </ul>	<p>Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance</p> <ul style="list-style-type: none"> <li>• Demonstrates a deep awareness of a shared vision in the planned change</li> <li>• Demonstrates a deep awareness of the importance of the use of data in planned change</li> <li>• Demonstrates a deep awareness of the importance of culture and how a positive culture can be built and maintained</li> </ul>
<b>Differing Perspectives</b>	<ul style="list-style-type: none"> <li>• Demonstrates a minimal understanding of the value of varying perspectives during the change process</li> <li>• Identifies very few differing viewpoints and minimally identifies their contributions and challenges to the change process</li> <li>• Minimally articulates how a change agent can bring varying perspectives into alignment, or aspect missing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a competent understanding of the value of varying perspectives during the change process</li> <li>• Identifies differing viewpoints and generally identifies their contributions and challenges to the change process</li> <li>• Clearly articulates how a change agent can bring varying perspectives into alignment</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a deep understanding of the value of varying perspectives during the change process</li> <li>• Identifies differing viewpoints and comprehensively identifies their contributions and challenges to the change process</li> <li>• Masterfully articulates how a change agent can bring varying perspectives into alignment</li> </ul>
<b>Levels of Concern</b>	<ul style="list-style-type: none"> <li>• Demonstrates a minimum understanding of the role of Levels of Concern in the change process</li> <li>• Vaguely articulates few strategies to address levels of concern for improvement to move forward while respecting the multiple perspectives change</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a clear understanding of the role of Levels of Concern in the change process</li> <li>• Clearly articulates strategies to address levels of concern for improvement to move forward while respecting the multiple perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the role of Levels of Concern in the change process</li> <li>• Masterfully articulates strategies to address levels of concern for improvement to move forward while respecting the multiple perspectives</li> </ul>
<b>Levels of Use of Innovation</b>	<ul style="list-style-type: none"> <li>• Demonstrates a minimum understanding of the role of levels of use of innovation in the change process</li> <li>• Vaguely articulates few strategies to</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a clear understanding of the role of levels of use of innovation in the change process</li> <li>• Clearly articulates strategies to address</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the role of levels of use of innovation in the change process</li> <li>• Masterfully articulates strategies to</li> </ul>

	address levels of use of innovation for improvement to move forward while respecting the multiple perspectives change	levels of use of innovation for improvement to move forward while respecting the multiple perspectives	address levels of use of innovation for improvement to move forward while respecting the multiple perspectives
<b>Analysis/Synthesis</b>	<ul style="list-style-type: none"> <li>Conclusion minimally synthesizes significant course content</li> </ul>	<ul style="list-style-type: none"> <li>Conclusion competently synthesizes significant course content</li> </ul>	<ul style="list-style-type: none"> <li>Conclusion comprehensively synthesizes significant course content</li> </ul>
<b>Mechanics and Style</b>	<ul style="list-style-type: none"> <li>Disjointed without smooth transitions between ideas within and between paragraphs</li> <li>Awkward sentence structure and lacks of a professional style e.g., uses contractions, slang, colloquialisms</li> </ul>	<ul style="list-style-type: none"> <li>Competently organized, uses smooth transitions between ideas within and between most paragraphs</li> <li>Adequately mature sentence structure with a professional style e.g., mostly avoids contractions, passive voice, slang, colloquialisms</li> </ul>	<ul style="list-style-type: none"> <li>Well organized, uses smooth transitions between ideas within and between paragraphs</li> <li>Mature sentence structure with a professional style e.g., avoids contractions, passive voice, slang, colloquialisms</li> </ul>
<b>Length</b>	<ul style="list-style-type: none"> <li>Less than 4 pages</li> </ul>	<ul style="list-style-type: none"> <li>4 pages</li> </ul>	<ul style="list-style-type: none"> <li>5-6 pages</li> </ul>



**Task 1 Rubrics**  
**(Formative and Summative Assessment)**  
**DESIGNATED EVIDENCE**

This task in its final draft serves as a **Summative Assessment**. Pieces will be due for feedback throughout the semester. This initial feedback serves as **Formative Assessment**.

**Students will prepare and implement Task 1 at the appropriate level (supervisor, director, principal)**

**Rubric 1.a: Planning to Create a Vision**

**MA Standards Alignment: IV. Shared Vision**

**How does the candidate gather and analyze data to identify a priority area and student group?**

	Developing	Meeting	Exceeding	MA PAL Component, Artifact, Commentary
<b>Data collection</b>	<p>Gathers some school and student data with little or no attention to students' perceptions about school's learning culture.</p> <p>Or</p> <p>Uses only existing student interview, observation, and survey data relationship to quantitative indicators (or vice versa).</p>	<p>Gathers existing school and student data across multiple years and collects some data through observations, interviews, focus groups, or surveys from students, teachers, and other relevant stakeholders that documents school's learning environment.</p>	<p>Collects relevant data through observations, interviews, focus groups, or surveys from students, teachers and other relevant stakeholders, which document different student experiences within the school's learning environment. <b>Connects these data to other multi-year evidence of school culture and student performance.</b></p>	<p>Components, 2 Artifacts b, f</p>

	Developing	Meeting	Exceeding	MA PAL Component, Artifact, Commentary
<b>Data analysis and priority definition</b>	<p>Analyzes test scores for one or more years. Attempts to define a priority academic area or student group.</p> <p>Or</p> <p>Does not integrate qualitative data in relationship to quantitative indicators (or vice versa).</p> <p>Attempts to define priority area with little or no connection to analyzed data and school and district goals.</p>	<p>Uses appropriate methods, analyzes and interprets multiple sources of quantitative and qualitative data including observations, interviews, focus groups, or surveys from students, teachers, and other relevant stakeholders across multiple years.</p> <p>Identifies a priority academic area and priority student group based on the analysis results and school and district goals.</p>	<p>Coherently analyzes and interprets multiple sources of quantitative and qualitative data across multiple years. Analysis is grounded in the school culture and <b>clearly defines priority academic area</b> and priority student group to extend the school's improvement efforts.</p>	<p>Components 1, 2</p> <p>Artifacts a, b, c, d, e, f, g</p> <p>Commentary 1</p>

**Rubric 1.b: Designing an Integrated Plan for Strategies to Develop and Implement Improvement in the Priority Academic Area**

**MA Standards Alignment: Standard I: Instructional Leadership**

**How does the candidate design a vision and plan to improve student learning?**

	Developing	Meeting	Exceeding	MA PAL Component, Artifact, Commentary
<b>Vision and plan focus</b>	<p>Creates vision, goals and plan that are not specific or grounded in school and state data or analysis of school processes and research.</p> <p>Creates vision and plan that poorly reflects school context and student culture, does not outline scope and nature of improvement desired, and does not include avenues to improve student learning and engagement.</p>	<p>Creates vision, goals and plan that address the priority area and priority student group. Provides evidence that vision and plan reflect school culture and existing school processes.</p> <p>The proposed vision and plan focus include a set of guiding principles that justifies the scope and nature of improvement desired. Includes strategies to improve student learning and engagement drawing on research.</p>	<p>Creates focused vision, goals, and plan that address the priority area and priority student group. Provides clear, persuasive and consistent evidence that vision and plan are organized around a clearly articulated and research-grounded theory of action that reflects school culture. Analyzes the gaps and opportunities in existing school processes, outlines scope and nature of improvement desired, and includes strategies to improve student learning and engagement.</p>	<p>Component 3 Artifact h Commentary 2</p>

	Developing	Meeting	Exceeding	MA PAL Component, Artifact, Commentary
<b>Plan details</b>	Proposed plan's strategies, responsibilities and resources are <b>disconnected from proposed outcomes</b> or are not aligned to school context or are sketchy and poorly articulated.	Proposed plan generally details <b>research-based strategies</b> , responsibilities and resources required to accomplish proposed outcomes. Plan is <b>aligned</b> to school context and culture.	Proposed plan details <b>integrated and coherent research-based strategies</b> , responsibilities and resources required to accomplish proposed outcomes. Plan is aligned to school context and student culture, and <b>provides clear evidence of feasibility</b> .  Makes clear and coherent connections between the analysis of the data and the defined vision, including a deep understanding of the school culture, <b>theory of action and strategies</b> to improve teaching and learning for the priority area	Component 3 Artifact h Commentary 2

## Rubric 1.c: Assessing and Analyzing Feedback from Participants

### MA Standards Alignment: Standard 1.E. Data-Driven Decision Making

How does the candidate evaluate the experience analyzing and planning for the priority academic area?

	Developing	Meeting	Exceeding	MA PAL Component, Artifact, Commentary
<b>Plan feedback</b>	<p>Informally collects and describes school leaders' feedback. Feedback is supported by minimal data.</p> <p>Or</p> <p>Feedback lacks attention to plan's quality or relevance for student learning priorities and school culture.</p>	<p><b>Collects, analyzes and interprets</b> school leaders' feedback in light of the data on quality and relevance of proposed vision and plan for student learning priorities and school culture to draw implications for plan revision.</p> <p>Bases the nature of feedback around research-based expectations for school improvement, and how stakeholder input shaped the final plan.</p>	<p>Systematically collects, analyzes, and interprets school leaders' and other stakeholders' feedback on quality and relevance of proposed vision and plan and its relevance for <b>school change</b>.</p> <p><b>Draws implications for plan revision, grounded in research, school data and the broader school context.</b></p>	<p>Component 4</p> <p>Artifact a, e, f, g, h, i</p> <p>Commentary 2, 3</p>
<b>Planning analysis</b>	<p>Conducts cursory analysis of candidate's leadership skills and practices to realize vision for improved student achievement with little or no insight.</p>	<p><b>Identifies candidate's leadership skills and practices</b> required to realize vision for improved student achievement through planning and engaging stakeholders. Draws on specific experiences and stakeholders' feedback in completing this task. Makes links to relevant research literature. Proposes strategies to improve candidate practice.</p>	<p><b>Analyzes candidate's leadership skills and practices</b> to realize vision for improved student achievement through planning and engaging stakeholders. Draws on specific experiences and stakeholders' feedback in completing this task. <b>Is grounded</b> in relevant research literature. Proposes <b>areas and detailed strategies</b> to improve candidate's practice.</p>	<p>Component 4</p> <p>Artifact i</p> <p>Commentary 2, 3</p>