

STEPHEN F. AUSTIN STATE UNIVERSITY
Department of Secondary Education and Educational Leadership

**AED 613 OPERATIONALIZING THE DYNAMICS OF
CHANGE IN EDUCATIONAL SYSTEMS
FALL 2019**

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Office Hours: By Appointment Only

Course Time & Location:
Saturday, 8:00 -12:00 p.m.
Human Services Building Room 320
Credits: 3 graduate credit hours

Prerequisites:

I. Course Description:

Operationalizing the Dynamics of Change in Educational Systems focuses on the research and study of the design, implementation, management, and evaluation of the change process. The performance and improvement efforts of an organization is contingent upon the ability to effectively implement strategic and systematic change. An emphasis on systemic change will be a major focus for educational change. Considerations of the effectiveness of specific changes will be explored as the educational leader's role in the change process. Specific focus will be given to practices, policies, organization, and informal contexts that impact change. The Plan for a Change project is a critical assignment related to accountability. Activities will introduce techniques for group facilitation, participatory planning, reflective practices, and the addressing of diversity issues. This course is designed to provide a specific focus on the leader as a scholar-practitioner.

AED 613 Operationalizing the Dynamics of Change in Educational Systems (3 credits) is one of the core requirements for the Ed.D. Degree in Educational Leadership. This course follows the executive model of the doctoral program and is scheduled for weekends during the semester, including Friday and Saturday. Multimedia and related digital/virtual technologies are used for additional direct instruction and require a minimum of 9 hours. The course meets 9 Saturdays throughout the semester. Each class meeting is 4 hours (240 minutes) in length and students are expected to be in attendance for all classes, actively engage in discussions, complete all readings assigned for in class and/or outside class, complete all writing and research activities as assigned for in class and/or outside class. All students will complete a set of major projects including an Evaluation of a Change Project, Course, Strategic Planning for Change Capstone Activity, and Systems Change Design and Implementation Activity. As well, all students will self-select a book on change and prepare a formal paper and presentation which will include the analyze of change patterns in a school. The assigned readings and writing activities will require a minimum of 6-12 hours per week, outside class. In-class activities that have a written component will require individual and/or small group work. All students will make formal, professional presentations during class using presentation software/applications. All presentations will be prepared outside class and follow activity guidelines and APA 6th Edition and/or professor determined formatting.

Course Fee: \$20.

II. Intended Learning Outcomes/Goals/Objectives:

James I. Perkins College of Education:

The AED 613 coursework is aligned with the conceptual framework, shared vision, mission, and core values of the James I. Perkins College of Education. The course aspects, learning objectives, and activities

VISION

The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

MISSION

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the Perkins College of Education are to:

- Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice
- Prepare teachers, support personnel, and educational leaders for Texas
- Employ and support faculty members who are committed to excellence in teaching, scholarship, and service
- Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations
- Maintain resources and facilities that allow each program to meet its expected outcomes
- Collaborate with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit
- Engage in outreach services
- To address specific needs in the broader community
- To enhance student learning
- To instill commitment to service
- To promote the reputation of the University, and
- To conduct research to advance knowledge and to contribute to the common good

CORE VALUES

In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

Program Learning Outcomes:

Candidates will develop a depth of knowledge and leadership skills in operationalizing the dynamics of change in educational systems. Candidates will understand theoretical knowledge and contexts relevant to problems in organizational change efforts through the scholar-practitioner lens. Through critical analysis and reasoning, reflection, and creative thinking, candidates will be evaluated through perform:

1. Evaluation a change project
2. Strategic Planning for Change Capstone Activity
3. Systems Change Design and Implementation Activity
4. Self-select a book on change and prepare a formal paper and presentation, including an analysis of change patterns in a school and synthesize their papers in relation to his/her growth as a scholar-practitioner leader.

Student Learning Outcomes (SLOs):

This course is designed to help students develop the knowledge and skills to design, implement, manage, and evaluate change processes. Upon completion of this course, students will be able to:

1. Engage in inquiry as it applies to systemic continuous improvement and the need for change
2. Identify organizational structures that influence and impact the change process and sustainable school improvement
3. Examine the challenges of leading strategic change

4. Identify and apply approaches and tools to design and lead effective change
5. Recognize resistance to change and approaches to overcome opposition
6. Build a climate that promotes reflective processing.
7. Understand the role of the educational leader in the change process
8. Use research to examine and support change efforts
9. Collect and analyze a variety of data sources related to the management and measurement of the change process
10. Evaluate the results of the change processes

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Assignments:

1. Discussion, discourse, & analysis of course readings and other in-class activities.
2. Synthesis of Self-Selected Book on Change: Presentation and Paper. Students will each select a different book on change and synthesize the concept through the form of a paper and presentation. Requirements: The paper will include a synthesis of a minimum of 10 double-spaced pages in APA 6th Edition format. The paper will be presented as an oral presentation to the entire class. The presentation must not be a Powerpoint or lecture but will be thematic and include interactive activities that involves all class members. The students will choose the book with the approval of the instructor. Presentations will be scheduled throughout the semester.
3. Evaluation of a Change Project. Completion of an evaluation for a change project is expected. Students will evaluate a change they have been a part of process. First-hand experience evaluating a change intervention in a classroom, school building, school district, organization, or personal practice will provide the focus of this assignment. The project will include a description of the setting, an explanation of the change, statement of the need for the change, goals of the change, notes on the implementation of the change, and reflective thoughts on the change. Each student will identify the relevant theory of change and document a minimum of seven (7) sources. Students will write a 20 page APA formatted, double-spaced and typed research paper. This paper will answer the question: What were the critical foundations of the dynamics of change related to this change project?
4. Systems Change Design and Implementation Activity. Students will design and implement a change in their organization. Students will develop a strategic plan for an area of need after diagnosing the root cause(s) for underperformance. This activity will be a small scale change. Students will execute the plan and reflect on the outcomes, strengths, weakness, challenges of their implementation. The strategic plan and reflection on the outcomes will be submitted. Additional details will be provided on the components of the strategic plan.
5. Completion of a Strategic Planning for Change Capstone Project. This project is the planning for a change that you might lead. The written project will design a change initiative. The project should have a thesis statement, data collection procedures, method for evaluating the project/initiative, and process for collaborative involvement of members in the organization. The length of this paper is 20-25 pages. This paper should include a minimum of ten (10) references. Scholarly references should be selected from change theories.

IV. Evaluation and Assessments (Grading):

Due to the unique nature of graduate courses, much of the learning emerges from student discussion. Therefore, attendance is necessary. Students are expected to participate actively in all class sessions and to demonstrate interest and proficiency in the topics assigned for class reading. Class participation will be organized as learning communities. Students will participate in discussions and analysis of course readings. More than one absence will result in a course grade reduction. Completion of course readings is expected. Some activities related to the course readings will be done during the actual class session.

Activity	Grade Points	Due Date	SLOs
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Discussion, discourse, & analysis of course readings (class participation)	50 points	Ongoing	1-11
Self-Selected Book on Change Synthesis Paper & Presentation	100 Points	Students will select a date to present during the semester	1-5
Systems Change Design and Implementation Activity	100 Points	October 5	1-11
Evaluation of a Change Project	100 Points	October 16	1-11
Strategic Planning for Change Capstone Activity	100 points	December 7, 2019	1-11

Written Assignments:

1. Graduate level quality
2. APA 6th Edition Format
3. Free of typographical and grammatical errors
4. Word-processed

Students are expected to attend all classes and be fully prepared to participate in class discussions, having done the assigned readings. Participation is critical to the success of any course and graduate students are expected to complete all assignments, whether graded or not, and to participate in all group discussion sessions.

All assignments are expected to be completed at graduate level quality and adhere to the stated assignment criteria. Assignments not meeting graduate level quality and require the student to redo and resubmit will be adjusted by 10%.

Late assignments, including D2L submissions, will only be accepted with prior permission of the instructor and will be subject to a penalty of 10% and an additional 10% will be deducted for each week the assignment is past due. Please do not wait until the last minute to submit your assignment as sometimes technology and online systems do not always cooperate. Please do not hesitate to email your instructor if you need help, clarification, or extra time.

Final Grade Calculations

A = 90 - 100

B = 80 - 89.9

C = 70 - 79.9

D = 60 - 69.9

F – below 59.9

V. Tentative Course Outline/Calendar:

Class	Topic	Assignment
1	Introduction to the Course – Who Needs Change?	Choose Dates for Student Change Book Presentations Assigned Reading: <i>Change Leadership Book</i> (Preface, Forward, pp. 1- 60 Part 1 Ch. 1-3)
2	Preparing for Change: Diagnosing the Need	Assigned Reading: <i>Change Leadership Book</i> (Part 2 pp. 61-94 Ch 4-5)

3	Planning for Change	Assigned Reading: Assigned Reading: <i>Change Leadership Book</i> (pp. 95-130 Part 3 Ch. 6-7) Student Change Book Presentations
4	Roles and Tasks in the Change Process	Assigned Reading: <i>Change Leadership Book</i> (Part 4 pp. 131-192 Part 4 Ch. 8-9) Student Change Book Presentations
5	Drafting the Blueprint: Designing the Organization Structure and Change Process	Assigned Reading: <i>Change Leadership Book</i> (Part 4 pp. 193-227 Ch. 10) Student Change Book Presentations
6	Resistance and Politics: Getting Genuine Commitment for Change	Assigned Reading: Article Getting Genuine Commitment for Change Systems Change Design & Implementation Activity Student Change Book Presentations
7	Implementing Change	Assigned Readings Student Change Book Presentations – Upload Presentation
8	Managing Change	Assigned Readings Student Change Book Presentations
9	Evaluating Change and Next Steps	Assigned Readings Strategic Planning for Change Capstone Activity - Upload Paper

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required:

Wagner, T. (2006). *Change leadership: A practical guide to transforming our schools*. San Francisco, CA: Jossey-Bass

Recommended:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Ed). Washington, DC: American Psychological Association.

VII. Course Evaluations:

“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at <http://www.sfasu.edu/policies/>

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

Bibliography

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- Wagner, T. (2006). *Change leadership: A practical guide to transforming our schools*. San Francisco, CA: Jossey-Bass