

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

This course examines the change process in education, focusing on the teacher's role as leader and facilitator.

Course Overview:

In this course, we will examine the process of change in education, focusing on the teacher's role as leader and change agent. The process of change includes many variables. We will discuss many of these along with the practical application elements regarding change. You will learn about how to introduce change and how to work with others to effect change, and also how to construct a change plan that, ideally, you could implement in your educational institution.

Course Learning Outcomes:

1. Design a data driven change plan in education.
2. Develop your profile as a teacher leader.
3. Evaluate the impact of technology, diversity, and globalization on education.
4. Evaluate the impact of changes made by regulations.
5. Create a plan to lead a change in your institution.

Course Standards:

Teacher Leadership Standards Covered in This Course - <http://www.teacherleaderstandards.org>

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning

- a) Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;
- b) Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;

- c) Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning;
- d) Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and
- e) Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.

Domain VII: Advocating for Student Learning and the Profession

- a) Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;
- b) Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;
- c) Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members;
- d) Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals; and
- e) Represents and advocates for the profession in contexts outside of the classroom.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

Hord, S. M., & Roussin, J. L. (2013). *Implementing change through learning: Concerns-based concepts, tools, and strategies for guiding change*. Thousand Oaks, CA: Corwin. ISBN-13: 9781452234120

Suggested:

Hall, G. E., & Hord, S. M. (2011). *Implementing change: Patterns, principles, and potholes* (3rd ed.). Boston, MA: Pearson. ISBN-13: 978013701027

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Forward, Preface, and Introduction in *Implementing Change Through Learning*
- Bolick, C. (2017). Jump-starting K-12 education reform. *Harvard Journal of Law & Public Policy*, 40(1), 17-24. Retrieved from <http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=i3h&AN=122286526&site=ehost-live>
- Cliatt-Wayman, L. (2015, May). How to fix a broken school? Lead fearlessly, love hard [Video file]. Retrieved from https://www.ted.com/talks/linda_cliatt-wayman_how_to_fix_a_broken_school_lead_fearlessly_love_hard
- Daggett, W. (2011, June). The Daggett system for effective instructions – where research and best practices meet. Retrieved from http://leadered.com/pdf/Daggett_System_for_Effective_Instruction_2014.pdf
- Khan, S. (2015, November). Let's teach for mastery — not test scores [Video file]. Retrieved from https://www.ted.com/talks/sal_khan_let_s_teach_for_mastery_not_test_scores
- Wasserman, A. (2014). Learn 2050! How we transform America's learning system. *Design Management Review*, 25(1), 62-71. doi:101111/drev. 10273. Retrieved from <http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=bth&AN=95465632&site=ehost-live>

Discussion (25 points)

Critical Thinking: Graphic Representation of Change in Education (75 points)

Create a graphic representation of the influences affecting change in education, specifically change in your own school, district, or teaching environment. You should include change theory, educational theories, governmental and other regulatory influences, social influences, diversity initiatives, etc. Within your representation, indicate not only which influences have changed education, but

also *how* they have changed education. What does this mean for you and your school (e.g., Educator Effectiveness, Common Core Standards, specific influences that affected change, etc.)?

Here are some examples:

- RSA ANIMATE: Changing Education Paradigms
- Changing our Educational Institutions (Slideshare)

Your graphic representation can be created in any media for example:

- Animoto
- Prezi
- Diagram
- Infographic
- MindMap
- Digital Poster

You must use a presentation tool other than PowerPoint.

The evaluation of your representation will be based on creativity and completeness.

Instructions for submission:

Because you will likely be using a web-based presentation tool, you will need to copy and paste the link to your presentation into an MS Word document and submit to the Module 1 folder. This way, your instructor will be able to open your presentation through your link, as well as grade your presentation in Waypoint. If your presentation is an infographic or some other image built in MS Word, convert your completed graphic to a PDF (if possible) and submit to the Module 1 folder.

Portfolio Project Reminder

Be sure to review the Portfolio Project description and Portfolio Project rubric in the Module 8 folder for details.

Module 2

Readings

- Chapter 2 in *Implementing Change Through Learning*
- Lawrence, P. (2015). Leading change-insights into how leaders actually approach the challenge of complexity. *Journal of Change Management*, 15(3), 231-252. doi:10.1080/14697017.2015.1021271
- Moore, R., & Berry, B. (2010). The teachers of 2030. *Educational Leadership*, 67(8), 36-39. Retrieved from http://bcpsea.bc.ca/documents/research_articles/TS2030.pdf
- Senechal, D. (2015). The paradox of change: How change and stasis combine in education. *Arts Education Policy Review*, 116(1), 2. doi:10.1080/10632913.2015.970093.
- Statistics about Education in America. (n.d.). Retrieved from <http://www.studentsfirst.org/pages/the-stats>

Discussion (25 points)

Critical Thinking: Selected Change and Infographic (75 points)

Identify a change that your school district or educational environment is attempting to implement, or one you feel needs to be implemented that would positively impact student achievement. Your change recommendation must be based on concrete *data* and may be specific for your classroom, grade level, content area, school, and/or district.

Within your change idea, you may also want to consider collecting data related to technology, diversity, regulation, or globalization, since these are 21st century issues that schools are currently facing in preparing students for their futures.

Now that you have identified the change you will propose (based on data or evidence you have collected and analyzed), it is time to find out if others have written about a similar change and gather support for your change plan. You need to read and review at least three academic articles related to the change you are proposing.

Then, create an infographic that can be presented to teachers or administrators to explain the need for the proposed change. This assignment should include the following components:

1. Data analysis graphic (e.g., graph, table, etc.) demonstrating the need for change.
2. Brief yet clear description of the proposed change, supported with research.
3. Summary of the literature describing what others have done to effectively address the proposed change, presented in an easy-to-skim format.

Your infographic should be one to two pages long, with an additional page for references (citing at least three sources). Ensure your sources are cited per the CSU-Global Guide to Writing and APA. Your infographic should also be well written, well organized, and aesthetically engaging.

Module 3

Readings

- Chapter 2 in *Implementing Change Through Learning*
- Durlak, J., & Durlak, J. A. (2015) Studying program implementation is not easy but it is essential. *Prevention Science, 16*(8), 1123-1127. doi:10.1007/s11121-015-0606-3
- Grant, A. M. (2017). Conversational mapping: Coaching others (and ourselves) to better have difficult conversations. *Coaching Psychologist, 13*(1), 34-40. Retrieved from <http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=pbh&AN=123686425&site=ehost-live>

Discussion (25 points)

Critical Thinking: Implementation Bridge for Change (75 points)

Though you will not be going through the Learning Maps and exercises in the book exactly, strongly consider using them or adapted versions of them to lead your face-to-face Teacher Leadership change work, even after this course is over. We will be using adapted templates throughout this class to help you collect and analyze data regarding your own change plan.

For this assignment, you will generate information to help you get across the implementation bridge regarding your idea for change.

There are three parts to this assignment, all of which are addressed in the assignment template:

- Six Strategies for Change,
- Skeletal Plan for Crossing the Implementation Bridge, and
- Assessing Change Readiness (requires the use of Google Forms).

Download the template, complete it thoroughly, and submit to your instructor for feedback.

This assignment also requires you use Google Forms to create your Change Readiness survey.

Module 4

Readings

- Chapter 3 in *Implementing Change Through Learning*
- Goksoy, A. (2016). Current approaches in change management. In *Organizational change management strategies in modern business* (pp. 24-51). Hershey. IGI Global. Retrieved from http://web.b.ebscohost.com.csuglobal.idm.oclc.org/ehost/ebookviewer/ebook/bmxlYmtfXzEwOTE2ODNfX0FOO?sid=b3b17b2e-a553-4cc3-bb05-de83843ac0bd@sessionmgr104&vid=0&format=EB&lpid=lp_24&rid=0
- Hoşgörür, V. (2016). Views of primary school administrators on change in schools and change management practices. *Educational Sciences: Theory & Practice*, 16(6), 2029-2055. doi:10.12738/estp.2016.6.0099

Discussion (25 points)

Critical Thinking: Innovation Configuration Map (75 points)

Using the provided template, create an Innovation Configuration Map for the change innovation you identified in Module 2. Think about the primary components necessary for the change to be successfully implemented and the practices and results you need to see to gauge the effectiveness of the change plan.

Ensure your map is clear so your instructor will understand your criteria. Submit your completed map to the Module 4 folder for instructor feedback.

Ensure your assignment is well-organized and adheres to the CSU-Global Guide to Writing and APA.

Module 5

Readings

- Chapter 4 in *Implementing Change Through Learning*
- Easton, L. B. (2016). Strategic accountability is key to making PLCs effective. *Phi Delta Kappan*, 98(4), 43. doi:10.1177/0031721716681776

- Rentner, D. S., Kober, N., Frizzell, M., & Ferguson, M. (2016). Listen to us: Teacher views and voices. *Center on Education Policy*, 68. Retrieved from <http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=eric&AN=ED568172&site=ehost-live>
- Sweeney, R. (2015, January 12). Collaboration beyond sharing [Video file]. *EDtalks*. Retrieved from <http://edtalks.org/#/video/collaboration-beyond-sharing>

Discussion (25 points)

Critical Thinking: Stages of Concern Survey (75 points)

Use Google Forms to create an open-ended survey or a Stages of Concern questionnaire containing at least five questions. For examples, refer to the information and links provided in this module and Chapter 4 in your text.

Share your survey/questionnaire with your instructor by providing the link to the Google form in an MS Word document. Also, reflect on how you will score your survey/questionnaire and how you will use the information gathered to create individual profiles about the Stages of Concern for the stakeholders involved in your change innovation.

Finally, explain how you will use your knowledge of their concerns to plan interventions to support their learning needs and concerns and to move them to full implementation of the innovation. Support your ideas and intervention with research, citing at least two academic, credible sources. The CSU-Global Library is a great place to find these sources.

To recap:

- Create a survey to measure the level of concern around the implementation of an innovation using Google Forms. The survey must include at least five questions.
- Paste the link to your form into an MS Word document.
- Address the following three items in that same document (containing the link to your form):
 - Score the survey based on the six typical expressions of concern and include the scoring summary in the document submitted.
 - Use the information gathered to create a Stages of Concern profile around the innovation that you are trying to lead.
 - Create a list of ways in which you will use your knowledge of respondents' concerns to plan interventions and mitigate their concerns. Support your choices with research.

Your assignment should be two-to-three pages long, cite at least two credible sources, and adhere to the CSU-Global Guide to Writing and APA.

Module 6

Readings

- Chapter 5 in *Implementing Change Through Learning*
- DeMatthews, D. (2014). Principal and teacher collaboration: An exploration of distributed leadership in professional learning communities. *International Journal of Educational Leadership and*

Management, 2(2), 176-206. Retrieved from

<http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=eric&AN=EJ1111683&site=ehost-live>

- Hamilton, D. (2014). Making educational reform work: Stories of school improvement in urban China. *Journal of International Education and Leadership*, 4(1). Retrieved from <http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=eric&AN=EJ1136045&site=ehost-live>

Discussion (25 points)

Critical Thinking: Innovation and Leadership (75 points)

In this Critical Thinking assignment, you will brainstorm possible interventions that can be used with the planned change innovation that you will develop for the Portfolio Project. For the eight Levels of Use, brainstorm possible interventions that could be used to meet the individualized concerns or learning needs of stakeholders involved in your change innovation using the template provided. Keep in mind that even users at a Level 5 or Level 6 will need some type of support or intervention to keep them engaged with the change process.

Complete your template in clear detail and support your intervention ideas with research when appropriate. Submit to the Module 6 folder for instructor feedback.

Module 7

Readings

- “Every Where's Journey Comes to an End, or Does It?” & Finale in *Implementing Change Through Learning*
- By, R. T. (2016). Rune Todnem By Discusses Change Management [Video file]. Retrieved from <https://sk-sagepub-com.csuglobal.idm.oclc.org/video/rune-todnem-by-discusses-change-management>
- Christofilos, V., DeMatteo, D., & Penciner, R. (2015). Outcomes of commitment to change statements after an interprofessional faculty development program. *Journal of Interprofessional Care*, 29(3), 273-275. Retrieved from <http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=pbh&AN=102271709&site=ehost-live>
- Inandi, Y., & Giliç, F. (2016). Relationship of teachers' readiness for change with their participation in decision making and school culture. *Educational Research and Reviews*, 11(8), 823-833. Retrieved from <http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=eric&AN=EJ1099893&site=ehost-live>

Discussion (25 points)

Module 8

Readings

- Bouchamma, Y., & Brie, J. (2014). Communities of practice and ethical leadership. *International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM))*, 42(2), 81-96. Retrieved from <http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=aph&AN=97394712&site=ehost-live>
- Brosnan, M. (2015). Humility, will, and level 5 leadership: An interview with Jim Collins. *Independent School*, 74(3). Retrieved from <http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=eric&AN=EJ1068860&site=ehost-live>
- McGonigal, K. (2013, June). How to make stress your friend [Video file]. Retrieved from https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend

Discussion (25 points)

Portfolio Project (350 points)

In courses throughout the CSU-Global Teaching & Learning Program, and specifically in this Teacher Leadership specialization, you will reflect on your learning and organize resources, examples, and ideas for future use in your role as a teacher leader in a *professional website* (which will be “under construction” until you finish your specialization work).

You can use any online website creation tool for your reflection and resource organization; however, make sure that it is compatible with, or can be linked to, your school's website. Here are some suggested digital website building tools: Weebly, Google Sites, and Wix. Your website needs to be public and the instructors need to have easy access.

You have the **OPTION** to structure the site so that it can be easily updated throughout your master's program and this specialization at CSU-Global. You are *strongly encouraged* to create *one professional site* that will be under construction until you graduate, or hopefully for the rest of your professional career as an educator. You will begin adding to your professional website or begin one in this course with the portfolio assignment below.

For your final Portfolio Project (and for addition to your professional website), you will compile, finalize, and submit a complete change plan. The first four sections described below must be added to your professional website. You may want to start thinking about and/or constructing these additions to your professional website throughout the course. It must be finalized and ready for feedback from the instructor in Module 8.

SECTION 1: CONTEXT

- Describe in detail the organizational context (e.g., demographics of the organization and population involved in the change—age, sex, ethnicity, size of school, location of school, number of teachers, etc.).

SECTION 2: DATA-DRIVEN NEED

- Identify a change needed in your district or teaching environment. This may be any change that impacts student achievement, and should center on technology, diversity, regulation or globalization. Your change recommendation should also be based on concrete data. (Week 2)

SECTION 3: RESEARCH-BASED LITERATURE REVIEW

- Summarize the literature you researched and evaluated that supports the change. (Week 2)

SECTION 4: CHANGE PLAN

- Six Strategies for Change. (Week 3)
- Align the vision of the organization with the vision for the change. (Week 3)
- Skeletal Plan for Crossing the Implementation Bridge. (Week 3)
- Accessing Change Readiness. (Week 3)
- Innovation Configuration Map. (Week 4)
- What are some concerns with this plan that you might need to address with colleagues or administrators based on your analysis of the Stages of Concern assessment, if you were able to administer it? If you were not able to administer it, what are the concerns you might encounter? (Week 5)
- What are the interventions that you will use to meet the individual needs of stakeholders? (Week 6)
- What is your plan for monitoring the levels of use throughout the implementation? (Week 6)

SECTION 5: REFLECTION (optional if you add this section to your website or not; type in an MS Word document if not developed on your site).

- Explain who you might include in a collaborative team to help lead the change (no names, just titles) and what their role will be.
- How will you know if your change was successful?
- How will you ensure the change is sustained?
- What were the highlights of this experience? How has it changed you professionally? What will you do with the information you learned in class? Will you attempt to implement your change plan?

Your plan and reflection, together, must cite at least five external, academic sources. Ensure your project adheres to the formatting standards outlined in the CSU-Global Guide to Writing and APA.

Submit your reflection and ensure it includes a live link to your website. If you are including your reflections directly on your site, copy the URL to your site and paste it into an MS Word document. Ensure that all links are functional, and all sections are clearly marked and organized so your instructor can easily find your work. Strive to create a visually engaging site.

COURSE POLICIES

| Grading Scale | |
|---------------|---------------|
| A | 95.0 – 100 |
| A- | 90.0 – 94.9 |
| B+ | 86.7 – 89.9 |
| B | 83.3 – 86.6 |
| B- | 80.0 – 83.2 |
| C+ | 75.0 – 79.9 |
| C | 70.0 – 74.9 |
| D | 60.0 – 69.9 |
| F | 59.9 or below |

Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.