

EDUC 322: Leadership for Educational Change

Educational Studies

Trinity College

Spring 2022 | Monday 1:15 - 3:55 pm | AAC 231

Professor: Alexandra Lamb (she/her/hers)

Office: McCook 312

Email: alexandra.lamb@trincoll.edu

Zoom Meeting Rm: <https://trincoll.zoom.us/my/alexlamb>

Office Hours: By appointment via Zoom. Reach out via email to schedule a time if I can provide support of any kind or to discuss class material or assignments.

Course Description:

How do schools change? How do educational leaders effectively support change to more equitably serve students? Under what conditions can educational leaders effect meaningful organizational change? In this class, we will think about schools and districts as organizations and grapple with these questions as we learn about models for change, leadership practices, and organizational dynamics through both theoretical and practical explorations. For the class research project, students will conduct and analyze interviews with Trinity alumni who work in different educational leadership positions.

Learning Objectives:

Over the course of the semester, you will be able to:

- Explore how change does and does not happen in U.S. schools.
- Explain how educational leaders successfully implement change initiatives.
- Apply anti-racist and equity-driven lenses to our studies of change and leadership.
- Collect and analyze interview data with educational leaders.

This syllabus may change during the semester.

Any changes will be communicated in class and through Moodle.

Elements of this syllabus are adapted with permission from other members of the Trinity Ed. Studies department.

Course Evaluation/Assignments:

<u>Assignment</u>	<u>Due Date</u>	<u>Points Possible</u>
<u>Class Time</u>		
Community Participation + Preparation	Every Class	10
Learning Leader	Once per semester	10
Change Slide	Sunday 5/1	5
<u>Research Project</u>		
CITI Training	Monday 2/21	5
Conduct Two Interviews and Clean Transcripts	Between 2/14 - 3/7 Transcripts due 3/7	20
<u>Writing Assignments</u>		
Memo: Interpreting Interview Data	Wednesday 3/30	10
Outline for essay	Monday 4/11 (In Class)	10
Rough Draft of Essay	Monday 4/25 (In class)	10
Final Essay	Tuesday 5/10	20
		Total: 100
<u>Extra Credit</u>		
Additional Interview and Transcript	Between 2/14 – 3/7	5

Your final course grade will be calculated by dividing the total points earned by the total points possible.

The grading scale is as follows:

- 90 to 100% = A (outstanding work)
- 80 to 89% = B (good work)
- 70 to 79 % = C (adequate work)
- Below 70% = D or F (unsatisfactory work)

Each letter grade is divided into equal thirds for minus (-), regular, and plus (+) letter grades (e.g. 80 to 83.33 is a B-, 83.34 to 86.67 is a B, and 86.68 to 89.99 is a B+).

Class Time

- **Community Participation and Preparation**

Outstanding community participation and preparation includes:

- ❖ Arriving to class on time and being present for the duration of the class. If you need to miss class due to illness, religious observance, family or personal emergency, please contact me with as much notice as you can, and we will find a way to minimize the impact to your and your classmates' learning. More than two unexcused absences and/or more than two late arrivals or early departures will affect your grade. *If you do not feel well, do not come to class.* Health and safety are our top priority. Reach out via email as soon as you can, and we will come up with a plan.
- ❖ Completing all of the reading assigned for that day. Completion means reading, highlighting, note taking, and preparing questions/ideas. If you do not understand a reading that's absolutely fine. Try to identify what's confusing, and bring it to the group for us to address together. If you are confused, everyone else probably is as well!
- ❖ Completing the assignments due that day and submitting them using the mechanism described below.
- ❖ Stepping up during class conversations by offering ideas, questions, and supported opinions.
- ❖ Stepping back during class conversations by listening attentively and leaving space for others.
- ❖ Adhering and upholding class norms. We will create our class norms collectively on the first day of class.

- **Learning Leader**

Once per semester each student will lead an opening conversation as the "Learning Leader." You will bring an educational artifact to class and prepare 1-2 questions for your peers to discuss. You will lead the ensuing conversation, guiding your peers to articulate their ideas, use evidence, and challenge their thinking. An artifact may be a tweet or social media post, a short news article, or an art piece (poem, photo, etc). *On the Thursday before your week, email me your artifact and your question(s).* You will be assessed on your preparation and effort.

- **Change Slide (Due Sunday 5/1)**

During our last class, we will each share take-aways from our research project. You will prepare one slide with your takeaway from the research project and a question you have going forward. You will submit your slide to Moodle on Sunday 5/1 so I can prepare them as a class slide deck.

Research Project

- **CITI Training (Due by 2/21)**

You will complete the CITI training course. Please submit evidence of completion to Moodle by 2/21. The course is valid for 4 years, so if you have taken the course while at Trinity, just submit evidence of having done so. If you haven't taken it, please do and you may use this evidence for other courses as well. You will find the link to the training and information on completion here: <http://commons.trincoll.edu/irb/ethics-training/>

- **Conduct Interview and Clean Transcript (Due between 2/14 – 3/7)**

In pairs, you will conduct two interviews with Trinity alumnae working in schools. You will use the interview protocol we develop as a class. I will assign you two participants and introduce you via email. The interviews will be about 30 minutes and take place on Zoom. You will arrange the interview with your participant at a time that works for all of you.

Immediately after the interview, submit the audio file via Moodle. I will submit it for transcription and email you the written transcript. Within 72 hours, you will listen to the interview while reading the transcript, correcting any errors. Submit the cleaned transcript to Moodle. All transcripts should be submitted to Moodle by 3/7.

Writing Assignments

Writing assignments should be double spaced with 1" margins in a 12-point standard font.

Submit assignments on Moodle as a Word doc by the due date.

- **Memo: Interpreting Interview Data (Due Wednesday 3/30)**

In 1-2 double spaced pages, identify one theme in the interviews you conducted and one reading that addresses that theme. Describe the theme in your interviews, offer one or two pieces of evidence from the interviews (quotes) that exemplify the theme, and briefly explain how the reading helps you understand that theme.

- **Final Essay**

In 5-10 double spaced pages describe a theme you found about change and leadership across three interviews. Use our readings to help you understand the theme. You will offer evidence from three interviews and explain how our readings (dis)confirm the theme from the interviews.

Outline (Due Monday 4/11)

Rough Draft (Due Monday 4/25)

Final Draft (Due Tuesday 5/10)

Course Schedule:

All readings should be completed BEFORE class on the date they are listed.

Class	Date	Topic	Assignments
1	1/31	<p style="text-align: center;"><i>Remote</i></p> <p style="text-align: center;">https://trincoll.zoom.us/my/alexlamb</p> <p>What change are we looking for in schools?</p>	<p>In Class Reading: Mehta and Fine (2019) <i>In Search of Deeper Learning</i> Ch 8</p>
2	2/7	<p style="text-align: center;"><i>Remote</i></p> <p style="text-align: center;">https://trincoll.zoom.us/my/alexlamb</p> <p>Developing a Research Project</p>	<p>Readings due: Lareau (2021) <i>Listening to People</i> Ch 5</p> <p>Lead the Change Issues: Dr. Terri Watson Dr. Carrie Sampson</p>
3	2/14	<p>How do schools change?</p> <p>Testing our Interview Protocol</p>	<p>Learning Leader 1</p> <p>Reading due: Drago-Severson (2012) <i>New Opportunities for Principal Leadership</i></p>
4	2/21	<p>How do adults learn and change?</p> <p>Ex: Equity programs in schools</p>	<p>Learning Leader 2</p> <p>Interviews: Between 2/14 and 3/7 conduct interviews in pairs. Transcript due 72 hours after the interview.</p> <p>Readings due: Argyris (1977) <i>Double Loop Learning in Organizations</i></p> <p>Kwon and Nicolaidis (2017) <i>Managing Diversity through Triple-Loop Learning</i></p>

5	2/28	<p>How do leaders create a culture for change?</p> <p>Ex: Leading during COVID-19</p>	<p>Learning Leader 3</p> <p>Interviews: Between 2/14 and 3/7 conduct interviews in pairs. Transcript due 72 hours after the interview.</p> <p>Readings due: Schein (2010) <i>Organizational Culture and Leadership</i> Ch 17</p> <p>Weiner et al. (2021) Keep Safe, Keep Learning</p>
6	3/7	<p>How is change experienced?</p> <p>Ex: Charter schools</p>	<p>Learning Leader 4</p> <p>Interviews: Between 2/14 and 3/7 finish conducting interviews in pairs. All transcripts due today.</p> <p>Readings due: Weick (1982) <i>Administering Education in Loosely Coupled Schools</i></p> <p>AND</p> <p>Weiner and Torres (2016) <i>Different Location or Different Map</i></p> <p>OR</p> <p>Johnson and Landman (2000) <i>Sometimes Bureaucracy has its Charms</i></p>

7	3/14	Analyzing Transcripts Reflection Activity Writing Team Meetings: Planning Memo	Learning Leader 5 Readings due: Skim other transcripts to choose your focus for the final paper
	3/21	SPRING BREAK	
8	3/28	Is change always good? Writing Team Meeting: Writing Interpretation Memo	Learning Leader 6 Listening Due: Nice White Parents Episode 1: The Book of Statuses https://www.nytimes.com/2020/07/30/podcasts/nice-white-parents-serial.html? Due Wed 3/30: Memo - Interpreting Interview Data
9	4/4	How do whole districts change?	Learning Leader 7 Reading Due: Schueler (2019) A Third Way
10	4/11	How do schools use technology for change? Writing Team Meeting: Outline and Set up Async week	Learning Leader 8 Due: Outline for final essay Readings due: Lamb and Weiner (2021) Technology as Infrastructure for Change
11	4/18	<i>Asynchronous Meeting</i> Writing Team Meetings	Update outline and start rough draft to share with team

12	4/25	TBD - Flex Week Writing Team Meeting: Rough Draft	Learning Leader 9 Due: Rough Draft of Essay Readings due: TBD
13	5/2	Reflecting on Change Change Slide Class Presentation Writing Team Meeting: Final Paper	Learning Leader 10 Due 5/1: Change Slide <hr/> Due 5/10: Final Paper

Course Readings:

All of the course materials are available as PDFs on our course Moodle site. They are listed below as well as by week in the course schedule above.

- Argyris, C. (1977). Double loop learning in organizations. *Harvard Business Review*, 55(5), 115–125.
- Drago-Severson, E. (2012). New Opportunities for Principal Leadership: Shaping School Climates for Enhanced Teacher Development. *Teachers College Record*, 114(3), 1–44. <https://doi.org/10.1177/016146811211400305>
- Joffe-Walt, C. (Host). (July 30, 2020). The book of statuses (No. 1) [Audio podcast episode]. In *Nice White Parents*. The New York Times and Serial. <https://www.nytimes.com/2020/07/30/podcasts/nice-white-parents-serial.html?>
- Kwon, C., & Nicolaides, A. (2017). Managing Diversity Through Triple-Loop Learning: A Call for Paradigm Shift. *Human Resource Development Review*, 16(1), 85–99. <https://doi.org/10.1177/1534484317690053>
- Lamb, A. J., & Weiner, J. M. (2021). Technology as infrastructure for change: District leader understandings of 1:1 educational technology initiatives and educational change. *Journal of Educational Administration*, 59(3), 335–351. <https://doi.org/10.1108/JEA-10-2020-0220>
- Lareau, A. (2021). *Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up*. University of Chicago Press.
- Mehta, J., & Fine, S. (2019). *In Search of Deeper Learning: The Quest to Remake the American High School*. Harvard University Press.
- Moore Johnson, S., & Landman, J. (2000). “Sometimes Bureaucracy has its Charms”: The Working Conditions of Teachers in Deregulated Schools. *Teachers College Record*, 102(1), 85–124.
- Sampson, C. (2020). Lead the Change Series Q&A with Carrie Sampson. *AERA Educational Change Special Interest Group*, 125.
- Schein, E. H. (2010). *Organizational Culture and Leadership*. John Wiley & Sons.
- Schueler, B. E. (2019). A Third Way: The Politics of School District Takeover and Turnaround in Lawrence, Massachusetts. *Educational Administration Quarterly*, 55(1), 116–153. <https://doi.org/10.1177/0013161X18785873>
- Watson, T. (2020). Lead the Change Series Q&A with Terry Watson. *AERA Educational Change Special Interest Group*, 105.
- Weick, K. E. (1982). Administering Education in Loosely Coupled Schools. *The Phi Delta Kappan*, 63(10), 673–676.
- Weiner, J., Francois, C., Stone-Johnson, C., & Childs, J. (2021). Keep Safe, Keep Learning: Principals’ Role in Creating Psychological Safety and Organizational Learning During the COVID-19 Pandemic. *Frontiers in Education*, 5. <https://www.frontiersin.org/article/10.3389/feduc.2020.618483>
- Weiner, J. M., & Torres, A. C. (2016). Different location or different map? Investigating charter school teachers’ professional identities. *Teaching and Teacher Education*, 53, 75–86. <https://doi.org/10.1016/j.tate.2015.11.006>

Academic Policies:

Teaching and Learning During a Pandemic:

My goal for our class is to create an empathetic space for all of us to bring our authentic selves to the classroom in order to grow and learn. This is even more true during the continuing pandemic. I encourage all of you to prioritize your mental and physical health and wellness as we forge into another semester of uncertainty. Let's work to give each other grace, patience, and understanding as we enter this learning community. Please reach out if you are struggling, and we will find a path forward together. You are not alone, and we will all need to ask for support and understanding (me included!) at some point.

Face Mask Requirement

Per Trinity College policy, you are required to wear a face mask in the classroom, from the beginning to the end of class. Masks must cover your nose and mouth completely. There are no exceptions to this policy. You may not remove your mask to eat or drink during class; therefore, please plan ahead.

Accommodations for Students in Isolation or Quarantine

It is possible that students in the class will need to isolate or quarantine at some point. There are a few possible accommodations, such as:

- The entire class meets virtually
- A hybrid format, where students in isolation or quarantine Zoom into our in-person class
- A combination of the above, depending on factors such as the number of students in isolation/quarantine, class activities scheduled, etc.

Depending on the situation, I will decide how to adjust classes to accommodate students in isolation/quarantine.

Attendance and Participation

Attendance and participation in class, remote or in-person, is vital to your learning and the learning of your peers. Attendance and participation means arriving to class on time having read and completed the assignments due that day, being present for the duration of the class, and both stepping up (offering ideas, questions, and supported opinions) and stepping back (listening attentively and leaving space for others). If you need to miss class due to illness, religious observance, family or personal emergency, please contact me with as much notice as you can, and we will find a way to minimize the impact to your and your classmates' learning. *If you do not feel well, do not come to class.* Health and safety are our top priority. Reach out via email as soon as you can, and we will come up with a plan. More than two unexcused absences and/or more than two late arrivals or early departures will affect your grade.

Late Assignments

Assignment deadlines are in place to facilitate progression through the semester and manage your workload and mine. All assignments are due by the due date. That said, life can get in the way. If you need an extension on an assignment, please ask at least 24 hours in advance of the due date. If you do not communicate about needing an extension, late work may be penalized.

Intellectual Honesty and Plagiarism

According to Trinity College policy, intellectual honesty “assumes that students do their own work and that they credit properly those upon whose work and thought they draw” (Trinity College Student Handbook, 2016). While we often draw upon the work of others, it is essential that any work presented as your own is indeed your own, no matter how big or small the assignment. Ideas and/or words that are not yours should always be appropriately cited. Intellectual dishonesty and plagiarism in any form will not be tolerated in this class. Instances of academic dishonesty or plagiarism may result in assignment failure, course failure, referral to the Honor Council, and/or other consequences. If you are unsure about how to use another scholar’s work to support your own ideas without plagiarizing, please ask me.

Academic Citations

It is always important in academic writing to give credit to other people’s ideas. You are required to appropriately cite works in all assignments for this course, whether you quote them directly or draw on their ideas. Please use APA citation style. The Purdue Online Writing Lab is an excellent resource, as is the APA Style Guide from the American Psychological Association (<https://apastyle.apa.org/>).

Accessibility

Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. Like many things, the need for disability accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place.

Students with disabilities who may need some accommodation in order to fully participate in this class are urged to contact the Student Accessibility Resource Center, as soon as possible, to explore what arrangements need to be made to assure access.

If you have approval for academic accommodations, please notify SARC by the end of week two of classes. For those students with accommodations approved after the start of the semester, a minimum of 10 days’ notice is required. Please be sure to email Sheila Njau at sheila.njau@trincoll.edu or SARC@trincoll.edu to schedule a private meeting to discuss implementation.

Student Accessibility Resources can be reached by emailing Sheila Njau at sheila.njau@trincoll.edu or SARC@trincoll.edu.