

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

EDU 5743 Planned Change in Education
July 4,5,6,18,19,20-2008

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July Office Hours: By appointment (631-218-7709,7731)

Purpose:

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

The specific learning objectives for this course are:

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

ATTENDANCE:

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

“There is nothing impractical about good theory...Action divorced from theory is the random scurrying of a rat in a new maze. Good theory is the power to find the way to the goal with a minimum of lost motion and electric shock.”

Paul Mort and Donald H. Ross
Principles of School Administration

Text: Hargreaves and Fink: *Sustainable Leadership*

Articles: Will be handed out in class on a CD

Resources: Publication Manual of the American Psychological Association, 5th Edition

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

GRADING:

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

Schedule

July 4, 2008

5-9 p.m.

Computers assigned to new cohort 9

Orientation

Models, matrices, and metaphors

A.P.A. format for all assignments

Assignment A: Write a brief (3 pages) analytical paper referencing the research read thus far on one of the following topics:

- (a) The teaching culture at your own school site;
- (b) A working definition of change, as it applies to some area of your professional life;
- (c) Problems (and resolutions to these problems, if applicable) confronting a change effort in your school system.

July 5, 2008

9a.m.-5 p.m.

Advocacy Design Center Model (ADC), author: Professor Frank Smith

Theoretical Discussion: Instruction, Organization, Governance,

Accountability

Guest Speakers

Lunch assignment B: Write it up, to be handed in on Sunday

1. What is your philosophy of education?
2. How are you a change agent?

Case Study: Based on the various frameworks discussed thus far, how do you make sense of this case?

Small group discussion: Responses to Assignments A & B

July 6, 2008
9 a.m.-12noon
Reform

Model: Popkewitz, Tabachnick, and Wehlage: *The Myth of Educational*

Schein's Framework

Assignments for July 18:

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

Due Sunday July 20, 2008.

July 18, 2008
5p.m.-9 p.m.

Assignment discussion in small groups
Large group: patterns, themes, discrepancies
Team meetings

July 19, 2009
9a.m.-5 p.m.

Guest speakers: Dr. Richard Canfield
Dr. Allyn Leeds
Ann Smith

Group sessions: Putting it together
Team meetings

July 20, 2008
9 a.m.-12 noon

Presentations: the teams will make their presentations, the panelists will react to the teams' ideas and insights, and then offer their own points of view. The format for each team will be an informal roundtable conversation. The teams will not be competing with each other, rather, each team will be looked upon as an independent constructivist source of information.

Feedback

Written Assignment due August 31, 2007:

Prepare a bibliographic essay of approximately 10-12 pages (typed, double spaced) on various writings about a particular aspect of organizational change. The paper should describe, compare, and contrast theories or frameworks offered by the authors, with special attention to the implications these perspectives have for practitioners. The works analyzed should include journal articles, books, book chapters, and/or

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

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

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

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