

Introduction to Leading and Supervising Educational Change

**EDAS 710-01 CRN 40753
Fall 2003**

**UT Martin
College of Education and Behavioral Sciences
Department of Educational Studies**

Professor:

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Office Hours:

MW 8:00-3:00

To avoid delays and meeting conflicts, please schedule appointments.

Course Description/Hours of Credit:

Processes, organization, and functional context of educational administration. Emphasis on the responsibilities of the principal, supervisor, and superintendent. (3 hours of credit)

Objectives:

- Examine multiple theories of organizational culture.
- Analyze the role of the educational leader in navigating organizational change.
- Assess various strategies to manage effectively educational change that is anticipated, unanticipated, and/or forced.

Textbooks:

Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

Johnson, S., & Blanchard, K.H. (1998). *Who moved my cheese?* New York: Putnam & Sons. (*optional; can purchase used text on Amazon for less than \$10.00*).

Lunenburg, F.C. & Ornstein, A.C. (2000). *Educational administration: Concepts and practices*. (3rd edition). New York, New York: Wadsworth.

Conceptual Framework:

Advanced Programs: (Masters of Science in Education with a major in Teaching, Counseling, and Educational Administration and Supervision)

The Graduate Faculty has adopted the theme “Professional Educators as Leaders and Enhancers of Human Development” to represent its goal in continuing an educator’s professional development. The advanced program goals are depicted as four keys that the graduate faculty feels will unlock each candidate’s potential. They are:

Key 1 Knowledge, Skills and Application

Key 2 Human Relations

Key 3 Inquiry

Key 4 Professional and Ethical Behavior

Inherent within each key component are outcomes that the candidate is expected to master upon completion of their individual program. These keys are linked together by a solid ring representing the faculty’s commitment to diversity, technology, and assessment.

Students With Disabilities:

Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from P.A.C.E or Student Academic Support Center within the first two weeks of the semester.

Reading Assignments:

September 6:

Lunenburg and Ornstein, Review 1-3,

Fullan, Read 1-3

Johnson and Blanchard, Entire Book

September 27:

Lunenburg & Ornstein, 6-8

Fullan, 4-5

October 11:

Lunenburg & Ornstein, 9-10

Assignment #2 Due.

November 15:

Fullan, 6-7

Lunenburg & Ornstein, 13-15

December 6:

Assignment #3 Papers Due.

Class Assignments:

All assignments should follow the fifth edition of the *Publication Manual of the American Psychological Association* (2001). Please note that professor does not accept assignments via e-mail, unless extenuating circumstances dictate otherwise. Likewise, unless permission is granted otherwise, assignments submitted late will be automatically penalized 5 points.

1. ***Class attendance and Participation.*** Students are expected to attend class and to participate actively, substantively, and respectfully. 10 points.
2. ***Individual Case Analysis.*** Conduct an organizational analysis of your school using Bolman and Deal's four frames. Address how the leader's style, as well as the frame affects how change is implemented. Length of papers will vary, but probably will require 6-8 pages. Points: 30. Due: October 11th.
3. ***Educational Change.***
 - ***Option #1:*** Divide into groups of 3-5. Analyze a school outside of Northwest Tennessee, which is distinctively different than the schools of the individual group members by virtue of institutional mission (church-sponsored, private), educational approach (Montessori, military, magnet), and/or location (urban, another state/country). Assess the organization in terms of how change is viewed and implemented, the role of the stakeholders, external forces, and members of the administration. Examine how the institutional mission affects how change is processed. Groups will present their analysis to the class and are encouraged to be creative with their use of handouts, videos, or other materials as deemed appropriate. Although length of the summary papers will vary, plan on 10-15 pages to capture the components of the assignment. Papers will be graded for the synthesis of the class material, as well as the components of the various group members. Points: 60. Presentations Due: December 6th.

OR

- ***Option #2:*** Divide into groups of 3-5. Identify a time of tumultuous change for a local school or school system (e.g., consolidation of county/city system). Interview various stakeholders (including administrators) who were involved with the change and analyze what prompted the change, how it was implemented, who was involved, and what were the effects of the change. Compare the organization as it was at the time of the change to the organization today. Groups will present their analysis to the class and are encouraged to be creative with their use of handouts, videos, or other materials as deemed appropriate. Although length of the summary papers will vary, plan on 15-20 pages to capture the components of the assignment. Papers will be graded for the synthesis of the class material, as well as the

components of the various group members. Points: 60. Presentations Due: December 6th.

OR

- **Option #3:** Divide into groups of 3-5. Prepare a literature review of research on effective, rural schools. Visit two schools within West Tennessee: one that is deemed “effective” and one that is deemed “ineffective” as per your assessment of performance indicators on the State Department of Education Website. The final paper and presentation should include three components: (a) literature review of 3-5 pages, and (b) an assessment of each school’s organizational culture and leadership style. Papers will be graded for the synthesis of the class material, as well as the components of the various group members. Points: 60. Presentations Due: December 6th.

OR

- **Option #4:** Divide into groups of 3-5. Visit and interview the curriculum supervisor(s) and/or superintendent(s) of two school systems. Discuss with them how they view change, which type of change is the most difficult, the issues and trends they would advise principals to prepare for, and how they regard the role of the principal in their work at the central office. In your paper, identify which group members attended which meetings, a listing of questions that the group used to facilitate the discussion, and how your interview contrasts and compares to what the literature says about effective school administration. Papers will be graded for the synthesis of the class material, as well as the components of the various group members. Points: 60. Presentations Due: December 6th.

- A 95-100
- B 88-94
- C 75-87
- F Below 75