

New Graduate Course Proposal

Form Procedure

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Create a PDF of the saved form go to Print and choose Save as PDF copy rather than print.

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Course Title

Course Title: * Leadership for Effective Change

Proposed Banner Abbreviation: * Ldrshp for Effctive Change

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: * Lisa Moison/Phil Saisa

Members of the Graduate Curriculum Committee: Karen DeAngelis, Dustin Halterman

Department / Unit Developing: * Education

Department Chair: * Dr. Lyndsey Benharris * lbenharr@fitchburgstate.edu

Academic Dean: Dr. Nancy Murray nmurray5@fitchburgstate.edu

Program Chair The Program Chair for this request is among the people listed above.

* Yes

No

* This confirms that the Graduate Program Chair has given approval for the submission of this proposal

Graduate Program * EDLM

The above program would be responsible for scheduling, staffing & assessing this course.

Course Information

Course Description

* This course speaks to the 'how' of educational administrative leadership, and more specifically how to facilitate effective educational change. Candidates inductively learn their lessons by reflecting on experiences within the school where they work. School-based problems and opportunities, classroom simulations and case studies seek to replicate what administrators actually do. Candidates develop their leadership skills by observing and practicing a variety of leadership tasks. This course has a heavy emphasis on theory and best practice underpinnings, but has an even weightier experiential base. The fundamental principles and concepts of educational change lay the groundwork for the execution of PAL task 2 which will be completed during the practicum portion of the program.

Course Objectives

Learning outcomes for this course are based on the Massachusetts Department of Elementary and Secondary Education's Professional Standards and Indicators for Administrative Leadership:

Standard 1-a: Goals

Standard 3-c: Advocacy

Standard 4-a: Core Values

Standard 4-b: Shared Vision

Standard 4-c: Personal Vision

Standard 4-d: Transformational and Collaborative Leadership

Standard 4-j: Team Building

Candidates will have a thorough understanding of instructional, transformational, distributed and other models and theories of leadership

Candidates will analyze and compare various leadership models
 Candidates will examine leadership dilemmas through multiple lenses using Bolman & Deal's Four Frames
 Candidates will reflect on leadership attributes of contemporary leaders as well as own leadership style
 Candidates will understand 'synergistic' and other models of decision-making
 Candidates will understand change implementation models described by Fullan, Kotter, Senge, and others
 Candidates will understand the components of effective change
 Candidates will develop skills in implementing a second order change
 Candidates will describe and evaluate a second order change that has taken place under the leadership of a school administrator
 Candidates will understand and apply a theory of action while making recommendations for school improvement
 Candidates will have a thorough understanding of a process to create effective teams
 Candidates will understand how personality influences collaboration and team effectiveness
 Candidates will understand a process for implementing Professional Learning Communities
 Candidates will have a thorough understanding of 'Conditions for School Effectiveness' as defined by the DESE

Rationale and expected outcomes of offering the Course

*DESE required course for administrator licensure candidates.

What are the Learning Outcomes for the Course?

Knowledge: As a result of the learning experiences in the course candidates will:
 Be able to identify and respond to a variety of leadership issues and challenges
 Understand the various components of effective leadership
 Understand leadership theory and how this impacts practice
 Understand the steps in making effective decisions
 Understand the process of creating effective teams
 Understand several models of effective change
 Understand the challenges of implementing second order change initiatives
 Understand the process for creating and implementing Professional Learning Communities
 Understand the components of an effective school
Skill: As a result of the learning experiences in the course, candidates will become better able to:
 Utilize a variety of leadership skills
 Utilize and implement a variety of leadership models
 Recognize and adjust to challenges when implementing change
 Understand their own leadership style, strengths and challenges
 Make effective decisions based on theory and values
 Create effective teams
 Articulate the benefits of Professional Learning Communities
 Implement the formation of Professional Learning Communities
 Recognize the components and lack of components of effective schools

Caring: As a result of the learning experiences in this course you will:
 Understand the importance of working with staff to implement effective change
 Understand the importance of relationships in implementing change
 Understand the importance of communication during the change process
 Develop a variety of strategies to help create and manage effective teams
 Help facilitate the functioning of highly effective Professional Learning Communities

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:
 Recognize the appropriate uses of the process of change
 Recognize an appropriate pace and responsive strategies when introducing change
 Develop a plan to ethically and responsively implement change
 Develop a plan to ethically and responsively implement Professional Learning

Number of Credits:

Discipline Prefix or Prefixes:

*

Brief rationale if more than one prefix:

Level of Course:

* 7000
 8000
 9000

Brief rationale for level choice::

*

The course will be:

Requirement
 Elective

Elective or Requirement Note/Special:

Is there a similar undergraduate course?

* Yes
 No

Does this course affect offerings in any other department or program?

* Yes
 No

Course Enrollment

Expected Average Enrollment:

*

This course is a replacement for:

Course # / Name

Has the course been offered previously as a "Topics" course? Yes No

How often / when was it offered as a Topics course?

3 times

Is this an Extended Campus Course? Yes No

Which semester will this course be offered for the first time?:

202430

How often thereafter to be offered?:

*Once a year.

Course Requirements

Prerequisite course(s) if any:

[Empty text box for prerequisite course(s)]

Additional Requirements

Laboratory Hours:

[Empty text box for Laboratory Hours]

Fieldwork Hours:

[Empty text box for Fieldwork Hours]

Pre-Practicum Hours:

[Empty text box for Pre-Practicum Hours]

Practicum Hours:

[Empty text box for Practicum Hours]

Other Requirements (specify):

[Empty text box for other requirements]

Syllabus Upload

New Course Syllabus Upload:

EDLM 8039E Leadership for Effective Change.docx

Signatures

*Click on the **Submit Form** button at the bottom of the page after you have signed the form. You should receive an email confirmation that your signature has been completed.*

...3739343133

Lisa Moison

Requester Signature

01/31/2024

Date

...3832393132

Nancy Murray

Academic Dean Signature

02/22/2024

Date

...3832353836

Lyndsey Benharris

Department Chair Approval

02/22/2024

Date

...3539353034

Becky Copper Gleng

SGOCE Dean Signature

03/01/2024

Date

Graduate Council

The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

Graduate Council Chair Signature

Date

Notifications

Approval of the President

Date

SGOCE Dean Initials

Date

Reviewed by the Registrar:

Date

Fitchburg State University
EDUCATOR Programs
Comprehensive Syllabus
3 Graduate Credits

Semester: Fall Year: Spring 2024
Course Prefix and Number: EDLM 8039E
Course Title: Leadership for Effective Change
Day(s) and time of classes: Thursdays, 4:00 – 8:15 p.m.
Number of Class Meetings: 9 Number of Contact Hours: 38.25

Instructors: Laurie Kirby
Office: By appointment
Telephone: 978 505-7925 and 617-304-0541
E-mail: lauriek10@verizon.net or lkirby1@fitchburgstate.edu

COURSE DESCRIPTION: This course speaks to the ‘how’ of educational administrative leadership, and more specifically how to facilitate effective educational change. Candidates inductively learn their lessons by reflecting on experiences within the school where they work. School-based problems and opportunities, classroom simulations, and case studies seek to replicate what administrators actually do. Candidates develop their leadership skills by observing and practicing a variety of leadership tasks. This course has a heavy emphasis on theory and best practice underpinnings, but has an even weightier experiential base. The fundamental principles and concepts of educational change lay the groundwork for the execution of PAL task 2 which will be completed during the practicum portion of the program.

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student’s admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

Students seeking Fitchburg State University course credit, must register with the university by the deadline given to them by their instructor. Instructions on how to register online for university credit will be provided by the course instructor/provider. Students seeking graduate credit must have earned a bachelor’s degree prior to registering for graduate credit.

TEXTS:

Fullan, M. (Ed.). (2009). *The challenge of change: Start school improvement now*, Second Edition. Bloomington, IN: Corwin. ‘**Fullan Text.**’

Massachusetts Department of Elementary and Secondary Education (2020),

C. LEARNING OUTCOMES / OBJECTIVES:

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This course will address the dispositions of the Conceptual Framework in the following way(s):

Knowledge: As a result of the learning experiences in the course candidates will:

- Be able to identify and respond to a variety of leadership issues and challenges
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- Understand the steps in making effective decisions
- Understand the process of creating effective teams
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- Understand the process for creating and implementing Professional Learning Communities
- Understand the components of an effective school

Skill: As a result of the learning experiences in the course, candidates will become better able to:

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- Utilize and implement a variety of leadership models
- Recognize and adjust to challenges when implementing change
- Understand their own leadership style, strengths and challenges
- Make effective decisions based on theory and values
- Create effective teams
- Articulate the benefits of Professional Learning Communities
- Implement the formation of Professional Learning Communities
- Recognize the components and lack of components of effective schools

Caring: As a result of the learning experiences in this course you will:

- Understand the importance of working with staff to implement effective change
- Understand the importance of relationships in implementing change
- Understand the importance of communication during the change process
- Develop a variety of strategies to help create and manage effective teams
- Help facilitate the functioning of highly effective Professional Learning Communities

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:

- Recognize the appropriate uses of the process of change
- Recognize an appropriate pace and responsive strategies when introducing change
- Develop a plan to ethically and responsively implement change
- Develop a plan to ethically and responsively implement Professional Learning Communities

D. INSTRUCTIONAL STRATEGIES

X	Lecture	X	Data Collection and Analysis
X	Discussion/Questioning		Pre-Practicum
	Laboratory	X	Role Playing/Simulation
X	Problem Finding/Solving	X	Independent Learning
X	Discovery		Field Trips
X	Interviewing		Computer Applications
X	Collaborative Learning Groups	X	Viewing or Listening to Followed by Discussing
X	Reflective Responses		Other
x	Creating Visual Illustrations of Concepts		

Technology Initiatives: Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology.

Candidates will utilize technology as:

- a research tool
- a communication method (email, providing written feedback)
- a method of gathering data
- a retrieval tool for classroom, school, district, and state-wide assessment data

E. COURSE REQUIREMENTS: Attendance and Participation

- As a developing professional, you are expected to attend every class session whether face-to-face or online, to be on time, and to communicate with the instructor regarding any absence. Absences will result in a two-point reduction of the final grade. [SEP]
- Candidates are expected to complete all reading assignments.
- Candidates are expected to actively participate in face-to-face and/or remote sessions engaging deeply [SEP] with course material, fellow candidates, and the instructor.
- Candidates are responsible for meeting course deadlines for all projects and assignments including the posting of on-line assignments.

Assignments:

1. Leadership Perceptions Inventory Paper 10%

Directions for Using the Leadership Perceptions Inventory (LPI) Forms

Before reading the Kouzes and Posner article, score **yourself** using [LPI Form B](#) and use the [Revised Percentile Scoring](#) of LPI to place your scores into a percentile translation.

After Session 2, give a blank copy of [LPI Form A](#) to at least 5 or 6 persons, either within your school or community, who have observed and/or experienced you influencing or leading others. Please distribute LPI Form A to current supervisors, former supervisors, and people you have supervised. (*Feedback from peers at school can be used, but their assessment does not carry the weight of being supervised or supervising you.*)

Here's a [spreadsheet/google form version of](#) the form --in order to use this form, you need to make a copy of it, rename it with your name on it and THEN put your data in it. Otherwise, we will all see your data. When distributing the LPI form A, emphasize this is not a popularity contest and their responses will not reflect on your grade. You would appreciate honest assessments. To mark all 10's provides no feedback of value. "[LPI](#)" [Excel Spreadsheet](#) is included to assist you in analyzing your LPI data when it is received (you can graph and analyze the data from here).

You will use these ratings for the **My Leadership Story** paper (WA #1, which is actually handed in at the end of the course in May). Note of advice: don't leave this to the end...you'll be so busy then, you'll wish you had done more earlier. A class workshop on understanding your data and prepping for this paper will occur in April.

[LPI Example Scoring](#)

[LPI Data Analysis Heuristics](#)

2. Measuring the Culture of Your School 15%

Think about the many dimensions of school culture and climate, student engagement, student-student relationships, and student – teacher relationships. Think about the following questions:

- What are our stated school values?
- To what extent do we live up to them?
- What evidence of these values are immediately apparent in visiting the school?
- To what extent do teachers work collaboratively and supportively around specific goals?
- What do teachers believe their mission to be?
- What do teachers believe about student performance, curriculum, academic rigor, social and emotional support, behavior expectations?
- How engaged are students? To what extent do they exhibit *agency, curiosity, initiative taking* on a daily basis? To what extent are students simply compliant? What structures, curricular expectations, and pedagogical practices encourage these traits and attitudes?
- How connected do students feel to the school?
- How do students and teachers relate to each other? Evidence?
- How do students relate to each other? Evidence?

Step 1: Add additional questions you believe are worth pursuing in an examination of student engagement, school culture and climate, and relationships. Eliminate those that are of less value to your investigation at this point in time.

Step 2: Develop 3 (or more) instruments to measure student engagement, school culture and climate, and relationships within your building. These may be in the form of surveys, questionnaires, interview questions, and the like. Be prepared to share these instruments next week. (You may use any combination of existing sources and your own original ideas. Be sure to give proper attribution to any existing sources.)

3. Accountability and Assessment Presentation

Prepare a PowerPoint (or other media) presentation for your PTO or for your faculty (your choice) of approximately 8 to 12 slides explaining the school's recent Accountability and Assessment Data. Your final slide should be a very brief analysis summarizing your findings or, perhaps, outlining next steps. Assume that you will be giving this presentation at your next PTO or faculty meeting.

- What is it you want parents or colleagues to know / understand?
- Try to include the most recent data (2019), *but also data covering previous 3 – 5 years.*
- Assume you will be able to *explain* the data to the PTO or faculty (that is, slides should contain data and accountability information, but need not contain

explanation of terms - note that the example below does include explanation of terms).

- Feel free to use any charts you think will be helpful (from any cited source).

Please remember, the decision as to what to include in your presentation is up to you. The only requirements are to include 1) 3 - 5 years of assessment (not accountability) data on student performance (that is, *how have students in this school done over time?*); 2) 2019 accountability data; and 3) a very brief analysis of the information (what does it all add up to?).

Other options you may choose (but are not required) to include:

- demographic information
- culture, climate, student engagement information
- information about subgroup performance
- MCAS item analysis (did well or poorly on which questions or standards?)
- 'cohort progress' over time (tracking scores of *same* students through grades 6, 7, 8, for example)
- additional 'hard' (standardized) test results (Gates or GRADE, for example), SAT scores, graduation rates, AP scores, college graduation rates, etc.

- brief recommendations for improving performance and/or addressing problem areas.
- DESE Report Card information

Remember, you only have 8 to 12 slides at your disposal so - keeping your audience in mind - you will have to make some choices.

4. WA #3: Opportunity / Achievement Gap Paper 20%

Using measured student performance outcomes, or available other optional measures, analyze the degree to which the performance of a ***single selected racial, ethnic, or socioeconomic status grouping - or other federally monitored subgroup - within a single academic discipline*** indicates an opportunity / achievement gap, explaining why this is so. Provide a specific set of recommendations for remediating the opportunity / achievement gap you have identified. Use the literature provided for you, and other research-based literature you may know of (optional), to support your identification and recommendations.

Guiding Framework

You are to determine in your paper the degree to which the group you have chosen to study is expected to perform at high and measured performance standards and has equitable access to the school's or your department's resources.

The paper can include analysis of your school's Assessment and Accountability data, but other student performance measures are encouraged as well. Interviews with staff and, if appropriate, surveys/Google forms could be used in gathering qualitative data concerning culture, climate, and student engagement. *You may also want to use available 'local' data*, especially for grade levels for which there is no MCAS data.*

This is a three-page paper (1.5 in spaced, 12-point font in Microsoft Word or Google Docs) with data exhibits. The paper and accompanying exhibits should contain a qualitative and quantitative data-based audit of and improvement recommendations for your school or department.

In sum, in this paper you need to

1. Identify the selected group and primary academic area.
2. Anchor your thinking about this group and its performance in a conceptual theory or framework (or more than one) from the literature we have read or that you have read on your own.
3. Present data illustrating the performance of this group in the identified academic discipline.
4. Consider *structural elements* (schedule, course selection conditions, pedagogical requirements) and *qualitative data pertaining to school culture and climate* that may affect student performance.
5. Analyze and interpret the data.
6. Make recommendations to strengthen programming and improve student learning.
7. Reflect on lessons learned from completing this investigation.

5. WA#4 —RtI / MTSS / PBIS Quick Write 20%

Directions: Your superintendent has asked your principal for a brief summary of your school's intervention plan, and your principal has delegated the task to you. To complete this task, do one of the following:

1. Write a **one-to-two-page paper** (double-spaced, 12 pt. font) that describes your school's intervention plan (RtI system, MTSS, PBIS).
0. Create a **one-to-two page graphic** to illustrate the components of the system you describe. The graphic may contain brief explanations.

Assume that you will have to explain your paper or graphical representation to your principal and superintendent.

You may want to consider some of the following questions to guide your thinking:

1. Does the school have a framework for systematic support of students? How is this system implemented?
2. Does it include implementation of a plan for assessing progress and re-teaching not-yet-acquired skills?
3. Are teachers and staff members trained, involved, and actively participating in this system?
4. Is there evidence of efficacy of the support and intervention procedures?
5. Is there a Student Support Team in place that is part of the intervention plan?

6. Do PLCs exist with the school? Are the PLCs directly involved in the RtI / MTSS plan?
7. To what degree are the involved teachers/staff committed to the PLC process? Is there evidence of the efficacy of the PLCs in accomplishing their educational goals?

Rubric for WA#4

Think of this assignment as taking a ‘photo’ or ‘snapshot’ to gain a clear picture of your school’s intervention and support plan. Your snapshot will be evaluated on the following criteria:

		Not adequate	Partially successful	Strong effort to achieve clear picture
DESCRIPTION	Describes process for supporting students in need of academic, social/emotional, and behavioral support			
COMPREHENSIVENESS	Covers all aspects of RtI/ MTSS / SWPBIS: <ul style="list-style-type: none"> • Tier I, II, III instruction • Whether / how social/emotional/behavioral learning is addressed • Structures for collecting / analyzing student performance, making decisions (such as SST or PLC) 			
CLARITY OF DESCRIPTION / EASE OF UNDERSTANDING	Presents information in a way that is easy to apprehend (the equivalent of a clear photo or snapshot)			

6. WA#2 Second Order Change paper 20%

Interview your Supervising Practitioner - i.e., your principal or director who will be your school mentor during the ELI program - about a major change initiative in the school/department. Invite him/her to be your mentor in your new role as an administrator intern for the next 18 months. This assignment is intended to begin the process of establishing a mentor/mentee relationship with your Supervising Practitioner (SP) for the duration of the ELI program. He/she is in a position to have a significant influence on your development as an administrative leader. You might note there will be a future assignment where you, the candidate, will ask to gather data and critique one of the achievement gaps at your school, which, of necessity, involves the cooperation of your Supervising Practitioner.

For this assignment, inquire as to the following:

Directions:

1. Develop **interview protocol**. Questions should be 5 to 8 questions focused on Second Order (major) Change. The overarching question for this paper is:

What is a **current or recent major change initiative** in your building/department and to what goal? Major change is defined as *a change that is/was substantial in scope, where buy-in is/was needed from more than one constituency, and is/was focused on making an impact to teaching and learning.*

Request from principal any **data** that could measure progress to date and/or if you could interview a sample of teachers who are affected by this change effort?

Write a **confidential report** about the impact and feedback of this change initiative. You should indicate to your principal that you are willing to share the report with him/her.

Use the Inquiry Cycle model based upon qualitative interviews with relevant stakeholders and possible electronic survey (google form) analyzing the effectiveness of the change initiative.

Format your paper with the following headings: **Theory**, **Data**, **Analysis**, **Recommendations**, and **Lessons**. Alternatively, you may begin with a short introduction in which you share any relevant background information and a statement of your central argument. (It is also possible to incorporate this information into your Theory section.) Your paper should be no more than 3 pages, 1.5 spacing with one-inch margins, and 12-point font.

See **Scoring Rubric** below:



	Needs Improvement	Proficient	Exemplary
Theory	<ul style="list-style-type: none"> * Mostly opinion, little or no research cited * Only 1 researcher cited * Citation incorrect * Weak connection between research and topic 	<ul style="list-style-type: none"> * 2 or more sources cited * Citation is accurate * Researchers cited are current and relevant * Strong connection between research and topic 	<ul style="list-style-type: none"> * Research is powerful * Research cited is memorable
Data	<ul style="list-style-type: none"> * Mostly opinion * Limited data * Superficial effort to delve into school 	<ul style="list-style-type: none"> * Data comes from multiple sources * Data is relevant to topic * Data is clear and concise * Data provides information to analyze 	<ul style="list-style-type: none"> * Data is a result of creative effort to dig deep * Data is comprehensive * Data is rich and insightful
Analysis	<ul style="list-style-type: none"> * Mostly opinion * Restating of data * No judgment or critique * Little thought or analysis 	<ul style="list-style-type: none"> * Analysis makes judgment about effectiveness * Analysis is fair and balanced * Analysis is insightful 	<ul style="list-style-type: none"> * Analysis uses theory to make a judgment about effectiveness * Analysis is creative * Analysis is done from multiple perspectives
Recommendations	<ul style="list-style-type: none"> * List of suggestions No (Little to no) depth of thought * No action plan * Superficial thinking 	<ul style="list-style-type: none"> * Multiple suggestions but 1 or 2 ideas fully developed * Clear detailed action plan * Step-by-step process is outlined * Action plan would lead to improvement 	<ul style="list-style-type: none"> * Action plan reflects best practice * Action plan thoughtfully applies theory * Action plan makes sense to significant improvement
Lessons	<ul style="list-style-type: none"> * Lesson is not clear * Mostly commentary * No lasting value * Not memorable 	<ul style="list-style-type: none"> * Lesson is clear * Elaboration makes sense and adds depth * Lesson has lasting value 	<ul style="list-style-type: none"> * Lesson is powerful and memorable * Lesson could be used as preparation for an interview * Elaboration is compelling and adds much substance

Final Paper Written Assignments

The successful completion of the two courses is marked by Gwin and Kirby's assessment of each of your Written Assignments as 'Proficient.' Exhibits and data can be appended to your Written Assignment, but please be very economical in their use. There may be

one or more iterations of your Written Assignment, submitted and responded to, before they will be assessed as ‘Proficient’.

A complete draft of a Written Assignment (*WA*) is due no later than the date listed. Revisions should be submitted within two weeks of receiving feedback.

Written Assignments should follow the format below:

1. **Theory:** Explain how at least one or more conceptualizations assisted your analysis and reflection, briefly noting just the article’s author and title using APA format. Conceptualizations are not limited to the specified theory in each course; use theory that serves you. *Citations of course readings are expected.*
2. **Data:** What quantitative and/or qualitative data did you use in your analysis? Be specific, who, how and when did you collect the data? Please attach data as appendices to your Final Papers but please limit them to only those most necessary.
3. **Analysis:** Using relevant data, what is your analytic critique of someone else’s or your own implementation? What are the strengths and weaknesses? What worked well and why? What didn’t work well and why?
 - a. Consider **Goal:** What is the goal? Is it quantified to allow measurement of interim progress and evaluation of final results?
 - b. Examine **Data:** What is the data, which is most relevant for monitoring progress and evaluating effectiveness upon completion? Data can be qualitative, such as interviews with teachers, and relevant people, or quantitative.
 - c. **Analyze:** Analyze why progress is thwarted or exceeding goal expectations, based upon an analysis of the data. Wherever possible use one or more of the course models or theories to assist you in your analysis and reference them in your papers. **Citations of course reading are expected.**
 - d. Consider **Alternative or Remedial Actions:** Based upon data analysis, what actions could have been taken to reach the goal or to improve success in goal achievement?
 - e. Seek **Continuous Improvement:** Repeating steps 2, 3, and 4.
 - f. Name the **Lessons Learned:** What lessons do you take away from the analysis and experience for future work of this nature?

4. **Recommendations:** What would be your recommendations for an alternative, more effective course of action if you were the educational leader (usually the principal in the situation)? Choose one or two ideas and explain in specific detail a step-by-step implementation strategy. ***Be sure to include specific detailed, practical action steps to successfully implement your recommendations.***

5. **Lessons:** What lessons for your future role as an educational leader will you take from this experience? Describe two-to-three sentence “take away” essential lessons, the enduring concepts or learning that will guide you as an educational leader.

Paper Norms:

1. Use Google Drive and share with Gwin and Kirby
2. Title should be name, paper title, date, rev. # (when necessary)
ex. Jones WA#1 -1/15/17- rev. #2
3. 12 pt. Times New Roman
4. APA Citations--<https://owl.english.purdue.edu/owl/resource/560/10/>

Professional Confidentiality: All written work and conversations in the course will be treated confidentially. We are all members of a professional learning community that allows us to be open and candid in our discussions, but secure that what we say and write will be held confidentially.

Scoring Rubric for Final Papers

	Needs Improvement	Proficient	Exemplary
Theory	<ul style="list-style-type: none"> * Mostly opinion, little or no research cited * Only 1 researcher cited * Citation incorrect * Weak connection between research and topic 	<ul style="list-style-type: none"> * 2 or more sources cited * Citation is accurate * Researchers cited are current and relevant * Strong connection between research and topic 	<ul style="list-style-type: none"> * Research is powerful * Research cited is memorable
Data	<ul style="list-style-type: none"> * Mostly opinion * Limited data * Superficial effort to delve into school 	<ul style="list-style-type: none"> * Data comes from multiple sources * Data is relevant to topic * Data is clear and concise * Data provides information to analyze 	<ul style="list-style-type: none"> * Data is a result of creative effort to dig deep * Data is comprehensive * Data is rich and insightful
Analysis	<ul style="list-style-type: none"> * Mostly opinion * Restating of data * No judgment or critique * Little thought or analysis 	<ul style="list-style-type: none"> * Analysis makes judgment about effectiveness * Analysis is fair and balanced * Analysis is insightful 	<ul style="list-style-type: none"> * Analysis uses theory to make a judgment about effectiveness * Analysis is creative * Analysis is done from multiple perspectives
Recommendations	<ul style="list-style-type: none"> * List of suggestions * No (Little to no) depth of thought * No action plan * Superficial thinking 	<ul style="list-style-type: none"> * Multiple suggestions but 1 or 2 ideas fully developed * Clear detailed action plan * Step-by-step process is outlined * Action plan would lead to improvement 	<ul style="list-style-type: none"> * Action plan reflects best practice * Action plan thoughtfully applies theory * Action plan makes sense * Action plan would lead to significant improvement
Lessons	<ul style="list-style-type: none"> * Lesson is not clear * Mostly commentary * No lasting value * Not memorable 	<ul style="list-style-type: none"> * Lesson is clear * Elaboration makes sense and adds depth * Lesson has lasting value 	<ul style="list-style-type: none"> * Lesson is powerful and memorable * Lesson could be used as preparation for an interview * Elaboration is compelling and adds much substance

- **5% Class Participation:** Completing assigned readings, evidenced by being an active, informed participant in table discussion, role-plays, large group discussions, etc.
- **85% Assignments:** All assignments must be completed to a degree deemed at least proficient by the instructors. Assignments falling below this standard will be returned with detailed comments for revision. It should be assumed that there will be times when assignments are returned for revision to increase the learning. Making revisions carefully based on feedback from instructors should require only one additional iteration and will lead to deeper understanding.

Leadership Perceptions Inventory = 10%

Measuring Your School's Culture = 15%

WA #3 = 20%

WA #4 = 20%

WA #2 = 20%

- **10% Attendance:** Attendance at all classes is mandatory. Should an unusual or extenuating circumstance intervene, it is essential that the candidate inform all instructors about the reason for any absence. Additional work may be required to make up for any potential lost learning.

F.FIELD-BASED REQUIREMENTS:

Candidates are expected to spend a minimum of 25 hours throughout the semester investigating numerous practices, policies, and procedures at their school. These activities will include, but not be limited to reviewing documents, gathering information through interviewing teachers, students, the principal, assistant principals, and parents. Candidates are also expected to survey school staff to determine the effectiveness of many school practices.

G.EVALUATION OR GRADING POLICY:

Late assignment policy: You are a professional; therefore, deadlines are expected to be met. No credit will be earned for late work. Understandably, life happens sometimes, and we can certainly work out alternatives in the event of an emergency.

FITCHBURG STATE UNIVERSITY GRADUATE GRADING SYSTEM

4.0	95-100	A
3.7	92-94	A-
3.5	89-91	A-/B+
3.3	86-88	B+
3.0	83-85	B
2.7	80-82	B-
2.5	77-79	B-/C+
2.3	74-76	C+
2.0	71-73	C ^[L] _[SEP]
0.0	0-70	F ^[L] _[SEP]
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

FITCHBURG STATE UNIVERSITY^[L]_[SEP] DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard’s Collaborate tools, Skype and in-person; library instruction via online and in-person at extended campus sites; research help and more. Any questions relating to library services should be directed to the E-Learning & Instruction Librarian, at 978- 665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them. Activate your library

account online through our ILLiad system at <https://fitchburgstate.illiad.oclc.org/illiad>; from here you can access articles, books, and media. request forms to get items from our library and from other libraries. If you haven't used ILLiad before, you will need to click on the "First Time User? Create Your Account" link and set up your account.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest login to access the library's databases while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account through ILLiad. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may access participating Massachusetts State College/University Libraries and you may request an ARC Card to access participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form^[1] at <http://www.fitchburgstate.edu/offices/technology/onecard/> or present a course registration confirmation at the One Card Office in the Anthony Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

UNIVERSITY AND EDUCATION UNIT POLICIES Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Attendance and Participation

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences

and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.

2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., ‘You are expected to use email for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.’]

Cellular Telephones and Other Devices

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on email, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook located:

at http://www.fitchburgstate.edu/uploads/files/EducationUnit_NCATE/Standard2/narrative/Student_Handbook_Web_1213.pdf

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalog, will be strictly adhered to.

Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.

I. READING AND RESOURCES

Leadership

1. Conrad, J. (1910). *The Secret Sharer*. Retrieved from <https://www.store.bitinduckpress.com/copyright>.
2. Kouzes, J. & Posner, B. The practices and commitments of exemplary leadership. In *The leadership challenge: How to keep getting extraordinary things done in organizations*.
3. Hollenbeck, g. and Hall, D. (2004). Self-confidence and leader performance. *Organizational Dynamics (Vol. 3. No. 3, pp. 254-269)*
4. Robinson, V., Lloyd, C., & Rowe, K. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly (44:635)*. Retrieved from <https://journals.sagepub.com/doi/abs/10.1177/0013161x08321509>
5. Spillane, J. (2008). Distributed leadership. *The Educational Forum, 69, (Issue 2)*. Retrieved from <http://dx.doi.org/10.1080/00131720508984678>
6. McLeod, S. (2007). *Bolman and Deal frameworks*. Retrieved from <https://docs.google.com/document/d/1x8oQxWF-AbEk4oC5kYYgwSLPEr9VqD3rlExQdGdIwMg/edit>
7. Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of social justice leadership. *Education Administration Quarterly (Vol. 43, No. 2)*.
8. Saphier, J. & King, M. (1985) *Good seeds growing in strong cultures*. Alexandria, VA: Educational Leadership / ASCD.
9. Senge, P. (1990). *The leader's new work: Building learning organizations*. Sloan Management Review (32 [1]). Cambridge, MA: MIT Sloan School of Management.

Decision Making

10. Janis, I. (1971). Groupthink. *Psychology Today Magazine* (Nov. 1971, pp. 43-46, 74-76)
11. Lunenberg, F. (2010). Models of decision making. *Focus on Colleges, Universities and Schools (Vol 4, no. 1)*

12. Cooke, R., Lafferty, C. (2017). How simulations work: strengthen synergistic problem-solving skills. *Human Synergistics International*. Retrieved from humansynergistics.com.
13. Sergiovanni, T. (2005). The virtues of leadership. *The Educational Forum*, 69, (issue 2). Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/00131720508984675>
14. Kotter, J. (2007) Leading change: Why transformation efforts fail. *Harvard Business Review*

Class Topics

Week or Class	Topic	Reading	Writing
SESSION 1	<p>Leadership Models and Theories</p> <ul style="list-style-type: none"> ● The nature - and challenges - of leadership ● Framing the issue ● Examining one’s own leadership style <p><i>In this first session, we will begin to examine fundamental questions about the responsibilities of leadership and think about our own capacity to make critical decisions. We will also look at individual ‘style’ when working as part of a team.</i></p>	<ul style="list-style-type: none"> ● The Secret Sharer (Conrad) 	
SESSION 2	<p>Leadership Models and Theories</p> <ul style="list-style-type: none"> ● The nature of leadership ● Decision making ● Examining one’s own leadership style ● Planning and implementing change ● A brief look ahead to PAL Task 1 	<ul style="list-style-type: none"> ● Kouzes & Posner ● Sergiovanni ● Hollenback and Hall ● Robinson ● Spillane 	<u>LPI Percentile Chart</u>

	<p><i>In this session, we will examine models of leadership, how decisions are made, and how leaders implement change.</i></p>		
SESSION 3	<p>Leadership Models and Theories</p> <p>Change Implementation</p> <p>Decision Making and Team Building</p> <p><i>In this session, we will we look at how groups make decisions and how leaders plan and implement change.</i></p>	<ul style="list-style-type: none"> • Fullan chapters 1 & 2 • Kotter • Janis • Lunenberg • Saphier & King <p><i>“First order change deals with the existing structure, doing more or less of something, and involving a restoration of balance.</i></p> <p><i>Second order change is creating a new way of seeing things completely. Second order change requires new learning and often begins through the informal system.”</i></p>	<p>Measuring the Culture of Your School</p> <p>Develop a set of tools to measure your school’s culture, climate, and student engagement. Use this set of instructions to help you.</p>

SESSION 4	<ul style="list-style-type: none"> • Psychological, Social, and Emotional Needs of Students <ul style="list-style-type: none"> • Self-actualization models and schemata • the effects of chronic stress on the brain • History of Intelligence Research and Practices <p><i>In this session we will look at the issue of ‘what students need to be successful in school’ as a prelude to an examination of effective school practices.</i></p>	<ul style="list-style-type: none"> • Saphier Ch. 1 & 2 • Poverty in Boston’s Suburbs • Shenk • Jensen Ch. 1 & 2 • Hammond Ch. 3 • Kendi • Gorski Ch. 3 & 4 	<ul style="list-style-type: none"> • Assessment and Accountability Presentation
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SESSION 5	<ul style="list-style-type: none"> ● Implicit Bias - in and out of school ● Positive School Practices, Supports and Interventions <ul style="list-style-type: none"> ● Systemic practices supporting growth and learning <p>Guest Speaker: Ms. Judy Merra</p> <p><i>In this session we will look at implicit bias, its influence on teaching and learning, and its significance with respect to the 'opportunity / achievement gap.'</i></p>	<ul style="list-style-type: none"> ● Blind Spot Ch. 3 & 4 (Banaji & Greenwald) ● WPS Racial Climate Study 	WA#3 – Opportunity /Achievement Gap Paper
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SESSION 6	<p>Positive School Practices, Supports and Interventions</p> <ul style="list-style-type: none"> ● Begin to develop a template of effective school-wide practices ● Examine the characteristics of positive intervention practices ● Examine Special Education practices that accelerate learning <p><u>Guest Speaker:</u> Ms. Robin Fabiano Director of Special Education, Westwood High School; Adjunct Professor, Lesley University; former Co-Director of Elementary Special Education, Newton Public Schools</p> <p><i>In this session we will look at successful efforts to accelerate the performance of special needs students at both secondary and elementary levels.</i></p>	<ul style="list-style-type: none"> ● Fisher, Frey Ch. 1 – 4 ● Buffam Ch. 1 & 2 ● MTSS Blueprint (DESE) ● PBIS ● Responsive Classroom ● Inclusive Practices (DESE); <i>read first 5 pp. (letter & introduction); stop before first rubric</i> 	
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<p>SESSION 7</p>	<p>Positive School Practices, Supports and Interventions</p> <p>Implementing a Culture of Change to Improve Student Performance</p> <p>Guest Speakers: Mr. Jason DiCarlo Principal, Sanborn Elementary School</p> <p>Mr. Kevin Andriolo Principal, Murkland Elementary School</p> <p>The principal and former principal of the Murkland School, Lowell, will discuss steps they took to transform their school from Level 4 to Level 1.</p> <p><i>In this session we will focus on developing a template of effective school-wide practices as preparation for constructing a school improvement plan.</i></p>	<ul style="list-style-type: none"> ● NEA Overview on gaps Supporting English Learners and Students with Disabilities ● Globe article on Murkland School ● Lowell Sun article on Murkland School ● Emerging Practices in Rapid Achievement Gain Schools ● DESE Research on Effective Practice for Turnaround Schools: pp. 12-28 only ('Implementation') ● Ferguson Ch. 3 & 4 	<p><u>WA#4 Quick Write:</u></p> <p><u>RTI/ MTSS/ PBIS</u></p>
<p>SESSION 8</p>	<p>Leadership and Change: How Leaders Successfully Implement Positive Change</p> <p><i>In this session we will discuss Senge's view of a Learning Community and its implications for building a positive school culture.</i></p> <p><i>We will also spend time reviewing effective instructional practices in the classroom.</i></p>	<ul style="list-style-type: none"> ● The Leader's New Work: Building Learning Organizations (Senge) pp. 1-18 only 	

SESSION 9	<p>Leadership and Change: How Leaders Successfully Implement Positive Change</p> <p><i>In this session we will engage in a simulation activity to help us understand the multiple dimensions of change implementation once an effective plan has been developed.</i></p>	<p>The Game:</p> <ul style="list-style-type: none"> • “Handout #1 - Playing the Game: Player Instructions, Systems Thinking/ Systems Changing.” • “Handout #2 - Playing the Game: Activity Sheet.” <p>NOTE : Alternative activity if we are still in virtual mode.</p>	<p><u>WA#2 Second Order Change Paper</u></p>