EEA 526: Change Management

School of Education and Leadership

3 Credits
Effective Date 7/1/2023
Grading Type: Decimal

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

Candidates develop professional capacity by studying practical strategies to monitor strategic progress, operational initiatives, and cultural responsiveness through ethics, equity, and excellence lenses. Topics include creating collaborative school cultures, planning strategic initiatives, designing change management action plans, and managing stakeholder resistance. Upon completing this course, candidates will have conducted an equity and excellence analysis of a focus school or district, applied change management principles into an action plan, delivered an improvement plan through data-informed decision-making, and presented persuasive recommendations that integrate processes of inquiry into a strategic improvement plan.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course Reading List. Access is provided through the *Reading List* link in your online course as well as from the library homepage ("Find Your Reading List" button).

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the Canada Bookstore, and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course prepares students to:

- CO1: Engage in the integrated processes of inquiry and data analysis

- CO2: Apply the principles of change management
- CO3: Lead collaborative school improvement

Core Concepts, Knowledge, and Skills

- **Change management theory and frameworks**, including Lewin's Change Model, Kotter's 8-Step Model, Bridges' Transition Model, Transformational Leadership, and others
- **School as a complex adaptive system**
- **Data-driven decision-making**, including collection, analysis, and use to measure and monitor impact of change initiatives over time
- **Stakeholder engagement and communication**
- **Organizational culture**, including creating and maintaining a culture of innovation, continuous improvement, and excellence
- **Strategic planning**, including using and developing school improvement plans that align with district plans and initiatives, and using the SIP to drive change
- **Collaboration**, including building collaborative relationships with stakeholders, creating partnerships with stakeholders, and building coalitions to achieve shared goals
- **Managing resistance**, including identifying reasons for resistance, and strategies for managing resistance
- **Sustaining change** over time in a school culture with multiple overlapping change initiatives
- **Ethics**, including how to ensure changes are ethically motivated and implemented and to further positive impacts on equity, diversity, and inclusion

Program Outcomes

Learning activities in this course enable students to integrate proficiency in many or all program outcomes. Concepts, knowledge, and skills developed in this course align strongly with the following administrator certification standards.

For Principal and Program Administrator Certifications: NELP Building-Level Standards
- Standard 1 – Mission, Vision, and Improvement
- Standard 6 – Operations and Management
- Standard 7 – Building Professional Capacity
- Standard 2 – Ethics and Professional Norms
- Standard 3 – Equity, Inclusiveness, and Cultural Responsiveness

For CTE Administrator Certification: CTE Director Competencies
- Competency I.3 – Ability to develop a culture of coherent instructional programs
- Competency I.5 – Demonstration of ethics, integrity, and fairness in decision making

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog.

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

Graduate Values

	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Overall Score Row Value	92	85	75	0
Value Range	100-92	91-85	84-75	74-0
Decimal Range	4.0-3.7	3.6-3.0	2.9-2.0	1.9-0.0

Personalized Assignment Completion, Grading, and Feedback

In the Educational Leadership program, faculty encourage candidates to personalize their approaches to required assignments in ways that align with their background and unique combination of intended certification(s), degree, career goals, and work context. To help faculty personalize grading and feedback on assignments, on the page following the title page of each written assignment, candidates are invited to insert a Career Context description that concisely covers: Degree and certification(s) you are seeking; leadership position(s) you are pursuing; levels of school(s) in which you plan to work as a leader (elementary, middle, or high P-12, district office, higher education, other); current work assignment and roles; other information that might be important for the faculty to understand; and particular kinds of feedback you would like to receive. We advise candidates to use a standard paragraph for all assignments and revise as appropriate for specific assignments. For additional information, see the Personalized Assignment Completion, Grading, and Feedback topic in the course shell. Ed Leadership faculty want to support your development in ways that help you succeed in your leadership roles.

Overview of Required Assignments	% of Final Grade
Participation	20%
Equity and Excellence Analysis and Recommendations	30%
Transformational Leader's Toolbox	20%
Change Initiative Action Plan and Presentation	30%
TOTAL	**100%**

Assignments Note: The three major assignments in this course were intentionally designed as developmental phases of the school improvement planning process (SIP) that principals and other education administrators lead at least annually in schools, districts, and programs. The adopted process that a particular school, district, or program uses may differ, but the core purposes, mindsets, skills apply.

Participation (200 points, 20% of Final Grade)

Participation fosters interactive learning and meaningful synthesis of course content considering multiple perspectives and contexts. Candidates engage with faculty and classmates in a mix of synchronous and asynchronous activities that reflect the class's delivery mode (Online, Mixed-Mode, In-person). Examples of synchronous activities include in-person class discussions and activities, check-in conversations, webinars, and other activities that occur simultaneously in the same physical or electronic space and time. Examples of asynchronous activities include online discussions, blogs, Wikis, and other remote interactions that develop over time. All forms of participation have expectations for timely and ample engagement, meaningful contribution, and professional communication. The faculty defines expectations for each form of engagement. The instructor scores Participation weekly.

Each week in an Online (ON) course requires participation in a Zoom class or discussion forum. For an Online Synchronous (OS) course, participation involves more time in required Zoom classes and fewer online discussions. For a timeline of these participation activities, see the Course Schedule.

Components	% of Grade
Presence and Engagement	40%
Content and Cognition	40%
Oral and Written Communication	20%
TOTAL	**100%**

Equity and Excellence Analysis and Recommendations (300 points, 30% of Final Grade)

Leaders in education engage in continuous improvement processes to ensure the school and district are providing the right combination of equitable opportunities and supports to ensure all students achieve the excellence. This assignment emulates those improvement processes. Candidates gather, review, and analyze data to monitor progress on key measures and to make recommendations for improvements in school processes that advance equity and student learning. Potentially, this report on a focus school, district, or program of the candidate's choice could be presented to a school's leadership and staff at a committee or faculty team meeting.

The analysis involves cross-referencing students' demographic/identity information with their performance on key demographic, academic, behavior, perception, and advancement measures. Washington schools and districts report these data to the OSPI and are available on the School Report Card website. Other states have similar data reporting systems.

- **Demographic** data include student characteristics such as gender, race/ethnicity, and other program enrollment and other characteristics (i.e., students with disabilities, English Language Learners, foster care, low-income, mobile, homeless).
- **Academic** measures include standardized achievement, grades, failures, promotion/retention, graduation, and related data types.
- **Behavior** measures include attendance, discipline referrals, exclusions, honors, extracurricular activities participation, and related data types.
- **Perception** measures include perception survey results (students, parents, staff), focus group findings, and related types.
- **Advancement** measures include promotion, retention, and graduation.

Effective analysis of these data require disaggregation and exploration of intersectionalities across two or more data sets to better understand the unique mix of student diversity in your focus school; identify shared characteristics of student groups that perform above/at/below desired proficiency levels; identify unique or unaddressed needs; detect problems and concerns of students; isolate positive and/or negative climate and culture issues; name effective practices and accomplishments that the school can recognize and celebrate. Selected data represent a picture of the school in relationship to equity and excellence for all learners in general and, perhaps more importantly from an equity perspective, specifically for sub-groups who are not benefitting as expected from their schooling experience. Combining learnings from this data with an understanding of what the school is already doing to address identified needs, the candidate concludes the report with a set of recommendations to improve student learning for all students and especially for identified groups who are underperforming. Extending and demonstrating the candidate's data analysis skills are important purposes of this assignment.

The deliverable for this assignment is a written report whose body is 5-7 pages long (introduction through conclusion). The report is a profile of the school and its culture/climate, intersectional analysis of data from multiple data types, and a list of recommendations for improvements needed to elevate key indicators. Paraphrase, quote, cite, and reference sources in APA style. In the body of the report, discuss and cite data tables, charts, graphs, and the like but include them in the report as appendices.

This assignment serves as the first section of the Change Initiative Action Plan.

Components	% of Grade
Data, Analysis, and Findings	40%
Recommendations	40%
Professional Writing	20%
TOTAL	**100%**

Transformational Leader's Toolbox (200 points, 20% of Final Grade)

Transformational Leadership is about building capacity within individuals and within the school system to create empowered, purposeful, and professional learning communities. The Transformational Leader's Toolbox includes research-based strategies and practitioner-proven or self-created procedures, forms, plans, schedules, checklists, and other tools that improve schools from within. The tools selected for the Toolbox should help build the capacity for change and professional growth within school faculty teams, committees, departments, and professional learning communities. The Toolbox is designed to assist an educational leader in facilitating change in a focus school, program, and/or school system. This assignment is based on the premise that school leaders need to locate and evaluate the techniques, strategies, processes, and tools that they can be applied successfully in different settings and situations to positively impact student learning and school improvement. The leaders' toolbox should be a vital resource for leading and managing a variety of change-focused school improvement activities.

Candidates might find it efficient and relevant to collect tools that connect with recommendations of the Equity and Excellence Analysis assignment for implementation in the Change Initiative Action Plan. This toolbox is not a section of the Change Initiative Plan assignment per se. However, relevant tools collected in the toolbox may be appended to the Change Initiative Plan. For this reason, we recommend that candidates produce this assignment as one Word document which is a collection of appendices, each on its own lettered appendix page with title, brief description of its intended use, and the tool itself. Candidates may propose other formats prior to submission, subject to the instructor's approval. Candidates share and submit this assignment as indicated by the instructor.

Components	% of Grade
Content and Organization	60%
Communication	30%
References	10%
TOTAL	**100%**

Change Initiative Action Plan and Presentation (300 points, 30% of Final Grade)

Transformational Leaders coordinate collaborative school improvement plans. They also present those plans to a variety of audiences to inspire, inform, persuade, and build support and enthusiasm for the proposed changes. To emulate these practitioner processes, candidates write a change initiative action plan and present it to faculty and classmates.

In terms of this course's assignments, the school improvement process consists of these components, generally in this sequence:
1. Equity and Excellence Analysis and Recommendations,
2. Change Initiative Action Plan (Part 1 of the third assignment),
3. Transformational Leader's Toolbox, and
4. Presentation of the Change Initiative Action Plan (Part 2 of the third assignment).

This assignment covers parts 2 and 4 in the list above and described below.

The Change Initiative Action Plan

A Change Initiative Action Plan provides a logical, manageable means to implement changes recommended as a result of a data-informed equity and excellence analysis. For this assignment, the Change Initiative Action Plan focuses on implementation of recommendations forwarded in the first assignment. The plan links needed change to one or more of the Nine Characteristics of High Performing Schools and to one or more school and district goals.

This assignment gives candidates leadership planning experience needed to manage change leading to improved school performance.

The Change Initiative Action Plan:
- Considers applicable, alternative, research-based solution strategies for each recommendation and, from them, chooses a most promising solution.
- Articulates a goal and measurable objective(s) for each recommendation to be implemented.
- Outlines procedures that indicate who will lead and participate in developing and implementing the plan, the plan's action steps, persons responsible, budget, timeline, and resources, including internal (i.e., teacher, student) and external (community, public relations, federal and state laws) partners and resources.
- Includes descriptive narrative and a timeline in the form of a table or other suitable graphic.
- Addresses possible resistance factors and anticipated obstacles and strategies to resolve resistance and prevent or solve the anticipated obstacles.
- Includes an assessment design with multiple assessments on key achievement, behavior, and perception data and assessment points for monitoring faithfulness of implementation and success of the plan over time.
- Describes ways to celebrate progress and success.
- References 3-5 scholarly or professional sources.

The instructor determines whether candidates may perform this assignment individually or as a member of a project team. The product for this assignment is a written plan. The length of the written action plan reflects the complexity of the change(s) proposed, at least 5-7 pages. Candidates submit and share plans as indicated by the instructor.

The Presentation

Each candidate or team of candidates present their overall school improvement plans in a manner that role-plays a presentation to a candidate-identified school audience, such as the school leadership team, faculty, staff, board, families, or a community group. The presentation

incorporates content from the Equity and Excellence Analysis and Recommendations and Change Initiative Action Plan and should describe key Toolkit items needed to support the plan, especially any created by the presenter. As a goal of this assignment, the presenter practices leadership presentation skills to inspire, inform, and persuade the audience and to build their support, cooperation, and enthusiasm for the proposed changes. Candidates are encouraged to be creative in how they present the school improvement plan and engage audience members.

Deliverables include the written Change Initiative Action Plan, including the Equity and Excellence Analysis and Recommendations as the first section, and slide show and other presentation materials. The instructor will clarify the presentation format. Presentation time is limited to 7-10 minutes but may be adjusted by the instructor.

Components	% of Grade
The Written Plan	50%
Writing	25%
Presentation	25%
TOTAL	**100%**

Course Policies

Late Assignments

On-time completion and submission of assignments is the expectation, so candidates should plan work accordingly. Candidates who anticipate submitting work late because of circumstances beyond their reasonable control are expected to contact the instructor in advance, to explain the reason(s) for lateness, and to propose a revised due date. Late assignments that do not meet these communication requirements are subject to a 10% deduction. This policy parallels professional workplace expectations that value on-time completion or advance communication that facilitates a revised timeline.

Participation

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of educational leadership. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the [Title IX](#) portal page or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at the [CityU website](#) under the Policies section or at [CityU in Canada](#) website.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy.*

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the University Catalog under *Student Rights and Responsibilities* on the page titled *Attendance.*

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at *disability@cityu.edu* or 206.239.4752 or visit the Disability Support Services page in the my.cityu.edu portal.

Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the Ask a Librarian service, or access library resources and services online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.ed to request a user name and password.