UCONN
UNIVERSITY OF CONNECTICUT

EDLR 5409: Organizational Leadership – Improving Educational Organizations
UCAPP
Fall 2022

Syllabus information may be subject to change.

Course and Instructor Information

Course Title: Organizational Leadership – Improving Educational Organizations
Credits: 2
Format: In person
Professors: Instructor(s)
Email:
Mobile:
Office Hours: by appointment

Required Texts

Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2015). *Learning to Improve: How America's Schools Can Get Better at Getting Better*. Harvard Education Press. 8 Story Street First Floor, Cambridge, MA.

Forman, M. L., Stosich, E. L., & Bocala, C. (2017). *The Internal Coherence Framework: Creating the Conditions for Continuous Improvement in Schools*. Harvard Education Press.

Heath, C., & Heath, D. (2011). *Switch: How to change things when change is hard*. Waterville, Me: Thorndike Press.

Additional course readings and media will be available within HuskyCT

Course Description

This course focuses on essential school leadership aspects of improving schools as educational organizations. Students will examine facets of the school organization that have particular consequence for improving student learning in schools, being particularly mindful of the role the principal plays in influencing change and improvement in schools.

Course Objectives

In this course, aspiring leaders will gain the knowledge and skills to:
1. Understand improvement science and its relevance to affecting change and improvement in schools.
2. Engage in essential practices of school leadership to lead and manage school improvement.
3. Use learning experiences and feedback to plan for continuous personal leadership improvement.

Leadership for Equity

UCAPP is committed to developing and preparing transformational school leaders with the competence and disposition to effect school policies and practices that realize equitable *achievement, participation, service, and support outcomes* for every student.

Through strategically aligned coursework and practicum experiences, UCAPP graduates will enter schools ready to:
- Lead with an anti-racist and equity driven perspective
- Lead by listening to and working collaboratively with all constituencies -- teachers, students, families, and communities -- which they serve
- Lead with honesty and courage to confront and disrupt systemic policies and practices which have perpetuated disparate achievement, participation, service, and support outcomes

UCAPP Cohorts 2021-2023

Session 1: Schools as Learning Organizations

Objectives:
- Understand that leaders can assess and influence learning in schools

Standards:
1(f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
6(f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

To be completed before class:
- *Schools That Learn*: pp. 5-69
- *Shifting:* Chapter 1 & 2
- https://www.edweek.org/leadership/video-vuca-what-it-is-and-why-it-matters-to-schools/2021/04

Session 2: Inquiry-based Continuous Improvement

Objectives:
- Understand a strategic and systematic process for assessing school culture.
- Define problems of practice grounded in root cause analyses

Standards:
10(b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
10(c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
10(e) Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

Readings to be completed before class:
- Bryk et al: Chapter 1 & 2
- Improvement Guide.: Chapter 1
- Intro to Design Thinking
- UX and Design Thinking in Healthcare

Session 3: Problems Practice and Plan-Do-Study-Act Cycles

Objectives:
- Understand PDSA cycles and their centrality to inquiry-based school improvement.
- Develop a written statement of the aim, or charter, for the "change" project problem of practice.

Standards:
10(g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

Readings to be completed before class:
- Bryk et al: Chapter 5
- Improvement Guide.: Chapter 8
- *Shifting*: Chapter 5

Session 4: The Systemness of Change

Objectives:
- Examine critically the normative thinking and practices associated with the machine and social systems paradigms for organizations.

Standards:
10(h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

Readings to be completed before class:
- Bryk et al: Chapters 3-4

Assignment Due: Change Project Charter

Session 5: Leading and Managing Change

Objectives:
- Understand the considerations, typical challenges, and theories for engaging an organization in purposeful change.
- Understand and view the social and systemic nature of organizations as the means to influence broad participation, problem-solving, and learning.

Standards:
10(i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

Readings to be completed before class:
- *Switch: How to Change Things When Change is Hard*

Session 6: Internal Coherence

Objectives:
- Understand and view the social and systemic nature of organizations as the means to influence broad participation, problem-solving, and learning.

Standards:
10(h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

Readings to be completed before class:
- Internal Coherence: Chapters 1 & 4
- Beyond Ally: Chapters 8 & 9

Assignments Due: ToA Reflection

Summary of Course Grading:

Course Components	Weight
Project Management Organizer	20%
Leadership ToA Update/Reflection	20%
Group Presentation	20%
Change Project Charter	20%
Participation & Engagement	20%

Project Management Organizer

Develop a visual representation of the work processes, activities, milestones, and/or timelines. Common tools (e.g., Gantt Chart will be discussed in class).

ToA Update/Reflection

Update your ToA based on your completed coursework to date and practicum experiences (including core assessments). Describe what – if anything – has changed and what you understand or how you think differently today than before.

Group Presentation

Collaborate with colleagues to present on assigned topic(s)

Change Project Charter

Using the template provided, describe the problem you aim to resolve, and plan-do-study-act cycle you will employ through your change project.

Participation & Engagement

Readings completed before class; active participation in class discussion

Grading Scale:

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include:

- The Student Code
    - Academic Integrity
    - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment, and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

You are also responsible for abiding by the expectations and policies defined the UCAPP Student Handbook.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or http://csd.uconn.edu/.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from Blackboard's website)

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard (HuskyCT/ Blackboard Accessibility Statement, HuskyCT/ Blackboard Privacy Policy)
- Adobe Acrobat Reader (Adobe Reader Accessibility Statement, Adobe Reader Privacy Policy)
- Google Apps (Google Apps Accessibility, Google for Education Privacy Policy)
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam

For information on managing your privacy at the University of Connecticut, visit the University's Privacy page.

NOTE: This course has NOT been designed for use with mobile devices.

Help

Technical and Academic Help provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the Help Center. You also have 24x7 Course Support including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.