HTH Graduate School of EDUCATION

EDU 630
Leading Innovation in Schools:
Innovate, Design, & Create
2.0 credits

Course Meeting Dates & Times:
Wednesday 4:00-6:00 pm PST
4/12, 4/19, 4/26, 5/3, 5/10, 5/17

Office Hours 5:00-6:00 PST
4/18, 4/25, 5/2, 5/9, 5/16

Instructor(s):
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Location :Join Zoom Meeting
https://hightechhigh-org.zoom.us/j/82121420333?pwd=OTBGeE9xb1dIakhodmx6bHZkZWFVUT09

Meeting ID: 821 2142 0333
Passcode: 749540
One tap mobile
+16694449171,,82121420333# US

COURSE DESCRIPTION
Leadership is a complex process by which the leader has the capacity to influence others to perform and achieve. The objective of this course is to focus on the basic principles of educational leadership and how it unfolds in school systems, influences decision-making processes, and impacts teaching and learning. We will explore variables that affect innovation, effectiveness, and efficiency in leadership. Emphasis will be placed on vision, goals & objectives, motivation, decision-making, time management, team building, dealing with change, communication skills, and diversity issues.

Classroom teaching methods will include lectures, break-out discussions, videos, oral presentations, written assignments, group forums, and final projects. By the end of the course, you will have increased your awareness of leadership attributes, and gained a greater understanding of the complex issues facing today's leaders.

ESSENTIAL QUESTIONS

- Who are you as a leader? How do you define leadership? How do you leverage your strengths to lead? Does identity play a role in the way you lead?
- What makes a great leader? How do great managers innovate? Are there specific conditions that need to be present to innovate?
- How do leaders effectively manage change?
- What structures are critical to growing talent and nurturing innovation and creativity?
- What are some examples of transformational leadership in education?
- How do you define transformational leadership?

LEARNING OUTCOMES

HTH GSE is committed to developing reflective practitioner leaders who work effectively with colleagues and communities to create and sustain innovative, authentic, rigorous learning environments for *all* students. This shared vision is articulated in our institutional learning outcomes (ILOs) for all HTH GSE students—to *Practice Thoughtful Inquiry and Reflection, Design Equitable Learning Environments*, and *Engage in Leadership for School Change*. Through this course, students will be supported in pursuing the specific program learning outcomes italicized below.

Practice Thoughtful Inquiry & Reflection (IR)

- Reflective Practice (IR1): Reflect on and critically analyze their practice to guide future action.
- Connection (IR2): Synthesize and connect relevant theory and scholarship to their practice.
- Scholarly Inquiry (IR3): Design, conduct, and share inquiry that addresses essential questions from their practice.

Design Equitable Learning Environments (D)
- Instructional Design (D1): Work with colleagues to design approaches to

learning that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners.
- Program Design (D2): Demonstrate understanding of how the allocation of adult and student resources affects the creation of equitable learning environments in schools.

Engage in Leadership for School Change (L)
- Facilitation (L1): Support and facilitate student and teacher dialogue focused on improving teaching and learning.
- *Collaboration (L2): Engage colleagues and students in sustained efforts to create equitable, engaging learning environments.*

The curriculum for this course is based on essential questions and program learning outcomes, as well as the corresponding set of course-level learning outcomes, activities, and products. Together, they represent the knowledge, skills, and dispositions for this course.

REQUIRED COURSE MATERIALS:

Articles as assigned. All Links will be provided.

COURSE ASSIGNMENTS and ACTIVITIES

Students will engage in a number of activities that will persist throughout the program and find application in the Master's project: reflection, observation, dialogue, peer critique, interviews, critical analysis of text, course session feedback and evaluation, a final project integrating theory and practice, and presentations of learning. Here are the major assignments for this course:

1. **Weekly Discussion Board Reflection**
   Jamboard provides an opportunity for you to bring a critical lens to weekly topics based on your perspectives from the readings, class discussion, as well as make meaningful connections to your own practice. Through individual posts and peer responses, our aim is to build a community of practice and provide a safe, dialogical space for exploring ideas and pushing practice. Reflections should be connected to the essential question listed in the course schedule.

   Due: by Tuesday evening prior to the next class (Requirements: 4-5 sentences, name is displayed.)

2. **Leadership Strengths Profile: Compass Points –** This activity allows us to better understand our own work preferences and styles in a group setting (as opposed to individual personality tests like MBTI) - as well as helping us to understand the work styles of our colleagues. This increased understanding will help us approach group work more effectively.

   Task: Complete Part 1 & Part 2 of the [Compass Points Activity Pre-work](#) **before our first session on 4/12.** Come prepared to discuss your findings/reflection in small groups.

3. **Innovate or Abolish –** Should we continue to innovate or abolish the current school system?

   Task: Create a Pecha-Kucha presentation that examines the question of whether the current school system should be continued to be innovated on or abolished. For your Pecha Kucha presentation you will use 20 slides or images that are displayed for 20 seconds each. The slides will move automatically as the presenter is speaking. This format ensures that the speaker is concise, keeps the presentation moving, and gets through all of their content. Your presentation should include the following elements:

   1. An introduction that provides an overview of the current school system and its main goals.
   2. At most, two major criticisms of the current school system, as well as your proposed stance to innovate or abolish.
   3. One argument for and against your stance drawing on evidence from at least 2 sources. (i.e., research studies, policy reports, and other relevant sources)
   4. Highlight the potential benefits and drawbacks of your stance with a focus on the impact on students, teachers, and the wider society.
   5. Provide a brief description on the type of leader and leadership style needed to execute your stance.
   6. A conclusion that summarizes your main findings and closes with a reflection question for the group.

   [Tips for Pecha Kucha Presenters](#)
   [How to create a Pecha Kucha Presentation via Powerpoint](#)
   [A Pecha Kucha about Pecha Kucha](#)

   Be prepared to present to a small group during class.

   Due Date: Wednesday, May 10, 2023

4. Leading Innovation in Education: -How is your ability to be a transformational leader implicated in driving innovation at the school and system level?

Task: Use your creativity to develop a 10 minute presentation that explores your personal transformational leadership style and how it can be applied to lead innovation in the education sector. Use concrete examples from our course including case studies, articles, videos and your analysis of a transformational leader. The presentation should include the following elements:

1. A description of your personal leadership style and its strengths and weaknesses.
2. A description of the skills and knowledge required to lead innovation that impacts teaching and learning at the school or system level.
3. A description of a type of innovation needed at the school or system level.
4. A description of your innovations anticipated impact on teaching and learning.
5. An exploration of how your personal leadership style can be applied to lead the implementation of your innovation.
6. An evaluation of the potential challenges and obstacles that may arise when leading to implement your innovation.

   Due: Wednesday, May 17, 2023

   We will use some parts of our last class to listen to presentations. Presentations will take place on Wednesday, May 17th. You will have 10 minutes to present your ideas and 5 minutes for feedback/discussion.

5. Course Evaluation

You'll complete an end-of-course reflection making connections between the course objectives & your learning outcomes.

   Due: Wednesday, May 17, 2023

COURSE SCHEDULE

Detailed daily agendas will be distributed at course meetings.

Class 1: 4/12/23		
Essential Questions: Who are you as a leader? How do you define leadership? How do you leverage your strengths to lead? Does identity play a role in the way you lead?		
Wednesday, April 12th, 4:00-6:00	Prior to class, please read and be prepared to discuss: ● Syllabus ● Ferguson, MO Case Study ● Complete Compass Points Activity Pre Work Be prepared to discuss the guiding questions for the case study. 1. Should the school districts have closed schools in response to the civil unrest? 2. Which superintendent made the most appropriate decisions for their students and why? 3. How does race matter in these communities, considering the racial context and local histories of the students, teachers, and members of the community? 4. How should districts and district leaders best respond to the needs of their students during crisis situations?	Assignment(s): ● Post responses to case questions to Jamboard by **April 11th** to the following questions. ● How do you define leadership? ● How should districts and district leaders best respond to the needs of their students during crisis situations? ● Complete Compass Points Activity Pre Work by 4/12
Class 2: 4/19/23		
Essential Questions: What makes a great leader? How do leaders innovate? Are there specific conditions that need to be present to innovate?		
Wednesday, April 19th 4::00-6:00	Prior to class, please read and be prepared to discuss: ● Watch: Disruptive Innovation ● Watch: Notice, Lead, and Disrupt - Creating a Culture of Innovation	Assignment(s): ● Post responses to case questions to Jamboard by **April 18th** to the following questions. ● How do leaders innovate?

	● [Denver Public Schools 2015: Innovation and Performance? (PEL-076)](#) Case Study Be prepared to discuss the guiding questions for the case study. 1. What are the key change issues facing Boasberg as he approaches his sabbatical? 2. Why is Boasberg so committed to innovation at DPS? Can schools innovate out of performance gaps? 3. Why are so many innovation schools attempting to opt out of the system? 4. What should his key organizational and personal objectives be for the next 6 months?	● What should Boasburg's key organizational and personal objectives be for the next 6 months?
Class 3: 4/26/23 Essential Question: **How do leaders effectively manage change? What structures are critical to growing talent and nurturing innovation and creativity?**		
Wednesday April 26th 4::00-6:00	Prior to class, please read and be prepared to discuss: ● [Relay Graduate School of Education](#) 1. What is Relay's core "business?" What problem(s) are they trying to solve? 2. What is distinctive about their strategy? Their theory of action? 3. How successful has Relay been in achieving its mission thus far? 4. What recommendations do you have for Atkins as he contemplates the future of Relay? Why?	Assignment(s): ● Post responses to case questions to [Jamboard](#) by **April 25th** to the following questions. ● What structures are critical to growing talent and nurturing innovation and creativity? ● What is Relay's core "business?" What problem(s) are they trying to solve?

	Optional reading	
	[Empower's Founding Journey](#)	
	Guest Speakers	
	● Olivia Jones	
	● WIsdom Amouzou	
	Read their bios and visit the following website.	
	https://www.spreaker.com/user/12493435/14-wisdom-amouzou-olivia-jones-empower-h	

Class 4: 5/3/23
Essential Question: What leadership characteristics are needed to innovate in the education sector? Is starting over a form of innovation?

| Wednesday, May 3rd 4:00-6:00 | Prior to class, please read and be prepared to discuss:

Based on your own interest, choose one of the following sector-changers and read more about them.

Questions to consider: What's their personal story? What is the problem they are trying to solve? What is the need? What "ultimate" impact are they having? What makes them stand out?

● Jessie Woolley-Wilson:
  ● [Article 1](#)
  ● [Article 2](#)
  ● [Article 3](#)

● Eva Moskowitz:
  ● [Article 1](#) | Assignment(s):
● Post responses to case questions to [Jamboard](#) by **May 2nd** to the following questions.
  ● What leadership characteristics do you think are needed to innovate in the education sector? What do you think is the most pressing issue to solve? why? |

- Jeff Riley:
    - [Article 1](#)
    - [Article 2](#)
    - [Article 3](#)

- Byju Raveendran
    - [Article 1](#)
    - [Article 2](#)

Guest Speakers
- Charli Kemp - Founder of Change the Tune
- Drew Madson - Head of Impact at Paper

Class 5: 5/10/23 Essential Question: How do you define transformational leadership? What are some examples of transformational leadership in education?		

Wednesday, May 10th 4:00-6:00	Prior to class, please read and be prepared to discuss:
	
	[Transformational Leadership](#)
	
	[Comparison of Transformational Leadership Practices: Implications for School Districts and Principal Preparation](#)
		Assignment(s):
		• Post responses to case questions to [Jamboard](#) by **May 9th** to the following questions.
		  • What are some examples of transformational leadership in education?
		  • Who would you consider to be transformational leaders in and outside of the education sector?
		  • Are there any attributes you would add to the list provided in the reading?
		• Innovate or Abolish assignment due

Class 6: 5/17/23: Essential Question: Are you ready to lead? Are you ready to innovate?		
Wednesday, May 17th 4:00-6:00	Prior to class, be prepared to discuss your response to the prompt: I used to think ... but now I think...	Assignment(s): ● **Leading Innovation in Education:** How is your ability to be a transformational leader implicated in driving innovation at the school and system level? Assignment due

COURSE CONTACT TIME FOR 2 UNIT CORE COURSES

Synchronous Course Meetings	*2 hours/week (12 hours)*
Asynchronous Course Activities	*5.5 hours/week (33 hours)*
Out of Class Hours	*6.5 hours/week (39 hours)*
Instructor Office Hours	*1 hour weekly (6 hours)*

EXPECTATIONS & ASSESSMENT

Assessment in this course is discourse-based, combining reflection, peer critique, and instructor response. Final projects and overall course participation are assessed in a "student-led comment" format, where the participant presents a self-assessment and the instructor responds. Contributions to the forum are not assessed formally, but become a part of the ongoing dialogue with peers and the instructor. The instructors recognize that assessment is a two-way street and invite critique on the course content and process through exit cards following each session and in a course evaluation at the end.

The effectiveness of our learning community depends upon each person's consistent and thoughtful participation. GSE courses are pass/fail. Rather than focusing on grades, we will strive to create our best work. The learning process

throughout will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of the audience and how to make a broader impact on the educational community. Each student's participation in this course will be assessed in accordance with the following criteria:

<u>Pass</u>: Student's class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. In order to earn a passing grade, students must achieve the learning outcomes stated on the second page. The final product must "meet" or "exceed" the criteria stated on the rubric and students will be required to revise their work if they "approach" the criteria. Students attend every class session, providing advance notice in the event of unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.

<u>Fail</u>: The student makes little to no progress toward completing course assignments and fail to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside work are below average. The final product is missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class. As stated in the GSE catalog, if a candidate misses more than 20% of a course, she/he will be required to take the course the following year. In extreme cases, please talk to the instructors if you must miss class or need an extension.