

Workshop Syllabus

Course Number: EDAS 6280

Workshop Name: Issues in Educational Administration and Supervision: Implementing Teacher-Based Teams

Text

Fullan, M. (2008) *The Six Secrets of Change: What the Best Leaders Do To Help Their Organizations Survive and Thrive*. San Francisco, CA: Jossey- Bass.(ISBN: 978-0- 7879-8882-1)

Ohio Leadership Advisory Council (OLAC) Module: The Change Process (<http://www.ohioleadership.org>)

Instructor of Record

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Credit Hours: 2 Semester

On-Line Time: 37 hours

Workshop Description

This workshop will focus on the change process as applied to the implementation of Teacher-Based Teams

Workshop Objectives:

Learners will:

1. Learners will become aware of the change process and how it can be applied to the implementation of Teacher- based Teams.

Assessments

- 1. On-line responses
- 2. Final paper

Grading Procedures

Satisfactory/Unsatisfactory

Attendance/ Participation

On-line (Asynchronous)

					Hours
Implementing Teacher-Based Teams					
Reading	Topic	Video	On-Line Post	Activity on-line (post)	
OLAC Module : The Change Process	Introduction	Brian McNulty	How does Lewin's 3 stage model of change (unfreezing, changing, and refreezing) apply to introducing Teacher-Based Teams into your building?		1
			What is the most important point McNulty makes? Why?		
OLAC Module : The Change Process	Change Theory			What is the most important sentence in this section? Why?	4

How does it apply to creating Teacher-Based Teams in a school building?

OLAC Module : The Change Process

Change Theory: Stage One

How does the concept of "unfreezing" apply to creating Teacher-Based Teams in a school building?

OLAC Module: The Change Process

Change Theory: Stage Two

How does the concept of "Changing" apply to creating Teacher-Based Teams in a school building?

OLAC Module: The Change Process

Change Theory: Stage Three

How does the concept of "Refreezing" apply to creating Teacher-Based Teams in a school building?

What practices specifically are being unfrozen, changed, and refrozen given Ohio's vision of "higher achievement for all students?" (Ohio Leadership Advisory Council, 2008, p. 3).

OLAC Module: The Change Process

Predictable Aspects of Change

Leadership and Change

What quote did you think was most significant? Why?

Change is a Process not an Event

What is the most important sentence? Why?

How does it apply to creating Teacher-Based Teams in a school building?

Invest in Individual and Group Efficacy

What is the most important sentence? Why?

How does it apply to creating Teacher-Based Teams in a school building?

Outcomes Don't Change Until the New practices are Implemented with Fidelity

What is the most important sentence? Why?

How does it apply to creating Teacher-Based Teams in a school building?

Interventions are Key to the Success of the Change Process

The Perceived Attributes of a Change Control the Rate of Change

What is the most important sentence? Why?

How does it apply to creating Teacher-Based Teams in a school building?

	Successful Change Effort is the Product of Many Hands		<p>How would you apply each of Rogers' 5 perceived Attributes to the process of creating Teacher-Based Teams in a school building?</p> <p>What is the most important sentence? Why?</p> <p>How does it apply to creating Teacher-Based Teams in a school building?</p>
OLAC Module: The Change Process	Common Mistakes in the Change Process		<p>What is the most important sentence in the first three paragraphs? Why?</p> <p>How does it apply to creating Teacher-Based Teams in a school building?</p>
	Allowing Too Much Complacency		<p>How could you avoid this mistake when creating Teacher-Based Teams in a school building?</p>
	Failing to Create a Sufficiently Powerful Guiding Coalition		<p>How could you avoid this mistake when creating Teacher-Based Teams in a school building?</p>
	Underestimating the Power of Vision		<p>How could you avoid this mistake when creating Teacher-Based Teams in a</p>

school building?

Under Communicating the Vision
by a Power of 10

How could you avoid this
mistake when creating
Teacher-Based Teams in a
school building?

Permitting Obstacles to Block the
New vision

How could you avoid this
mistake when creating
Teacher-Based Teams in a
school building?

Failing to Create Short-Term Wins

How could you avoid this
mistake when creating
Teacher-Based Teams in a
school building?

Declaring Victory Too Soon

How could you avoid this
mistake when creating
Teacher-Based Teams in a
school building?

Neglecting to Anchor Changes
Firmly in Corporate Culture

How could you avoid this
mistake when creating
Teacher-Based Teams in a
school building?

OLAC Module: The Change Process

The Change Process

What quote did you think was
most significant? Why?

Functions or Practices Necessary for Change

Developing, articulating, and communicating a shared vision of the intended change

How would you apply this practice when creating Teacher-Based Teams in a school building?

Planning and Providing Resources

How would you apply this practice when creating Teacher-Based Teams in a school building?

Investing in Professional Learning

How would you apply this practice when creating Teacher-Based Teams in a school building?

Moving Away from Traditional Professional Development

What is the most important statement? Why?

Checking on Progress

How would you apply this practice when creating Teacher-Based Teams in a school building?

Providing Continuous Assistance

How would you apply this practice when creating Teacher-Based Teams in a school building?

Creating a Context Supportive of change

How would you apply this practice when creating Teacher-Based Teams in a school building?

OLAC Module: The Change Process

Summary

What principles, concepts, strategies and ideas from this Module do you think will be most helpful to you as you create Teacher-based Teams in your building? Why?

1

The Six Secrets of Change

Introduction: Have Theory, Will Travel

What is the most important point in the section entitled Neither Theory nor Action? Why?

2

What is the most important point in the section entitled One Big Caution? Why?

What is the most important point in the section entitled Theories that Travel? Why?

What is the most important point in the section entitled Using a Good Theory? Why?

What implications do the ideas and concepts presented in the Introduction (p.1-17) have for implementing Teacher- Based Teams in your building/district?

What one sentence would you like to use as a quote from this chapter? Why?

How would you go about sharing these ideas and concepts with your staff?

Secret One: Love Your Employees

What is the most important point in the Introduction (p.21-25)? Why?

2

What is the most important point in the section entitled Secret One in Action? Why?

What is the most important point in the section entitled Secret One in Perspective? Why?

What implications do the ideas and concepts presented in Secret One : Love Your Employees(p.21-37) have for implementing Teacher- Based Teams in your building/district?

What one sentence would you like to use as a quote from this chapter? Why?

How would you go about sharing these ideas and concepts with your staff?

Secret Two: Connect Peers with Purpose

What is the most important point in the section entitled The Conditions and Value of Peer Interaction? Why?

2

What is the most important point in the section entitled The We-We Solution? Why?

What implications do the ideas and concepts presented in Secret Two : Connect Peers with Purpose(p.41-53) have for implementing Teacher- Based Teams in your building/district?

Secret Three: Capacity Building
Prevails

What one sentence would you like to use as a quote from this chapter? Why?

How would you go about sharing these ideas and concepts with your staff?

What is the most important point in the section entitled Capacity Building Trumps Judgmentalism? Why?

2

What is the most important point in the section entitled Hire and Cultivate Talented People? Why?

Which Exhibit do you like best? Why?

What implications do the ideas and concepts presented in Secret Three: Capacity Building Prevails(p.57-71) have for implementing Teacher- Based Teams in your building/district?

What one sentence would you like to use as a quote from this chapter? Why?

How would you go about sharing these ideas and concepts with your staff?

Secret Four: Learning is the Work

What is the most important point in the section entitled What Consistency and Innovation Look Like? Why?

2

What is the most important point in the section entitled What Consistency and Innovation Look Like? Why?

What is the most important point in the section entitled Learn in Context or Learn Superficially ? Why?

What implications do the ideas and concepts presented in Secret Four : Learning is the Work (p.75- 91) have for implementing Teacher- Based Teams in your building/district?

What one sentence would you like to use as a quote from this chapter? Why?

How would you go about sharing these ideas and concepts with your staff?

Secret Five: Transparency Rules

What is the most important point in the section entitled What Transparency Is Not ? Why?

2

What is the most important point in the section entitled What Effective Transparency Is ? Why?

What is the most important point in the section entitled Why Transparency Rules? Why?

What implications do the ideas and concepts presented in Secret Five: Transparency Rules(p.93-104) have for implementing Teacher- Based Teams in your building/district?

What one sentence would you like to use as a quote from this chapter? Why?

How would you go about sharing these ideas and concepts with your staff?

Secret Six: Systems Learn

What is the most important point in the introductory section (p.107-109)? Why?

2

What is the most important point in the section entitled Focus on Many Leaders? Why?

What is the most important point in the section entitled Navigating Complex Terrain (p. 111-117)? Why?

What is the most important point in the section entitled Navigating Complex Terrain (p. 118-121)? Why?

What implications do the ideas and concepts presented in Secret Six: Systems Learn (p.107-121) have for implementing Teacher- Based Teams in your building/district?

Conclusion: Keeping the Secrets

What one sentence would you like to use as a quote from this chapter? Why?

What is the most important point in the section entitled Seize the Synergy? Why?

What implications does this concept have for you as you implement Teacher-Based Teams in your building/district.

2

What is the most important point in the section entitled Define Your Own Traveling Theory? Why?

What implications does this concept have for you as you implement Teacher-Based Teams in your building/district.

What is the most important point in the section entitled Share a Secret, Keep a Secret? Why?

What implications does this concept have for you as you implement Teacher-Based Teams in your building/district.

What is the most important point in the section entitled The World is the Only Oyster You Have? Why?

What implications does this concept have for you as you implement Teacher-Based Teams in your building/district.

What is the most important point in the section entitled Stay on the Far Side of Complexity? Why?

What implications does this concept have for you as you implement Teacher-Based Teams in your building/district.

What is the most important point in the section entitled Happiness is not What Some of Us Think? Why?

What implications does this concept have for you as you implement Teacher-Based Teams in you building/district.

What do you think is the most important leadership trait listed on page 133? Why?

What implications does this trait have for you as you implement Teacher-Based Teams in you building/district.

What is the most important thing you learned from this book? Why? How will it help you be successful in implementing Teacher-Based Teams in your building/district??

2

So... what is the first thing you are going to do?

Summary

Final Paper

3

Question

There are over 35 topics discussed in this workshop module (see Topic Column). Identify 3 topics from the OLAC Change Module and 3 topics from *The Six Secrets of Change* you believe will be key to the successful implementation of Teacher-Based Teams in your building, explain why you believe them to be important and what implication each topic has for building leaders.

Content

Inadequate (10 points): The student identifies and explains the implications of less than 2 topics from the OLAC Change Module and *The Six Secrets of Change*.

Marginal: (15 points): The student identifies and explains the implications of 1 topic from the OLAC Change Module and 1 topic from *The Six Secrets of Change*.

Adequate (20 points): The student identifies and explains the implications of 2 topics from the OLAC Change Module and 2 topics from *The Six Secrets of Change*.

Excellent quality (25 points): The student identifies and explains

Completeness

Inadequate (10 points): Did not address some of the questions and provided few details.

Marginal (15 points): Addressed the questions, but provided few details.

Adequate (20 points): Address the questions, but left out some details.

Excellent quality (25 points): Addressed all questions completely.

the implications of 3
topics from the OLAC
Change Module and 3
topics from *The Six
Secrets of Change*.

Discussion Boards

**Completeness of
Responses**

Quality of Responses

Inadequate (10 points): Does not address elements of the discussion activities.

Marginal (15 points): Addresses some elements of the discussion activities.

Adequate (20 points): Addresses most elements of the discussion activities.

Excellent quality (25 points): Addresses all elements of the discussion activities.

Inadequate (10 points): Demonstrates elementary understanding of the questions; responses are incomplete, off-topic, incorrect, or irrelevant to the discussion activities.

Marginal (15 points): Demonstrates limited understanding of questions; responses includes basic examples but lacks substantive information and connection to the readings

Adequate (20 points): Demonstrates a good understanding of the questions ;through well-reasoned and thoughtful reflections; responses are factually correct but lack full development and a clear connection to the readings.

Excellent quality (25 points): Demonstrates an excellent understanding of the questions; through well-reasoned and thoughtful reflections; responses are factually correct and substantive, with relevant examples and a clear

connection to the readings.