



COLLEGE OF EDUCATION AND ALLIED PROFESSIONS
Department of Human Services

EDSU 630
School Improvement

Spring 2020
Montego Bay, Jamaica

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I. CONTENT

This course engages participants in an analysis of systemic instructional challenges in K-12 schools and an exploration/investigation of models and principles of improvement in these institutions.

II. GOAL

The goal of this course is to provide an opportunity for participants to study and solve a real educational challenge and to resultantly gain a better understanding of the responsibilities of leading systemic improvement in K-12 institutions.

III. ANTICIPATED LEARNING OUTCOMES

Participants will gain an increased understanding, appreciation and respect for:

- theories associated with the improvement process,
- the distinction between change efforts and improvement efforts,
- the types of strategies employed to improve educational institutions and the competencies utilized in improvement efforts,
- the challenges in implementing improvement efforts and the process of assessing these efforts,
- the uniqueness of improvement efforts in large educational institutions,
- illustrations of successful improvement efforts, and
- the importance of improvement efforts

IV. PRIMARY TEXT

Hall, G. E. & Hord, S. M. (2015). *Implementing change: Patterns, principles, and potholes, Fourth Edition*. Boston: Pearson.

V. EVALUATION CRITERIA

<i>Daily Reading Logs:</i>	10%
<i>First Writing Assignment:</i>	10%
<i>Participation:</i>	15%
<i>In-Class Presentation:</i>	15%
<i>Individual Projects:</i>	30%
<i>Group Projects:</i>	20%

Daily Reading Logs: You are to submit a daily reading log, beginning in Session II (3 March). Logs should contain (1) a brief summary of the reading, and (2) two questions for the instructor relative to the reading. **Reading logs are due at the beginning of class and should not exceed one page. Late submissions will not be accepted.**

First Writing Assignment: During Session I, I will provide the first written assignment. **It will be due (hard copy) during Session V, (6 March).**

Participation: You are expected to attend all scheduled class sessions, on time. It is also expected that you will participate in discussions. (Participation in discussions is not always accomplished by talking.)

In-Class Presentation: You will be assigned a reading to present on in class. The presentation should include a 7-10 minute overview of the reading followed by two to three discussion questions for the class.

Individual Projects: You are expected to identify a problem of practice in your school to examine and write about. Your paper should include: (1) symptoms of the problem, (2) individuals associated with the problem, (3) possible alternative strategies to address the problem, and (4) your plan for addressing the problem. **These should be completed by Session IX (12 March) and should not exceed 5 pages.** You will provide a 5-7 minute verbal overview of the problem of practice in Session X (13 May).

Group Projects: **The group projects will be assigned in Session X (13 March) and will be due on 3 April via e-mail to me.**

Course Grading: WCU grades range from A to F. Incompletes will not be given except under very unusual circumstances. All writings will be assessed according to (1) clarity of analysis, (2) depth of demonstrated understanding, (3) significance of ideas and argument, and (4) overall writing quality.

VI. STUDENT PRESENTATIONS

Session II

Seltzer, D. A. and Himley, O.T. (1995). A model for professional development and school improvement in rural schools. *Journal of Research in Rural Education*, 11(1) 36-44. http://jrre.vmhost.psu.edu/wp-content/uploads/2014/02/11-1_4.pdf

Stewart, H., Davenport, E. K., Lufti, G. (2006). An analysis of the professional development needs and preferences of Jamaican school principals. *International Journal of Educational Reform*, 15(4), 436-449. (Hard copies available.)

Session III

**Ferguson, T. & Chevannes, P. (2018). The change from within program: Bringing restorative justice circles for conflict resolution to Jamaican schools. *Childhood Education*, 94 (1). <http://tinyurl.com/saouzxw>
<https://www-tandfonline-com.proxy195.nclive.org/doi/full/10.1080/00094056.2018.1420368>

O'Day, J. A. (2002). Complexity, accountability and school improvement. *Harvard Educational Review*, 72(3), 293-329. <https://search-proquest-com.proxy195.nclive.org/docview/212262583?pq-origsite=summon>

Session IV

Newman, M. (2013). Conceptualizations of school leadership among high school principals in Jamaica. *Journal of International Education and Leadership*, 3(3). <https://files.eric.ed.gov/fulltext/EJ1136030.pdf>

Session VI

Harris, A. (2004). Distributed leadership and school improvement: Leading or misleading? *Educational Management Administration Leadership*, 32(1), 11-24. <https://journals-sagepub-com.proxy195.nclive.org/doi/pdf/10.1177/1741143204039297>

Miller, P. (2014). What is a principal's quality mark? Issues and challenges in leadership XX among primary teachers in Jamaica. *Research in Comparative and International Education*. 9(1), 126-136. <https://journals.sagepub.com/doi/pdf/10.2304/rcie.2014.9.1.126>

Session VII

Hutton, D. M. (2016). The rating of high-performing principals' performance on their leadership dimensions by senior administrators, middle managers and classroom teachers. *Research in Comparative and International Education*, 11(2), 194-207. <https://journals.sagepub.com/doi/pdf/10.1177/1745499916632423>

Shannon, G. S. and Bylsma, P. (2004). Characteristics of improved school districts: Themes from research. Office of the Superintendent of Public Instruction: Olympia, WA. <https://www.shastacoe.org/uploaded/ScoeSample/Haylie Tier I/Characteristics of District improvement report final report 411.pdf>

Session VIII

Fullan, M. (2006). Change theory: A force for school improvement. Seminar Series Paper No, 157. Victoria, Australia: Centre for Strategic Education (Har copies available.)

Hall, G. E. (2013). Evaluating change processes: Assessing extent of implementation (constructs, methods and implications). *Journal of Educational Administration*, 51(3), 264-289. <https://search-proquest-com.proxy195.nclive.org/docview/1355279397?OpenUrlRefId=info:xri/sid:summon&accountid=14968>

Session IX

Cook, L. D. & Jennings, Z. (2016). Perspectives of Jamaican parents and their secondary school children on the value of education: Effects of selected variables on parents' perspectives. *International Journal of Educational Development*, 50, 90-99. <https://www.sciencedirect-com.proxy195.nclive.org/science/article/pii/S0738059316300694>

Guskey, T. R. (2010). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3), 381-391. <https://cpb-us-e1.wpmucdn.com/cobblearning.net/dist/e/509/files/2015/09/Guskey-2002-Professional-Development-and-Teacher-Change-1lzy0t0.pdf>

VII. COURSE OUTLINE

Session	Date	Topic	Readings	Assignments Due
I	Monday, 2 March	Introductions, Course Overview	-----	-----
II	Tuesday, 3 March	What We Know	Hall & Hord, Chapter 1	Reading Logs
III	Wednesday, 4 March	Interventions	Hall & Hord, Chapters 2 & 3	Reading Logs
IV	Thursday, 5 March	Personal Concerns & Behavior Profiles	Hall & Hord, Chapters 4 & 5	Reading Logs
V	Friday, 6 March	Leadership	-----	First Writing Assignment
VI	Monday, 9 March	Leadership Continued	Hall & Hord, Chapter 6	Reading Logs
VII	Tuesday, 10 March	Organizational Culture	Hall & Hord, Chapter 7	Reading Logs
VIII	Wednesday, 11 March	Systems Thinking	Hall & Hord, Chapter 9	Reading Logs
IX	Thursday, 12 March	Change Agents & Team Members	Hall & Hord, Chapters 10 & 11	Reading Logs
X	Friday, 13 March	Wrap Up	-----	Individual Projects

VIII. ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Disability Services. All information is confidential. Please contact the Office of Disability Services at (828) 227-3886.

IX. STUDENT SUPPORT SERVICES

Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career,

financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email sssprogram@wcu.edu for more information.

X. ACADEMIC INTEGRITY POLICY AND REPORTING PROCESS

This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see Article VII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).

I. General:

This policy addresses academic integrity violations of undergraduate and graduate students.

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of this policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community.

Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to an including a final grade of "F" in the course in which the violation occurs.

II. Definitions:

1. Cheating – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – Creating and/or falsifying information or citation in any academic exercise.
3. Plagiarism – Representing the words or ideas of someone else as one's own in any academic exercise.

4. Facilitation – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).

III. Undergraduate and Graduate Academic Integrity Process:

1. Within five (5) business days of the instructor's knowledge of the alleged violation of the Academic Integrity Policy, s/he will inform his/her department head (or associate Dean of the graduate school when applicable) in writing of the allegation and proposed sanction(s).
2. Within ten (10) business days of the instructor's knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform the student of the allegation, including the proposed sanction(s), in writing. In the written notification, the instructor will inform the student of his/her right to request a meeting with the instructor. During the meeting, the instructor shall complete the Academic Integrity Violation Faculty Resolution Form. If the student does not request a meeting with the instructor within five (5) business days of receipt of the written allegation(s), the student shall be deemed to have mutually resolved the matter and shall be bound to the sanction(s) outlined by the instructor in the written allegation. If the student does not request a meeting, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
3. Within five (5) business days of meeting with the instructor, the student shall either appeal the decision to the department head or mutually resolve the matter by accepting the allegation and proposed sanction(s). No action by the student within five (5) business days of the meeting with the instructor shall constitute a mutual resolution and waiver of the student's rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the instructor, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
4. Within five (5) business days of receiving a student's appeal, the department head must schedule a meeting with the student. The instructor may be present during the meeting. During the meeting, the department head shall complete the Academic Integrity Violation Department Head Resolution Form. The department head may consider only information submitted during the meeting with the student, or in the meeting between the instructor and the student. The evidentiary standard for making a decision shall be preponderance of the evidence. The department head may agree or disagree with the allegation(s) of the instructor. The department head may also approve, overturn, or modify the sanction(s) proposed by the instructor. If the

student does not attend the scheduled meeting with the department head, the matter will be heard in absentia and shall not be subject to further review and/or appeal.

5. Within five (5) business days of meeting with the department head, the student shall either appeal the decision to an Academic Integrity Board or mutually resolve the matter by accepting the allegation and proposed sanction(s). The student must submit an appeal to the academic Dean listed on the Academic Integrity Violation Department Head Resolution Form. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student's rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the department head, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
6. Within seven (7) business days of receiving a student's appeal, the appropriate academic Dean must schedule an Academic Integrity Board hearing with the student. The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. The instructor may be present during the hearing. The hearing board may consider only information submitted during the hearing, or in the meetings between the instructor/department head and the student. The evidentiary standard for making a decision shall be preponderance of the evidence. The hearing board may agree or disagree with the allegation(s) of the instructor. The hearing board may also approve, overturn, or modify the sanction(s) proposed by the instructor and/or department head. If the student does not attend the scheduled hearing, the matter will be heard in absentia and shall not be subject to further review and/or appeal. Within ten (10) business days of the hearing, the appropriate academic Dean shall review pertinent records and send the student written notification of the decision of the Academic Integrity Board.
7. Within five (5) business days of receiving written notification of the decision of the Academic Integrity Board the student may accept the findings and sanctions of the board or submit an appeal to the designated academic Dean. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student's rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the Academic Integrity Board, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
8. If the student elects to file an appeal of the decision of the Academic Integrity Board, she must submit a written appeal within five (5)

business days of receiving written notification of the decision of the Academic Integrity Board to the designated academic Dean. An appeal to an academic Dean must be limited to the following grounds: 1) a violation or due process or 2) a material deviation from Substantive and Procedural Standards by the UNC Board of Governors (as set forth in the UNC Manual 700.4.1).

9. If an academic Dean hears an appeal, s/he shall review pertinent records within ten (10) business days of receiving a valid appeal. The academic Dean may agree or disagree with the allegation(s) of the instructor. The academic Dean may also approve, overturn, or modify the sanction(s) proposed by the instructor, department head, and or Academic Integrity Board. Within five (5) days of making a decision, the academic Dean shall provide the student with a written decision. The decision of the academic Dean shall be final.
10. The student must remain enrolled in the course related to the case, and may not be permitted to withdraw from the course related to the case, until all hearing timelines, notifications, and/or appeals have been completed.
11. Upon resolution of each level of the case (no matter the outcome), the instructor, department head, and academic Dean must provide the Department of Student Community Ethics with all materials and documents related to the case (i.e. course syllabus, materials in violation of the Academic Integrity Policy, Instructor Resolution Form, Department Head Resolution Form, Academic Integrity Board decision letter, academic Dean decision letter, etc...). The Department of Student Community Ethics shall serve as the repository for all records associated with allegations and violations associated with the Academic Integrity Policy.

IV. Academic Integrity Board:

The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. Each college Dean will select students and faculty members serving on boards for each college. The Department of Student Community Ethics will train all board members prior to their service on a hearing board. Each academic Dean will convene hearing boards as necessary, and will determine a faculty member to serve as chair prior to a hearing.

V. Sanctions:

The instructor, department head, Academic Integrity Board, and/or academic Dean may impose academic sanctions permitted by the institution (not to exceed receiving a grade of "F" for the course). The instructor, department head, Academic Integrity Board, and/or academic Dean may not permanently

remove the student from the course or suspend/expel the student from a program or the University. Student behavior of the magnitude to warrant consideration for permanent removal from the course or suspension/expulsion from a program or the University must be referred to the Department of Student Community Ethics.

VI. Habitual Violations of the Academic Integrity Policy:

Upon receipt of materials associated with violations of the Academic Integrity Policy, the Department of Student Community Ethics will determine if a student has previous violations of University policies. Students with a prior record of violations, or who commits a gross and/or egregious violation of the Academic Integrity Policy, will be referred to the Department of Student Community Ethics for consideration of being subject to hearing proceedings as a habitual violator. Students with three or more violations of the Academic Integrity Policy will automatically be subject to hearing proceedings as a habitual violator. Students in this category are subject to course-related sanctions imposed by the instructor, department head, Academic Integrity Board, and/or academic Dean and University-level sanctions imposed by the Department of Student Community Ethics for habitual violations of University policies.

Additional information is available on the Student Success website under Student Community Ethics.

XI. ADDITIONAL RESOURCES

Distance students are encouraged to use BrainFuse and the WaLC's online resources.

Students are expected to take responsibility for becoming familiar with the technical skills and requirements necessary for researching and presenting their ideas and supporting a successful learning experience.

The learning management system for this class is blackboard and can be found at: <http://wcu.blackboard.com>. Additional help with blackboard can be found at: tc.wcu.edu, (828) 227-7487.

XII. DIVERSITY STATEMENT

Diversity in our society and schools is an important part of our history and a significant variable in discussions regarding the aims and purposes of education and schooling. The content of this course reflects a commitment to social justice and an emphasis on the necessity of preparing educators who will effectively meet the individual needs of ALL students. As such, issues related to race, gender, religion,

sexual orientation and social class will be considered in this class. Students in this class teach in Jamaican schools. Jamaica is a diverse nation (the motto: "Out of many, one people" exemplifies a commitment to and respect for our varied backgrounds, beliefs and values).

XIII. COURSE EVALUATION LINK

https://wcu.az1.qualtrics.com/jfe/form/SV_1z5jNBDhPUNRuQt

XIV. JAMAICAN RELEVANCY STATEMENT

Recognizing that limited resources are a common issue in Jamaican schools and classrooms, students in this class are encouraged to explore how teacher leaders can build leadership capacity in schools by involving all major stakeholders in attempts to address the needs of ALL students. All Jamaican educators are faced with addressing the needs of a diverse and challenging group of students. Jamaican educators assuming roles as leaders provide important support to teachers, administrators, and community members. Students will be expected to implement strategies discussed in class and report the benefits and/or difficulties encountered when implementing these approaches in their schools and classrooms. The final evaluation for the class will include a question related specifically to whether the information presented during the course was 'relevant to Jamaican schools.'

XV. CONCEPTUAL FRAMEWORK

The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are inspired to be lifelong learners, engaged in the community, and empowered to become leaders who strive to transform the future.