



The University of Tennessee
College of Education, Health, and Human Sciences
Department of Educational Leadership and Policy Studies

EDAM 631 Educational Change Management: Using
Improvement Science
Fall 2024

Instructor: Sonya D. Hayes, PhD

Meeting Time and Place: On-line Synchronous, Selected Tuesday evenings via Zoom

Course Credit Hours: 3

Office Hours: By Appointment via Zoom

Cell Number: 512-914-0973

Zoom Link: <https://tennessee.zoom.us/j/8179447592>

Course Description

Over the past several decades, public education has experienced what might be characterized as seismic changes. Educational reform and improvement efforts have guaranteed a dynamic policy and instructional environment in school districts and in schools. In order for these changes to be productive and positive rather than overwhelming and distracting, change must be carefully introduced and effectively managed, and faculty and staff must be adequately supported throughout the process. Will explore challenges and strategies associated with successful change management in the educational setting.

Course Format

All classroom activities are designed for a synchronous online class and in a group setting. As such, students are expected to be actively engaged in all online activities. We will have six synchronous whole class Zoom meetings, and students are expected to attend these meetings. See Course calendar for dates and times.

Course Texts (Required)

*Hinnant-Crawford, B.N. (2020). *Improvement science in education: A primer*. Myers Education Press.

Publication Manual of the American Psychological Association (7th ed.). American Psychological Association Manual.

**This book is provided through the bookstore via digital access. You may select not to receive digital access and purchase the book through Amazon.*

Other Readings

Other readings as assigned—instructor will provide these additional readings.

Recommended Books:

Bryk, A., Gomez, L., Grunow, A., & LeMahieu, P. (2015). *Learning to improve: How America's schools can get better at getting better*. Harvard Education press.

LeMahieu, P.G. & Nordstrum, L.E. (2016). *Working to improve: Seven approaches to quality improvement in education*. Carnegie Foundation.

Mintrop, H. (2016). *Design-based school improvement: A practical guide for educational leaders*. Harvard Education Press.

Perry, J.A., Zambo, D., & Crow, R. (2020). *The improvement science dissertation in practice*. Myers Education Press.

Course Objectives

Upon successful completion of this course, students will:

- Be able to understand improvement science and how to use improvement science to address complex problems of practice in education.
- Be able to understand actionable problems of practice and identify the necessary improvement science tools needed to address and understand the problem of practice.
- Be able to understand and develop a theory of improvement.
- Be able to identify and collect the kinds of data needed to address the problem of practice and how to use data to measure improvement.
- Be able to understand and implement the PDSA and SIAR model.

Course Resources

The course will be conducted on Canvas.

UNIVERSITY POLICIES

Academic Integrity

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus:

<http://civility.utk.edu/>.

Copyright/Sharing Materials

The instructor of this class owns the copyright to the syllabus, handouts, assignments, quizzes, and exams associated with the class. All presentations developed by the instructor, as well as the instructor's lectures, are also protected by copyright, whether these presentations are delivered live in-class, shared through Zoom or other videoconference platforms, or uploaded to Canvas or similar sites.

Sharing any of this material without the written permission of the instructor is a violation of copyright law, and is therefore also a violation of the University's policy on acceptable use of information technology resources (UT policy number IT0110). That policy states that students will not commit copyright infringement, "including file sharing of video, audio, or data without permission from the copyright owner" and that file sharing is a violation of the university's student code of conduct. I will report all such violations to the Office of Student Conduct and Community Standards.

Disability Services

Any student who feels she or he may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. Additionally, please contact the Office of Disability Services (ODS) at 865-974-6087 in Dunford Hall to coordinate reasonable accommodations for documented disabilities. You can find more information about ODS at <http://ods.utk.edu/>.

Key Campus Resources for Students:

- [Course Catalogs](#) (Listing of academic programs, courses, and policies)
- [Hilltopics](#) (Campus and academic policies, procedures and standards of conduct)
- [OIT HelpDesk](#) (865) 974-9900
- [Schedule of Classes/Timetable](#)
- [Student Health Center](#) (visit the site for a list of services)
- [Student Success Center](#) (Academic support resources)
- [University Libraries](#) (Access to library resources, databases, course reserves, and services)

Course Expectations

Course Participation: This course will be offered through an online synchronous network. As such, participation will be evaluated through the extent to which students interact with peers through their group participation. The quality of those interactions will be particularly examined. Participation will also be evaluated through the timeliness of meeting the deadlines set by the instructors for discussions, assignments, and online group meetings. Respectful interactions with peers and instructors in the online environment, as outlined in the online code of conduct found on the Canvas site, will be considered in the participation grade.

Course Communications: You will regularly receive course related communications from the instructor through email and through Canvas announcements. You are responsible for making sure that your university email account is in working condition. If you have technical issues or need help troubleshooting, please contact OIT at <http://remedy.utk.edu/contact/> or call the helpdesk at 865-974-9900. You should expect your instructor to respond to your message within 24 hours. If you do not hear back from the instructor, please send another message.

The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in email and via CANVAS of any such changes.

Academic Integrity

Students are required to abide by The University of Tennessee Academic Standards of Conduct, found in the student handbook, *Hilltopics*, as well as the Educational Leadership and Policy Studies Graduate Student Handbook. The University of Tennessee student is to abide by the honor statement which is:

An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity (Hilltopics, p. 14).

Specifically, all ELPS students have two essential responsibilities regarding their coursework:

1. Each student is responsible for his/her own personal integrity in academic life. While there is no affirmative duty to report the academic dishonesty of another, each student, given the dictates of his/her own conscience, may choose to act on any violation of the Honor Statement. Each student is responsible for knowing the terms and conditions of the Honor Statement.
2. Students are also responsible for any act of plagiarism. Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else's words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the university. Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor's approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph). (*Hilltopics*, p. 14)

Students who do not adhere to principles of academic integrity as set forth by the University of Tennessee will receive a grade of 0 on the assignment in question and may result in a failing grade in the course.

Participant Netiquette

Because all activities will take place online, it is important that all participants observe some basic rules of netiquette in Canvas discussion posts, including:

1. Participate. This is a shared learning environment. The most effective online learning occurs when participants share ideas and experiences to construct new knowledge. For maximum learning, you must contribute.
2. Treat all users and instructors with respect. This is a virtual environment, but there are real people on the other side of the computer screen. Treat everyone the way that you expect to be treated.
3. Stay on topic. If you don't have something pertinent to say about the subject, then don't post. Irrelevant comments derail the issue, confuse other respondents, and do not help your grade in the class.
4. Be patient. Read/listen to everything before replying. This will help you to avoid repeating something already written/said. Acknowledge the points with which you agree and suggest alternatives for those with which you disagree.
5. Be brief. Make your point without being preachy or pompous.
6. DO NOT USE ALL CAPS. This indicates yelling.
7. Disagreement is okay. It promotes healthy discussion and can lead to even greater learning. However, offensive comments, harassments, and profanities will not be tolerated. If you engage in this, you will be banned from the discussion and will receive no grade for that discussion.
8. Once again, disagreement is okay. Do not overreact if someone disagrees with you. We are all professionals, and healthy discourse will lead to greater knowledge. If you feel that someone is harassing you, contact the instructor. Do not respond in kind!
9. Stick to the deadlines posted. Your timeliness can impact the grades of others as well as your own.
10. You are not limited to the minimum requirements. Post as many relevant comments as you like.

11. Take the time to compose your thoughts and proofread what you have written. Consider writing your response in Word first so that you can check it for grammar and spelling. Others will consider you according to not only what you say, but how you say it.
12. Remember: You cannot un-ring the bell. Be mindful of how others will perceive what you have written. Once you have hit “submit,” you have rung the bell.
13. Keep comments relevant, clear, and in the spirit of seeking the truth which will best make schools a better place to educate children.
14. Keep the lines of communication open. This includes both checking your email and Canvas regularly and contacting your instructor if any problems arise.

Evaluation Criteria

Graduate Grading Scale

A 93-100
 A- 92-90
 B+ 87-89
 B 83-86
 B- 82-80
 C+ 77-79
 C 73-76
 C- 72-70
 D 60-69
 F Less than 60

Group Participation (Rubric)	20%
Proposal for Improvement Plan	30%
Final Improvement Plan	50%

Note: Students are expected to turn-in assignments on-time; however, 10 points will be deducted per day that an assignment is late. Late work will not be accepted after 5 days past the due date. Grades are given on a 100-point scale.

Course Assignments

1. Group Participation (20%)

Students are expected to actively participate in their improvement network to focus on using improvement science to address problems or practice in educational contexts. Students are to meet with their group throughout the course and send Dr. Hayes a schedule of their meeting times with a Zoom link. Using an assigned rubric, students will be evaluated by their peers in their group on their active participation in the group in the development of the final project.

2. *Proposal for Improvement Plan (30%)*

Students will work within their group to determine a problem of practice in education, and as a group, utilize a *Fishbone Diagram* to uncover the root causes of the problem. Students will use their *Fishbone Diagram* to develop a *Driver Diagram* to draft a theory of improvement. Students will draft a brief proposal to explain the problem of practice they are attempting to research and a brief description of the improvement theory they wish to employ in the final project. Students must include both of their completed diagrams with the proposal. The proposal should be 3-5 pages in total length. Students will also develop a brief (5 slides) presentation to present to the class.

3. *Improvement Plan Final Project (50%)*

The final project applies course learning and assesses the students' ability to use improvement science to address problems of practice in education systems. The final project should be submitted electronically in APA 7 format. The project should be approximately 4000-5000 words and include charts, tables, figures, and graphs, and references. This written response is to be submitted to Canvas on or before the deadlines provided in the course schedule. Students will also develop a presentation of their final project to present to the class.

The major components of the paper follow:

- I. Delineation of the Problem of Practice: Problems should be user-centered and problem specific. You should answer the questions: Who is involved and who is impacted? You must include in your discussion your plan for using at least 3 tools for root cause analysis, including the 5 Whys and the Fishbone Diagram with your stakeholders. You must discuss who the key stakeholders are in addressing the problem as you see it, and how will you involve stakeholders in understanding the problem and identifying a theory of improvement.
- II. Review of Relevant Literature: Your review of the literature should address how your problem of practice has been addressed in the past. You may also consider a review of research-based interventions that you might employ in your plan.
- III. Improvement Plan: Discuss a plan to address how you will apply a theory of improvement to address your problem of practice. You must discuss how you will use either the PDSA or SIAR model for your plan implementation, including how you will collect the necessary data to determine if the plan is working. You must also discuss how you will analyze the data and study/reflect on the results.

Course Calendar:

Week	Topic	Assignments/Due Dates (Read by class meeting)
One: 8/20	Welcome & Introductions Group Assignments	Syllabus Review/Questions <i>Synchronous Meeting: 8/20, 6pm EST</i>
Two: 8/27	What is improvement science?	Read: Chapters 1-2 pp. 7-23 & Chapter 10 pp. 203-207 <i>Synchronous Meeting: 8/27, 6pm EST</i>
Three: 9/3	Understanding the Problem	Read: Chapters 3 (pp. 42-73) <i>Synchronous Meeting: 9/3, 6pm EST</i>
Four: 9/9-15	Group Collaboration	Meet with Group to identify problem of practice in context: Work on Fishbone
Five: 9/16-22	Group Collaboration	Meet with Group to identify problem of practice in context: Work on Fishbone
Six: 9/24	Developing a Theory to Drive Improvement	Read: Chapters 5-6 (pp. 89-134) Read: <i>Reviewing the Literature</i> (provided) <i>Synchronous Meeting: 9/24, 6pm EST</i>
Seven: 9/30-10/6	Group Collaboration	Meet with group to discuss change ideas for identified problem of practice: Work on Driver Diagram
Eight: 10/7-13	Fall Break	No Meetings or Assignments: Enjoy your break
Nine: 10/14-20	Group Collaboration	Meet with Group to discuss change ideas for identified problem of practice: Work on Driver Diagram Proposal Plan due October 20th by 11:59pm in Canvas
Ten 10/22	Collecting and Analyzing Data; PDSA & SIAR Models	Read Chapters 7-10 (pp. 135-207) Read <i>PDSA v. SIAR cycles</i> (provided) <i>Synchronous Meeting: 10/22, 6pm EST</i> Presentation of Proposal Plan in Class
Eleven: 10/28-11/3	Group Collaboration	Work on Final Project
Twelve: 11/4-10	Group Collaboration	Work on Final Project
Thirteen: 11/11-17	Group Collaboration	Work on Final Project
Fourteen: 11/18-24	Group Collaboration	Work on Final Project
Fifteen: 11/25-12/1	Thanksgiving Break	None—enjoy your holiday
Sixteen: 12/3	Final Week: Group Presentations Course Evaluation	<i>Synchronous Meeting: 12/3, 6pm EST</i> Group Rubrics due 12/8 by 11:59pm in Canvas Final Project Due in Canvas by 11:59pm on 12/8

***Groups are expected to meet independently throughout the course: scheduled at a mutually agreed upon time.**

***Each group must meet with Dr. Hayes at least once for a one-on-one meeting in Zoom: scheduled at a mutual time.**