Course Change Request

Date Submitted: 02/08/18 8:05 am

Viewing: EDAD 637 : Administration of Change in Educational Organizations

Last edit: 02/08/18 4:55 pm
Changes proposed by: ksmith

Catalog Pages referencing this course
Department of Educational Administration and Human Resource Development
EDAD - Educational Administration

Faculty Senate Number

Contact(s)

<table>
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<tr>
<th>Name</th>
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<th>Phone</th>
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<tbody>
<tr>
<td>Kerri Smith</td>
<td><a href="mailto:ksmith@tamu.edu">ksmith@tamu.edu</a></td>
<td>979-847-9098</td>
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</tbody>
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Rationale for Course
Edit
Other

Explain other rationale
Requesting approval to teach this course in a non-traditional format.

Course prefix   EDAD  
Department      Educ Admin & Human Resource Dev  
College/School  Education & Human Development  
Academic Level  Graduate  
Academic Level  Undergraduate  
(alternate)     
Effective term  2018-2019  

Complete Course Title
Administration of Change in Educational Organizations

Abbreviated Course Title
ADM OF CHANGE-EDUC ORG

Catalog course description
Relationships among individual and group behaviors; roles of administrators; on-site analysis of educational organizations and change principles.

Prerequisites and Restrictions

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
No
Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Objective 1: Students using the Smith Model for change in schools, are required to examine a change process in their schools. They examine how the change was implemented and the effect of the change in their school. According to Smith, (see Part VI and Part V) he stated that there is a conceptual framework that he believes impacts how schools will respond to change and identified the variables that affect change. Thus, with assignment, you will examine your school to determine if you are working in a school that has the capacity to change. These variables are context, capacity and conversations and how internal dissonance, external forces, and leadership become entwined with change.

Objective 2: Overview of the type of change you plan to implement. Provide a rationale for why you selected a specific change and a context for the problem you hope to solve. So tell me why you think this is an important change and what impact will it have on your school (context). For example, students were having trouble with writing. So you provide information about the scores, maybe AEIS data, then determine what you plan to do to change this. Be very clear on what is it that needs changing. Include literature/research that you will use to present your case to your teachers. This should consist of at least three articles, references and an overview of the articles and linkage to your change. Provide research that supports the change you want to implement. If you are wanting to put in a mentoring program what does the literature say about why it is important? Strategic process to present the change to your teachers: As you know getting teachers on board is critical to the success of the change. So explain the process to deliver the change process to teachers, what research would you share, and the implementation process. Identify resources for implementation for change: Projection of budget, funds to send teachers for training, opportunities to talk with other schools who maybe using the same model, personnel for the change, etc. Evaluation and Monitoring: Develop a process to monitor/oversee the implementation, evaluation of the effectiveness of the change and make revisions to the process.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

For the 45 contact hours, students spend approximately 40% of their time reading, then responding to online prompts. Another 40 % of class is spent outside of class where they completing a critical review of a change in their schools, and designing a change perspective for their own schools. The last 20% of the time is spent on “Go to Meetings” where the students meet everyone other Wednesday to discuss readings, papers, etc. These discussions are taped and uploaded for those students who are unable to make the meetings.

Will this course be taught as a distance Yes No
education course?

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Is 100% of this course going to be taught in Texas?

Will classroom space be needed for this course?

This will be a required course or an elective course for the following programs:

| Program(s) |  
|------------|---
| (MED-EDAD) Master of Education in Educational Administration | 
| (PHD-EDAD) Doctor of Philosophy in Educational Administration | 

**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus [EDAD 637.docx](EDAD 637.docx)

Letters of support or other documentation

No

Additional information

Reviewer Comments

Reported to state?

No
Instructor: Dr. Jean Madsen
Office: 532 Harrington Center
Phone: 979-862-2421
E-mail: jamadsen@tamu.edu

Contact with Professor: If you are having problems with completing assignments and readings, please feel free to contact me via the office phone (979-862-2421) sent up a GTM. You are welcome to make an appointment with me during the week.

Time & Delivery Format: EDAD 637 is delivered in a blended format. The electronic portion of the course is offered through ECampus and as such requires steady and high quality participation in asynchronous discussions and completion of assignments.

Course Description: The intent of this course is to develop a theoretical understanding of the organizational issues that administrators face during the change process. Specifically it examines leadership, working with demographically diverse groups of teachers and school participants, and developing a strategic process to address organizational demographics.

Course Objectives: To provide an understanding of the following:

1) Develop an understanding of how difficult change is for school administrators
2) Develop a knowledge base on what factors need to be in place for change efforts to take place
3) Develop an understanding of how leadership is critical to implementing change efforts.

Books for class:


Other readings will be provided, but they will be online for this class.

SPECIFICITY VERSES AMBIGUITY

In most cases students may feel that the assignments for this class should be clear and detailed. Most of the assignments for this class are purposely ambiguous for multiple reasons. Detailed
assignments such as most university requirements are designed for students to memorize for a test. For this class, the professor feels that ambiguous assignments are useful in getting students to problem solve and reflect. As doctoral students you need to understand the doctoral research is purposefully ambiguous, so you need to understand there are multiple solutions to studying a research problem.

As a way to prepare people to be problem solvers, requirements for this class are purposefully ambiguous. As a way to assist you for this class, the professor provides a grading rubric to help you in preparing the assignments. However, for the most part students need to develop problem solving opportunities in completing assignments. So to that end, please be aware that when you are completing assignments, do not leave them to the last minute.

COURSE ASSIGNMENTS

Class Participation: All assigned readings—to be completed the week they are due—in preparation for on-line discussion with active student participation. In your on-line discussions, please provide comments that include readings and your application of the readings.

Online ASYNCHRONOUS Discussions: Students are required to participate in asynchronous online discussions based on readings and posting of responses. These discussions provide a forum for students to respond to the readings and participate in the online conversations. There will be 7 ASYNCHRONOUS discussions worth 10 points for each session. 70 Points

As you reflect on your post, please integrate the readings from the course texts, and your own experiences to enrich the discussions. Postings will be evaluated on their quality and the degree to which the postings promote discussion with classmates and or add layers of clarity and substance.

<table>
<thead>
<tr>
<th>Mediocre</th>
<th>Sufficient</th>
<th>Exemplary</th>
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<tr>
<td>Minimal response to the discussion topic or peer commentary</td>
<td>Posting addresses discussion topic but additionally refers to critical nuances and ideas referenced in readings and experience</td>
<td>Beyond the preceding category, posting comprehensively addresses the topic and stimulates substantial follow-up postings</td>
</tr>
<tr>
<td>1-5 Points</td>
<td>6-8 Points</td>
<td>9-10 Points</td>
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Suggested Guidelines for Adding Reflective Commentary to an Asynchronous Discussion

a. Mentions specific points from the readings as a way of making links and adding clarity.

b. Reflects on how the information relates to personal experience. Such comments may include stressing personal points of view, implications for the future, situational
nuances, analyzing the desirable and not so desirable aspects of logic, and justifying your analysis.
c. Discuss why you believe students’ blue prints meet the requirements for “good” research.

First Assignment

School Analysis for change: (15 Points) According to Smith, (see Part VI and Part V) he stated that there is a conceptual framework that he believes impacts how schools will respond to change and identified the variables that affect change. Thus, with assignment, you will examine your school to determine if you are working in a school that has the capacity to change. These variables are context, capacity and conversations and how internal dissonance, external forces, and leadership become entwined with change. Therefore, provide an overview of your school based on the three elements of change. 1) Provide an overview of your school (use school data for demographics, size, teachers, historical context, etc.) 2) Provide a detailed description using the elements of change (Context, Capacity, and Conversations); and 3) Provide a detailed description of how catalytic variables affect the school’s capacity to change (Internal dissonance, external focus, and leadership). (See Below)

Essential Elements for Change

Context: Defining the setting, climate, reculturing, school environment
Capacity: Interrelated capacities: teach, assess, plan, learn, and work in teams
Conversations: Initiate and sustain conversations

Catalytic Variables

Internal dissonance: Current conditions in schools and the need to address the condition (discipline, parent involvement, etc.)

External Forces: Politics that drive the change to be made (state, district, etc.)
Leadership: Focus on teaching and learning, vision and understanding of change, strategic, communicators, and courageous

Second Assignment
Implementation of a change: Things to consider

Implementation of a change with an emphasis on professional development for the teachers (30 Points): This assignment requires you to implement a change in your context (Examples: teachers using manipulatives in the math classroom; getting special education teachers to work collaboratively with their students in the regular classroom; putting in a new reading series to improve students’ scores; restructuring your team of teachers to create teacher leaders; etc.) You then provide a step by step accounting of the process you plan to use to put the process in place. The assignment should include the following:

- **Overview of the type of change you plan to implement**: Provide a rationale for why you selected a specific change and a context for the problem you hope to solve. So tell me why you think this is an important change and what impact will it have on your school (context). For example, students were having trouble with writing. So you provide information about the scores, maybe AEIS data, then determine what you plan to do to change this. Be very clear on what is it that needs changing.

- **Include literature/research that you will use to present your case to your teachers.** This should consist of at least three articles, references and an overview of the articles and linkage to your change. Provide research that supports the change you want to implement. If you are wanting to put in a mentoring program what does the literature say about why it is important?

- **Strategic process to present the change to your teachers**: As you know getting teachers on board is critical to the success of the change. So explain the process to deliver the change process to teachers, what research would you share, and the implementation process.

- **Identify resources for implementation for change**: Projection of budget, funds to send teachers for training, opportunities to talk with other schools who maybe using the same model, personnel for the change, etc.

- **Evaluation and Monitoring**: Develop a process to monitor/oversee the implementation, evaluation of the effectiveness of the change and make revisions to the process.

**GRADING**

The grades for assignments will be based on the following percentages: The number of points given divided by actual points will determine the percentage. For example if you receive 8/10 points that will be an 80 percent and so forth. Final Grades are added, then divided by the actual total number of points for the class. For example if you receive 92 points out of a total of 97 your grade would be 95 % and so on. The following is the grading scale for the class:
Summary of Class Points:

- Online ASYNCHRONOUS Discussions 7 Sessions (10 points for each session: Total 70 points)
- School Analysis for change (15 Points) July 1
- Implementation of a change with an emphasis on professional development for the teachers (30 Points) July 16

Total Points: Total Points for the class 115 Total Points.

Policy on Absences:

If something occurs and you need to miss an online module please notify me in advance if at all possible. Be aware however that missed modules may result in a drop in grade or an incomplete depending on the extent and circumstances associated with the absence, or a course drop by the instructor.

Excused Absences:

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following:

7.1.6 Injury or illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more university business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may
require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three university business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

a. Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu
b. Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

To view all Student Rules, please go to: http://student-rules.tamu.edu/

To view Rule 7 of the Student Rules please consult the following website: http://student-rules.tamu.edu/rule7.htm

Statement on Plagiarism

As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and represent it as your own. This can be done in several ways:

- Copying material from a published work, such as a book or journal article, and neither indicating it is a direct quote nor attributing it to its author; this also applies to unpublished works.
- Using the ideas of another without attributing those ideas to that person.
- Turning in a paper that someone else has written and claiming it is your own work.

To avoid even the appearance of plagiarism, be careful to paraphrase the ideas of others (i.e., put those ideas into your own words) and provide the proper citation. When quoting directly from a source, use quotation marks and give the citation, including page number. [See the Publication Manual of the American Psychological Association, 6th Edition, for more information on format.]

Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”
WRITING EXPECTATIONS

There is an expectation that students should be able to write and conceptualize their ideas. This class requires different types of writing from synthesis, expository to reflective. At the university level, academic writing requires a different approach and more time. Thus, you need to insure that class assignments are well prepared. You are also asked to complete a different form of writing that may be a challenge to the daily writing you use in your day to day correspondence.

One of the struggles aspiring graduate students face is how to develop an academic identity. Thus, as you continue in your studies, writing for my course becomes the primary outlet for developing your scholarly identity. Thus, as you struggle with your writing, remember that returned papers with comments are not a reflection of your abilities, intelligence or person. In developing an academic identity, writing that you use on a day to day basis is not similar to the type of writing that you do in graduate courses.

Therefore, as you form your own scholarly identity, you will need to consider your choices about what to research, whose work you will cite, and how you will communicate your ideas. So the writing assignments for this class are intended to provide the opportunity to reflect on your writing and develop your research ideas. Therefore, it is hoped that feedback given to students is viewed as positive and part of the process of developing your academic identity. So please do not take personally the feedback you receive on assignments.

All papers should be typed, well written, and conceptualized. This means full paragraphs, full sentences, and correct grammar. This does not mean a listing of the information, but actual academic writing. Grading will be based on ideas and the clarity of those ideas. Poorly written papers will be returned to student and he/she will be asked to resubmit the paper. Late papers will be accepted only if the professor is contacted prior to the due date. Papers are due on dates listed in the syllabus. Please do not list or bullet papers.

As a professor, I strongly believe that students need to write and conceptualize their thoughts. The demands for the class may require another form of writing than what you may have done in other classes or in your own professional writing. Thus, if you have problems with writing, please let me know so that I can facilitate other avenues to assist you with your writing and academic identity.

If you are struggling with your writing, you may want to contact the University Writing Center at (979) 458-1455 or their web site. You may want to make an appointment to discuss your writing issues. Their staff will work to identify your writing needs.

REVISIONS

All papers should be typed, well written, and conceptualized. This means full paragraphs, full sentences, and correct grammar. This does not mean a listing of the information, but actual academic writing. Poorly written/developed papers will be returned to the student and he/she will be asked to resubmit the paper. Late papers will be accepted only if the professor is contacted prior to the due date. Due dates for papers are listed on the last section of the syllabus. There will be a penalty for late papers. If the student receives more than 80
percent of the points they may not revise the work. So for example if a student would receive 8/10 points then they will not be able to resubmit their work.

Students will need to do the following

1) Revisions are at the discretion of the professor and in conjunction with the students’ willingness to make revisions
2) If student chooses to revise their work they will have only one opportunity.
3) Student must submit the original document and point sheet along with the revised paper.

Related Information

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.

Students with Disabilities

If you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.

Texas A&M Faculty Senate Statement on Plagiarism

The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Rules, under the section “Scholastic Dishonesty.”
Texas A&M College of Education Diversity Statement

“We, the faculty of the College of Education and Human Development value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race color, religion, gender, age, sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A&M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence, or hate crimes, and we insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community.”

AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: www.tamu.edu/aggiehonor/

On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

June 6-10 Learning Module 1 –

How do we describe and measure change and what are the implications for examining change

Please read Smith book, Pages 1-54

These chapters in the Smith begin the discussion about the implications of change in schools. It also addresses the ways to describe it and measure the change method.

Implications of change

Change disrupts our routines
Change is stressful  
Change challenges our assumptions

**Measuring Change**  
How meaningful is the change? Is it substantial rather than superficial?  
How deep and broad is the change? Is it systemic rather than isolated (From district to classroom)  
How is the change focused? Is it student centered with an emphasis on improving achievement?  
How is the change measured? Are there measures to determine is success?

**Examining change**  

Conceptual framework for examining change-  
school context: climate, culture, etc.  
school capacity: ability to put change in place (teams, resources, efficacy)  
school conversations: meaningful discussions about the change  
role of the leader: must deal with internal dissonance, external forces, understanding of change, and respectful of all ideas and solutions

**On-line Group Discussion:** Provide a paragraph describing a change situation and if your school used the Smith model for implementing the change. Please post your paragraphs.  
Additionally read all other classmates postings, and provide feedback on each group members’ responses. **All Posts due by June 10.**

**June 11-June 15 Learning Module 2: Putting change in place**

Please read Hatch Book chapters 3, 4, 5, 6

As noted earlier Smith’s model of examining change is often influenced by capacity and the discussions surrounding the change. This module has you examining the ways to build capacity and building a common vision

Developing common purposes and shared understanding-A shared understanding of what the change is, what it will look like (theory verses practice) and getting people ready for the change

Finding the right people and staff-Using a selection process that is useful in identifying teachers, problems of turnover, defining roles and responsibilities

Creating a productive work environment-Thinking of ways to develop your teachers through socialization, professional development, and creating a learning community.

Managing the external environment-Managing the informal learning environment, determining new resources like staff, and dealing with school participants who are resistant to change.
**On-line Group Discussion:** Provide several paragraphs describing the process you would use to issue a common vision for your school. Please use the elements noted in the readings (noted above). Please post your paragraphs in the discussion area then share with your group. Additionally read all other classmates postings, and provide feedback on each group members’ posts. **All posts due by June 15.**

**June 16-June 20 Learning Module 3: Developing teachers using a professional community model.**

Please read the following articles that identify what is a professional community and why this type of community becomes important for implementing change in schools.


**On-line Group Discussions:** For the most part teachers work together in team contexts, but that does not mean they have a true professional community. Based on the definition of a professional community and the importance of teachers having shared goals, provide your thoughts on if your school does or does not have a professional community. Please be specific based on the theoretical model developed by Louis and Kruse. This should be approximately 2 to 3 paragraphs. Additionally read all other classmates postings, and provide feedback on at least three other postings. **All posts due by June 20.**

**June 21-June 25 Module 4 Case study-South Heights Elementary: Henderson, Kentucky and Academic and Technical High School: San Antonio, Texas**

Please read chapter 7 and chapter 10 in the Smith book

Please read each school case and complete an analysis using the four dimensions of significant change for both the schools

How meaningful is the change? Is it substantial rather than superficial?
How deep and broad is the change? Is it systemic rather than isolated (From district to classroom)
How is the change focused? Is it student centered with an emphasis on improving achievement?
How is the change measured? Are there measures to determine its success?

**On-line Group Discussions:** Based on the Smith model complete an analysis of each case using the four dimensions; this should be approximately three paragraphs for each case. Please post your analysis and provide feedback for your group members. All posts due by June 25.

**June 26- June 30 Module 5 School Analysis for Change**
According to Smith, (see Part VI and Part V) he stated that there is a conceptual framework that he believes impacts how schools will respond to change and identified the variables that affect change. Thus, with assignment, you will examine your school to determine if you are working in a school that has the capacity to change. These variables are context, capacity and conversations and how internal dissonance, external forces, and leadership become entwined with change. Therefore, provide an overview of your school based on the three elements of change. 1) Provide an overview of your school (use school data for demographics, size, teachers, historical context, etc.) 2) Provide a detailed description using the elements of change (Context, Capacity, and Conversations); and 3) Provide a detailed description of how catalytic variables affect the school’s capacity to change (Internal dissonance, external focus, and leadership.

**On-line Group Discussions:** Please post your drafts. Additionally read all other classmates drafts and provide feedback to group members. All posts due by June 30.

**School Analysis for Change is due July 1. Please email me your papers by then.**

**July 2- 6 Module 6 Leadership and Accountability in schools-The principal’s role as the instructional leader and its response to improving students’ achievement. Various leadership approaches for improving student achievement**

Please read the articles below:


An Integration of Transformational and Instructional Leadership Educational Administration Quarterly, Vol. 39, No. 3 (August 2003) 370-397

**On-line Group Discussions:** Please write a paragraph that summaries the three different type of leadership models (Shared instruction, Kotter’s Model and Transformational Leadership), then compare how they are alike and different. Then provide an overview of which one you feel would be useful for you to use when you are a principal in your school. Additionally read all other classmates posts and provide feedback to members in your group.  **All posts due by July 6.**

**July 7-14 Module 7: Implementation of a change** Please post a draft of your change. Additionally read all other classmates drafts and provide feedback to others in your group. Post by July 14.

**Implementation of a change with an emphasis on professional development for the teachers (25 Points):** This assignment requires you to implement a change in your context (Examples: teachers using manipulatives in the math classroom; getting special education teachers to work collaboratively with their students in the regular classroom; putting in a new reading series to improve students’ scores; restructuring your team of teachers to create teacher leaders; etc.) You then provide a step by step accounting of the process you plan to use to put the process in place. The assignment should include the following:

- **Overview of the type of change you plan to implement:** Provide a rationale for why you selected this and a context for the problem you hope to solve. So tell me why you think this is an important change and what impact will it have on your school (context).

- **Include literature/research that you will use to present your case to your teachers.** This should consist of at least three articles, references and an overview of the articles and linkage to your change. Provide research that supports the change you want to implement. If you are wanting to put in a mentoring program what does the literature say about why it is important.

- **Strategic process to present the change to your teachers:** As you know getting teachers on board is critical to the success of the change. So explain the process to deliver the change process to teachers, what research would you share, and the implementation process.

- **Identify resources for implementation for change:** Projection of budget, funds to send teachers for training, opportunities to talk with other schools who maybe using the same model, personnel for the change, etc.

- **Evaluation and Monitoring:** Develop a process to monitor/oversee the implementation, evaluation of the effectiveness of the change and make revisions to the process.
July 16 End of the summer session. Last paper due and any changes that need to be completed.