The University of Texas at TYLER

College of Education and Psychology
School of Education
Ed.D. in School Improvement

EDSI 6320 – Leading Critical Conversations for School Improvement

Instructor   Forrest Kaiser, Ed.D.
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Term   Fall 2023

Last day to withdraw from this course: October 30, 2023

Course Description
This course employs an interdisciplinary approach to examine how educational leaders can determine, promote, support, and achieve successful, systematic school improvement through the use of data and meaningful feedback, and the implementation of systems to monitor teaching and student learning. Furthermore, the course explores the skills needed to engage in critical conversations and conflict resolution while enacting change and creating a culture of continuous improvement.

Student Learning Outcomes
1. Identify, understand, and apply strategies that will improve communication and increase a productive work environment. *(Program Goal: a, e)*
2. Identify and evaluate elements of crucial conversations leading to effective communication and used to diffuse difficult situations. *(Program Goal: d)*
3. Assess and evaluate organizational frames from the perspective of communication and collaboration. *(Program Goals: b, c)*
4. Recognize causative factors leading to campus culture. *(Program Goals: a, c, d, e)*

Required Texts
Bolman, L. G., & Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). John Wiley & Sons.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2012). *Crucial conversations: Tools for talking when stakes are high* (2nd ed.). McGraw Hill.

*Note – Both of these texts are available as an eBook from the UT Tyler Library

Course Schedule		
Available	**Module Topics**	**Assignments Due**
	Start Here Module • Introductory Discussion Board • Introduction Quiz *All discussion board due dates are for the initial post. Final posts are due before the next module opens.*	Sun, Aug 27
Mon, Aug 21 *(3-weeks)*	**Module 1 - Reframing Complex Organizations** • Discussion Board • Module 1 Reflection • Module 1 Quiz	Sun, Sept 3 Sun, Sept 10 Sun, Sept 10
Mon, Sept 11	**Module 2 - Framing Structures** • Discussion Board • Module 2 Reflection • Module 2 Quiz	Sun, Sept 17 Sun, Sept 24 Sun, Sept 24
Mon, Sept 25	**Module 3 - Framing Human Resources** • Discussion Board • Module 3 Reflection • Module 3 Quiz	Sun, Oct 1 Sun, Oct 8 Sun, Oct 8
Mon, Oct 9 *(3-weeks)*	**Module 4 - Framing Organizational Politics** • Discussion Board • Module 4 Team Scenario • Module 4 Quiz	Sun, Oct 15 Sun, Oct 29 Sun, Oct 29
Mon, Oct 30	**Module 5 - Framing Symbols and Culture** • Discussion Board • Module 5 Team Scenario • Module 4 Quiz	Sun, Nov 5 Sun, Nov 12 Sun, Nov 12
Mon, Nov 13 *(3-weeks)*	**Module 6 - Reframing School Improvement** • Discussion Board • Final Reflection • Module 6 Personal Scenario • Module 6 Quiz	Sun, Nov 19 Sun, Dec 3 Sun, Dec 3 Sun, Dec 3

COURSE EXPECTATIONS

Graded Course Requirements

- **Discussion Boards** – Discussion boards encourage students to communicate and explore open-ended prompts that require, evaluation, and reflection. Students will respond to a given prompt and provide peer feedback.
- **Reflections** – Reflections build student ownership in their learning. Reflections should build a bridge between course concepts, personal goals, and future learning. Student will develop a personal connection based on recent learning.
- **Team Scenarios** – Small group activities that engage students in multiple levels of critical thinking. These require analysis, collaboration, and the development of a final artifact that demonstrates understanding.
- **Reading Quizzes** – Quizzes test a student's understanding of covered course content.

Full descriptions of each assignment will be provided within the course module.

Course Evaluation

Assignment	Percentage of grade
Discussions and Participation	25%
Reflections	25%
Team Scenarios	25%
Reading Quizzes	25%

Grading Criteria

Performance standards			
Points	Percent	Grade	Standard
90-100	90	A	Superior
80-89	84%	B	Meets Standard
70-79	75%	C	Below Average
60-69	66%	D	Unacceptable
00-59	60% or below	F	Unacceptable

COURSE POLICIES

All assignments are expected to be completed to the best ability of the student and adhere to the stated assignment criteria.

All assignments must be submitted by date listed on the assignment schedule. No late work will be accepted.

Participation and your commitment to your learning is critical to your success in any course. Your timely participation in the class discussion and group assignments is a substantial part of your grade in this course. The due date listed in Canvas is for your first post while your peer responses will be due before the next module opens. This structure will ensure we can engage in meaningful conversations about instructional supervision. Please plan accordingly; late participation will not be accepted.

Communication
To contact me via email, you may use the Canvas email. Click on the Inbox on the left side of the Canvas main menu. Through Canvas, you may send a text email or a video message. You may also email me at fkaiser@uttyler.edu. Please note that this is not a Patriots email address.

My preferred method of communication is **email**; I am not always able to answer your phone calls.

Written Assignments and Quizzes
Some of the assignments in this course require collaboration with other students; your participation as documented on Canvas will count towards the Class Discussion grade.

All other written assignments as well as all quizzes are **individual assignments**. Students may not collaborate on the individual assignments. Unauthorized collaboration is considered cheating and will be handled according to University Policies and the Students Standards of Academic Conduct.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP)
VISION AND MISSION

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

SCHOOL OF EDUCATION PROGRAM STANDARDS

Texas Education Standards
The School of Education is committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

Access the **Texas Education Standards for Principals.**
Access the **Code of Ethics and Standard Practices for Texas Educators**