

The University of Texas at El Paso  
College of Education  
Educational Leadership and Foundations  
School Organization, Reform and Renewal (EDAD 5380/6381)  
Fall 2023

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Thursday, 6:00 – 8:50 p.m.; COE Rm. 110

This class will be delivered in a hybrid format. See dates for online classes in the Tentative Class Schedule. (These dates are tentative and subject to change.)

Professor: Rodolfo Rincones, Ph.D.

Office: University of Texas at El Paso, Education Building, 5th floor, Room 501-C

Telephone #: 747-7614

Email: [rrincones@utep.edu](mailto:rrincones@utep.edu)

Office hours: Virtually via Zoom or Blackboard Collaborate: Tuesday, 4 to 6 PM & Wednesday, 10 AM to 12 PM; set up an appointment by email; In-person: days of F2F classes from 4:30 to 5:30 PM. Other times and platforms by appointment.

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### Catalog Course Description

Describes systems, cultural and community approaches to school organizations; emphasizes institutionalization of organization development in school districts and essential competencies for organization reform and renewal.

### Purpose

The purpose of the course is to provide class participants with information related to school restructuring and renewal, and the research and processes claimed to be important and significant for school improvement. The course will also address key aspects of school improvement, including the influences of school principals, teachers, students, and parents, as well as structural, cultural, and symbolic issues of schools.

Moreover, as we still experiencing the effects of the pandemic caused by COVID-19, the course will consider current and future organizational (school district) responses to this pandemic. Additionally, we will examine how changes in instructional delivery methods, particularly as they may work to widen the digital divide, can inform future educational reform efforts. We will contemplate the broader consequences of school closures and strategies for mitigating problems arising from these closures.

### Seminar Objectives

Upon completion of this course, the student will be able to:

- Understand the various perspectives regarding school restructuring and renewal, data-driven decision-making, organizational culture, and school improvement planning.
- Understand the role of the political, structural, cultural, and symbolic issues, as well as the roles of values and ideology in the process of school change;
- Identify major sources of inequality in schools in the context of school reform;
- Analyze culturally relevant school improvement initiatives;

## Professional Standards for Educational Leaders

This course provides the research, theory and activities to develop skills in analyzing and providing solutions to issues related to school change and sustainability to engage and offer better educational experiences to students of diverse and marginalized educational communities. For students interested in the Superintendent Certification, this course addresses the following Texas Educator Standards:

### Domain I. Leadership of the Educational Community

- Competency 1. Know how to act with integrity, fairness and in an ethical matter in order to promote the success of all students.
- Competency 2. Know how to shape district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community.

### Domain II. Instructional Leadership

- Competency 5. Know how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; use the current accountability system; and promote the use of varied assessments to measure student performance.
- Competency 6. Knows how to advocate, promote, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

## Attendance and Participation

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by the completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussions with your peers on the discussion boards
- Participating in scheduled Zoom or Blackboard Collaborate sessions
- Other activities as indicated in the weekly modules

Students are asked to review UTEP's attendance policy, which is outlined in the Graduate Catalog 2023-2024, <http://catalog.utep.edu/policies-regulations/attendance-grading/#graduatetext>

## Academic Integrity

UTEP has a code for academic integrity. This code prohibits academic dishonesty. Students are asked to review this code, which is outlined in the Handbook of Operating Procedures <https://www.utep.edu/hoop/section-2/student-conduct-and-discipline.html>

## Regarding COVID-19 Precautions

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible,

so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area. For more information about the current rates, testing, and vaccinations, please visit <https://www.utep.edu/resuming-campus-operations/> or [epstrong.org](http://epstrong.org).

Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course activities may be transitioned to remote delivery.

### Accommodation Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship to the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148 or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and The Center for Accommodations and Support Services at The University of Texas at El Paso at <https://www.utep.edu/student-affairs/cass/> or the CASS office in Room 108 East Union Building.

### Technology Requirements

Several of the learning activities and course content are delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook, and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

### Course Communication

There are a number of ways we can keep the communication channels open:

- Office hours: Virtually via Zoom or Blackboard Collaborate: Tuesday, 4 to 6 PM & Wednesday, 10 AM to 12 PM; set up an appointment by email; In-person: days of F2F classes from 4:30 to 5:30 PM. Other times and platforms by appointment.
- Email: UTEP e-mail is the best way to contact me. I will attempt to respond to your e-mail within 24-48 hours of receipt. In your case, please check your UTEP email regularly.
- Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

### Netiquette (Network etiquette)

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette guidelines in mind.

- Always consider the audience. This is a graduate-level course; therefore, all communication should reflect polite consideration of others' ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

### Instructions for Accessing the Course Online

You must have a UTEP e-mail ID and password before you can access Blackboard. UTEP automatically generates an e-mail ID for you when you are entered into the system. If you do not have an ID or do not remember the ID or password, call the Help Desk at (915) 747-5257.

You can access Blackboard by following the steps outlined below.

- Go to <http://my.utep.edu>
- Your login is your e-mail id and your password is your e-mail password;
- Once you are in the My.Utep space, you can find the link to Blackboard near the top of the webpage;
- Once you are logged into Blackboard, you will find all the courses you are registered for, under the appropriate semester. Click on your course title to access the course.

### Late Policy

If you have extenuating circumstances or require accommodations, you must speak with the professor before the assignment's due date. Work is due at 11:59 pm on the assigned due date, unless otherwise noted on the class calendar (times and requirements may vary by assignment; review the class calendar carefully).

### Assignments and Student Evaluation

Discussion Boards (Total 10 points: 2 points per discussion board; 5 discussion boards). On selected weeks (5), students will be responsible for participating in class discussion boards. Prompts will be made available every Wednesday for you to respond to engage that week's readings. Your initial entries need to be between 250-400 words and cite the readings as part of your responses. You are also required to respond to at least 2 of your peers. All entries and responses are due before 11:59 PM every Wednesday.

### Short papers (Total 90 points: 3 papers – 30 points each)

There will be three brief papers due throughout the semester. Each brief must address a topic related to the topics covered in each module. Each brief should not exceed ten pages, not including the bibliography, and must be submitted via Blackboard. Each short paper must be typed following APA guidelines. Details regarding the assignment will be presented during the first class.

Short Paper	Module	Due date
First	Module I. Schools as organizations	10/12
Second	Module II. Reforming schools	11/9
Third	Module III. Schools in the post-pandemic context	12/7

### Grading Scale

In this course, letter grades signify generally the following about your performance:

A = Excellent or superior

B = Good

C = Average

These letter grades will be expressed numerically as follows:

A=90-100    B=80-89    C=75-88

Assignment of an incomplete (I) is given only in exceptional circumstances. An incomplete ("I") will be given only when there is a documented medical or family emergency and only if the student has passed the first half of the course. Arrangements for the "I" and its removal should be initiated by the student and agreed to by the instructor prior to the deadline for the final paper.

For more information on this policy please see the UTEP's Graduate Catalog, 2023-2024, <http://catalog.utep.edu/policies-regulations/attendance-grading/#graduatetext>

Syllabus EDAD 5380/6381

**Tentative Course Schedule**

Date	Module/Topic	Reading/Assignment
8/31	Welcome, introductions, and overview of the course; discussion of assignments	Harris, Ch.1
<b>Module I. Schools as organizations</b>		
9/7	Topic: Making sense of organizations	Bolman & Deal, Ch. 1  Discussion Board
9/14 Online class (synchronous)	Topic: School as a social system	Hoy & Miskel, Ch. 14
9/21 Online class (synchronous)	Topic: Whole-system reform	Fullan, Ch.1
9/28	Topic: Learning Organization	Smith  Discussion Board
10/5 Online class (synchronous)	Topic: School Leadership Guest:	Leithwood et al.; Tschannen-Moran et al.
<b>Module II. Reforming schools</b>		
10/12	Topic: Continuous improvement in education	Park et al.  Due: First short paper
10/19 Online class (synchronous)	Topic: Comprehensive School Reform	Slavin
10/26 Online class (synchronous)	Topic: Effective School Framework Guest:	TEA Effective School Framework and Redesign Model  Discussion Board
11/2	Topic: Improving Schools in Challenging Contexts	Harris; Bryk  Discussion Board
<b>Module III. Schools in the post-pandemic context</b>		
11/9	Topic: Post-pandemic Education	DOE Office of Civil Rights  Due: Second short paper
11/16 Online class (Asynchronous)	Topic: Leadership during crisis Guest:	Okilwa & Barnett  Discussion Board
11/23	Thanksgiving	
11/30 Online class (synchronous)	Topic: Educational technology and the Digital Divide	Sancho; Mann et al.
12/7	Topic: The future of education  Course Evaluation	Fullan et al.; Rincones et al.  Due: Third short paper

## Syllabus EDAD 5380/6381

### Reading Materials

Required readings will be distributed via Blackboard.

Bolman, L. G., & Deal, T. E. (2017). *Reframing organizations: Artistry, Choice, and Leadership* (6th ed.). Jossey-Bass Publishers.

Bryk, A. (2010). Organizing Schools for Improvement. *Phi Delta Kappa*, 91(7), pp. 23-30.

Fullan, M. (2010). *All systems go: the change imperative for whole system reform*. Corwin.

Fullan, M., Quinn, J., Drummy, M., & Gardner, M. (2020). *Education reimaged: The future of learning. New Pedagogies for Deep Learning and Microsoft Education*. <http://aka.ms/HybridLearningPaper>

Harris, A. (202). *School Improvement: What's in it for schools?* Routledge Falmer

Harris, A. (2010). Improving Schools in Challenging Contexts. In Hargreaves, A., Lieberman, A., Fullan, M., & Hopkins, D. (Eds.). (2010). *Second international handbook of educational change*. Springer.

Hoy, W. and Miskel, C. (2013). *Educational Administration: Theory, Research, and Practice*. (9<sup>th</sup> ed.) McGraw Hill.

Leithwood, K., Seashore, K., Wahlstrom, K., Anderson, S., Mascall, B., and Gordon, M. (2010) *How Successful Leadership Influences Student Learning: The Second Installment of a Longer Story*. In Hargreaves, A., Lieberman, A., Fullan, M., & Hopkins, D. (Eds.). (2010). *Second international handbook of educational change*. Springer.

Mann, B. Li, W. & Besnoy, K. (2021). Digital divides: K-12 student profiles and online learning. *Education Policy Analysis Archives*, 29(112), pp. 1-20.

Okilwa, N. & Barnett, B. (2021). Strategies and practices of leading schools during the current COVID-19 crisis. *International Studies in Educational Administration (ISEA)*, 49(3), pp. 61-81.

Park, S. et al. (2013). *Continuous Improvement in Education*. Carnegie Foundation for the Advancement of Teaching.

Rincones, R., Peña, I. & Canaba, K. (2021). A Call for Rethinking Schooling and Leadership in the Time of COVID-19. *Frontiers in Education section Leadership in Education (Special Issue)*, January 2021. <https://doi.org/10.3389/educ.2020.61807>

Sancho, J. (2010). Digital Technologies and Educational Change. In Hargreaves, A., Lieberman, A., Fullan, M., & Hopkins, D. (Eds.). *Second international handbook of educational change*. Springer.



Slavin, R. (2007). Comprehensive school reform. US Department of Education, Institute of Education Sciences. Washington, DC.

Smith, M. (2001). Peter Senge and the learning organization. Infed.org.  
<https://infed.org/mobi/peter-senge-and-the-learning-organization/>

Texas Education Agency (nd). Effective Schools Framework. <https://texasesf.org/>

Texas Education Agency (nd). School Redesign Models.  
[https://tea.texas.gov/sites/default/files/School%20Redesign%20Model\\_Close%20Consolidate.pdf](https://tea.texas.gov/sites/default/files/School%20Redesign%20Model_Close%20Consolidate.pdf)

Tschannen-Moran, M. & Gareis, Ch. (2015). Principals, trust, and cultivating vibrant schools. Societies, doi:10.3390/soc5020256

US Department of Education, Office of Civil Rights (2021). Education in a Pandemic: The Disparate Impacts of COVID-19 on America's students. Washington DC.