Instructor:
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Class: Tuesday and Thursdays, 5:40pm – 7:10pm
- Session 1: 3/9 & 3/11/21
- Session 2: 3/16 & 3/18/21
- Session 3: 3/23 & 3/25/21
- Session 4: 3/30 & 4/1/21
- Session 5: 4/6 & 4/8/21
- Session 6: 4/13 & 4/15/21

Location: Remote

Office Hours:
By appointment

COURSE OVERVIEW

Background
Once a world leader in educational performance, the U.S. now faces a national crisis in education. As a whole, the U.S. public education system does not prepare students who are ready for college or competition in the global marketplace. In fact, students in the U.S. perform significantly less well academically than their peers from other industrialized nations: Of 35 OECD countries, the United States now scores 31st in math, 19th in science, and 20th in reading, as measured by the Program for International Student Assessment (PISA) in 2015. In addition, there is a persistent student achievement gap along income and ethnic lines. We have seen no progress toward closing SES-based achievement gaps since the 1960s and no progress toward closing the black-white achievement gap since 1990.

Over the last decade, a number of results-oriented leaders in states, districts, charter management organizations, and nonprofits have led the reform of U.S. public education. These leaders bring a sense of urgency and new strategies to address current challenges, but also, face significant resistance or political challenges. One facet of this is the human capital challenge facing K-12 public education and what it takes for leaders to make change in districts, and communities by leveraging human assets and the change process.

Course Description
This course will focus on this human capital challenge within change leadership. Teacher and principal effectiveness are the two most important school-based factors impacting student achievement. To ensure all students achieve at high levels, it is critical to have an effective teacher in every classroom and effective leader in every school. Students will examine critical human capital issues and innovative strategies designed to drive higher academic achievement for all students in the context of Hewitt’s 5C Framework for Leading Change. Students will analyze entrepreneurial solutions to prepare, recruit, select, train, evaluate, and retain effective teachers and school leaders, specifically leaders of color, and leadership approaches to bring about systemic change. Students will walk away with a working understanding of major urban systems reform.
Learning Objectives
This course is designed with the following learning objectives for students:

- Understand the current and evolving context of public education in the United States
- Examine the key levers for education reform (particularly in the realm of human capital / talent management), innovative strategies, and their results
- Explore how business, leadership, and management practices can increase educational effectiveness and lead to higher student achievement
- Identify how skills and concepts developed through other courses are applicable to education, specifically how school reform is a model for organizational change and profiles in leadership.

Norms for Remote Instruction
1. Every class member will be expected to have their camera on, and in a quiet environment for class.
2. The course will utilize several tools such as YellowDig, FlipGrid and Nearpod. Students will be expected to complete assignments in the tool as required and submit when detailed in the syllabus.
3. Many classes will include pre-recorded webinars so that class time may be used for discussion.

Required Readings and Tools
The required readings and cases are available on the Canvas Education Leadership course page and in the linked Library Reserves. Surveys will take place on Canvas and class discussion will be on chat and YellowDig.

Course Progression (At a Glance)

<table>
<thead>
<tr>
<th>Session # &amp; Date</th>
<th>Topic</th>
<th>Description</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A March 9</td>
<td>Setting the Stage – The Education in the U.S.</td>
<td>Explore current challenges facing US public education</td>
<td>N/A – 5 Cs Framework</td>
</tr>
<tr>
<td>1B March 11</td>
<td>Change Model: Hewitt/AON 5Cs</td>
<td>Identify human capital issues and impact of COVID in 2020</td>
<td>Dr. Martin West, HGSE &amp; Editor, Education Next</td>
</tr>
<tr>
<td>2A March 16</td>
<td>Building a Diverse Teacher Pipeline and Management System</td>
<td>Consider ways to recruit, select, and prepare teachers</td>
<td>Ms. Vicki Bernstein, NYC Department of Education</td>
</tr>
<tr>
<td>2B March 18</td>
<td>Commitment</td>
<td>Study the impact of teacher leadership on retention</td>
<td>Mr. Daniel Weisberg, CEO of TNTP</td>
</tr>
<tr>
<td>3A March 23</td>
<td>Choice and Charter Schools</td>
<td>Examine the role of choice in education reform</td>
<td>N/A</td>
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<tr>
<td>3B March 25</td>
<td>Communication</td>
<td>Analyze challenges in scaling a CMO: Success Academy</td>
<td>Mr. Jim Manley, Founder, Harlem Success 2/KIPP Supt</td>
</tr>
<tr>
<td>4A March 30</td>
<td>Managing Human Capital – DC Public Schools</td>
<td>Discuss Washington, DC’s change through human capital</td>
<td>N/A</td>
</tr>
<tr>
<td>4B April 1</td>
<td>Capabilities</td>
<td>Explore teacher evaluation, and the role of labor unions</td>
<td>TBD</td>
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### Session Details

**Session 1A & B: Setting the Stage – The Need for Excellent Education**

The first two sessions will set the stage for the rest of the course by exploring the current issues and challenges facing public education in the United States.

In **Session A**, we will discuss the achievement gap, economic impact of our educational system, and U.S. ranking among world nations. We will look at four principal reform efforts today - the *standards movement and test-based accountability, human capital innovations, charter schools, and federal and state-mandated turnaround efforts*. All four have had, at best, mixed results. We will close with a review of course scope and expectations. We will then accelerate from the past to the present to situate our current COVID-19 experience.

In **Session B**, we will listen to a current expert in K-12 education, Dr. Martin West, a professor at Harvard’s Graduate School of Education, and the publisher of *Education Next*. Together with Dr. West, we will identify factors and conditions that have led to the current state of US education. Utilizing the 5 Cs’ organizational change model, with thanks to Hewitt Associates, now Aon, we will begin to analyze types of change.

**Readings & Speaker**

**Session A – March 9**

- **Required**
  - Module – via Canvas. *Introduction to Change Management*, Erin McMahon

**Session B – March 11**

- **Required**
Listen to Pod Save the People: Ask All The Questions (with Dianne M. Stewart). Start at minute 13:26 and listen through minute 19.20 with Kaya Henderson, former DCPS Chancellor.

- **Optional**

- **Speaker**
  - Dr. Martin West, Harvard Graduate School of Education, Editor of Education Next, Board Member, Massachusetts Department of Education

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**Session 2: Commitment: Building a Teacher Pipeline and Performance Management System**

In order to ensure an effective teacher in every classroom, we must start by effectively recruiting, selecting, and preparing our teachers. In Sessions 2 A & B, we will review the effectiveness of teacher preparation programs and explore approaches — including pathways such as The New York City Teaching Fellows (NYCTF) — to understand how and why teachers enter the profession, prepared or unprepared, for the challenges ahead. Vicki Bernstein will join us from the New York City Department of Education to unpack this new case on NYCTF, laying out the original vision for the Teaching Fellows that drew a workforce from across NYC to teach in 2001!

In Session 2B, Dan Weisberg, CEO of the New Teacher Project, will present current findings and research on teacher pipelines and performance management, including factors that grow and keep teachers (professional development, compensation, evaluation, retention, satisfaction, roles in leadership that allow them to stay in the profession). We consider how teachers are valued in other countries and the impact of the quality of education. We also explore the factors influencing teacher retention that fall far outside the classroom.

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**Readings & Speakers**

**Session A – March 16**

- **Required**

- **Optional**

- **Speaker**
  - Ms. Vicki Bernstein, New York City Department of Education

**Session B – March 18**

- **Required**

- **Optional**

- **Speaker:** Mr. Daniel Weisberg, Chief Executive Officer, The New Teacher Project (TNTP)
Session 3: Communication: Examining Choice and Charter Schools

This session will examine the role that charter schools play in the changing landscape of education reform and the challenges involved in scaling high-performing schools. Students will learn about school choice, review data on student learning in charters, and focus on scaling effective charters through the lens of Success Academy, one of the most successful charter networks in New York City and school system in New York State.

From a change management perspective, we will consider the communication (intended and unintended) between Success staff and its families. We consider what people know about charters (moving from unaware to aware) and how Success uniquely lays out its value proposition to students and families.

Readings & Speakers

Session A – March 23

- **Required:**

- **Optional:**

Session B – March 25

- **Required**

- **Optional**

- **Speaker**
  - Mr. Jim Manly, Founder of Harlem Success 2; current Superintendent, KIPP NYC

Session 4: Capabilities: Managing Human Capital – DC Public Schools and Teacher Evaluation

We will discuss Washington, DC as a school system that focused on human capital as the foundation for its reforms. We will consider what capabilities – systems, structures, processes – DCPS built in order to provide teachers and leaders with the training and professional development to be effective. As part of Session 4, we will explore some of the more controversial topics in education – teacher evaluation, associated rewards and consequences, and the role of labor unions in education reform. During Session A we will focus on Chancellor Michelle Rhee’s tenure as leader of DC Public Schools; we will then examine the hand-off between Chancellor Rhee and her successor, Chancellor Kaya Henderson. Together, we will look at how DCPS’ long term efforts to
increase in capabilities fueled DC’s record and sustained growth over the last decade. In these sessions we will return to the themes of “emergent versus planned” changes and that impact on organizational change.

Readings & Speakers

Session A – March 30

- Required

Session B – April 1

- Required

- Optional

- Speaker
  - To be confirmed. Last year’s speaker was Kaya Henderson, former Chancellor, DCPS.

Session 5: Consequence: Principal as CEO and Instructional Leader

In order to provide an excellent education for all students, all schools need great leaders. We will discuss strategies to recruit, select, prepare, and support school leaders who can transition from being managers of the status quo to instructional leaders who are CEOs and agents of change. We will explore theories of action to measure performance and hold school leaders accountable for results. After discussing one school district’s approach to supporting principals, we will discuss efforts to improve principal quality across the nation.

Session A – April 6

- Required

- Optional
Session B – April 8

● Required

● Optional

● Speakers: Leadership Panel
  o Nancy B. Gutierrez, Ed.L.D., President & CEO, Leadership Academy
  o Patrick Jones, Vice President of Diversity, Equity and Inclusion, The Mind Trust (Indianapolis)
  o Christine Loughlin, Superintendent, District 3, New York City Department of Education
  o Edgar Lin, Principal, Brooklyn, New York, New York City Department of Education

Session 6: Culture: District Transformation – Newark Public Schools

Our second session will explore systemic transformation at the district level. This session provides an opportunity for students to explore how one superintendent used multiple levers to transform a school district and achieve results for students. We will have a candid conversation about the opportunities and challenges of implementing rapid, large-scale change to drive student achievement. We will examine the opportunities and challenges at the district level, the impact of politics and defenders of the status quo, and the leadership moves a superintendent made in an effort to lead, scale, and sustain significant changes.

Session A – April 13

● Required
  o Case: The Trading Post is Closed: Cami Anderson in Newark Public Schools. Lynn Jenkins & Dan Katzir, Stanford Graduate School of Business, Case L-27, 04/07/2015.

● Optional

Session B – April 15

● Required
This course has two distinct components: 1) classroom discussions and 2) a team-based paper.

**Classroom Sessions**

The class meets weekly for 12 sessions of 1.5 hours per class. Class sessions include a combination of case-based discussions and expert speakers to help students learn about real organizations, leaders, the challenges they face, and the strategies they employ to address those challenges.

Case studies and/or guest speakers will form the primary basis for classroom discussion and assignments. Most cases or speaker presentations will be supplemented with research publications, technical notes, news clips and/or videos to deepen students’ understanding of the context and issues. Experts who visit the class as guest speakers will give students’ exposure to leaders in the field and provide opportunities for candid conversations about what is and is not working and why.

**Final Performance Task**

Students will work in a team of four to analyze how a leader we studied approached organizational change and how he/she addressed human capital challenges as part of his/her reform. This project is designed to give students an opportunity to understand the big and small details of organizational change, in the context of human capital in the K-12 education sector. Students will apply conceptual frameworks learned in classroom discussions, and recommend strategic solutions. Students may choose their teams or be assigned; particular attention should be given to the leadership moves each leader made.

All speakers and case studies from the course are approved topics. Should students have alternative ideas, approval must be granted by the professor. Students will submit change management plans ahead of time (see dates below) and produce a video on FlipGrid prior to the final day of the course (Thursday, April 15, 2021).
Students will be evaluated according to the following criteria:

- Asynchronous Modules: 10%
- Attendance and Participation: 35%
- Weekly Surveys: 25%
- Final Performance Task: 30%
  - Change plan: (20%)
  - Team video: (10%)

**Attendance and Participation (35%)**

This course adheres to Columbia Core Culture. Students are expected to be present, prepared, and active participants. Due to the highly collaborative and interactive nature of this class, it is critical that all students attend every class meeting. If you must miss class for a legitimate reason, please notify the instructor in advance via e-mail. It is the discretion of the instructor to approve the absence. To receive full credit for participation, students participate thoughtfully in discussions via Zoom chat and break-out sessions.

- Attend all classes (points will be deducted for unexcused absences)
  - Arrive on time to Zoom meetings; cameras on and sound off at the beginning
  - Use the standard Columbia background and provide your full name (with pronouns if desired)
  - Engage actively throughout the class
  - Stay for the full duration of the session
  - Limit eating to a drink; do not eat on camera

- Lead and actively participate in classroom discussions – Effective class participation includes:
  - Significant contributions to class discussion, including building on each other’s comments
  - Critical thinking skills – evidence of case analysis, deep understanding of the readings, and ability to identify implications of the readings for the case/issues discussed in class
  - Ability to take a stand – share your perspective on cases/various education reforms and provide evidence to support your position, expect cold calling
  - Empathy and willingness to test new ideas and push the class discussion forward
  - Ability to link course concepts from readings and prior classes
  - Effective introductions and thoughtful questions of guest speakers

- Credit will not be given
  - If a student goes off camera more than 5 minutes consistently across class sessions, unless when directed by the instructor.

**Asynchronous Modules - Introduction to Change Management (10%)**

In order to situate education reform in the context of organizational change, all students will view three modules, distributed over the class. Understanding of core concepts in organizational change will contribute to both class discussion and will be required for the Final Performance Task.

**Weekly Surveys (30%)**
In order to prepare for each class discussion, students will read materials and complete a weekly survey by 5:00 pm on Sunday before each class. Survey responses play a key role in determining the structure, focus, and facilitation of each session, so it is important to complete surveys with thoughtful responses and on time.

Weekly Surveys and Assignment Expectations:

- Complete weekly online surveys; the first one will be in the form of a FlipGrid video
- Submit each survey by Monday at 11:59pm before class. Late surveys will receive half credit
- Complete all readings in advance of the relevant session
- Respond thoughtfully to assignment questions
  - Answer every question
  - Take a stand on issues and provide evidence for your position
  - Submit questions for upcoming guest speakers
- Provide feedback on class facilitation/guest speakers (feedback is for course improvement; no grade)

**Final Performance Task (30%)**

Each team (3-4 students) will explore a leader in the course, and act as a team of advisors to that leader. The team will create a 2-3 page change plan for the leader; the purpose of the plan is to enable the leader to gain buy-in and communicate a new course of action. Once completed, the teams will prepare a short presentation component that will be viewed during the final two sessions.

Performance Task Expectations:

- **Partner with a team** to analyze and make a coherent plan that incorporates your analysis.
- Write a **high-quality plan** that demonstrates a clear understanding of the change and the challenges.
- From the high quality plan, **create a video, up to 5 minutes long**, sharing your plan to the leader.

As part of the plan:

- Name the end state of the change (what does the leader hope to accomplish)
- Provide a brief (up to 1.5 pages) summary of the challenges facing the leader using each “C” within the high quality plan. Identify the biggest barrier(s) from the Hewitt/Aon 5C change management model
- Apply course concepts from this class as well as other relevant Change Management courses (i.e Prof. Jick’s Organizational Change) to inform your analysis and recommendations
- Complete the course reflection questions

Timeline and Deliverables:

- **Monday, March 19, at 11:59 pm** – Performance task preference survey due: topics and team members
- **March 26, at 11:59 pm** – Submit outline of performance task on Canvas
- **March 30 & April 1** – Mid-course check-in with project teams before and after class to review the outline of your plan (via zoom)
- **Friday, April 9, 11:59pm** - Plans uploaded to Canvas; instructor and TA review weekend of 10-11th
- **Wednesday, April 14th @ 11:59pm** – Team videos uploaded to Flipgrid.

Support

Teams are encouraged to schedule time with the TA and professor using email provided above.