

Exhibit 1:

Course Highlight: ED 7312

Leadership and Organizational Change

Barry Aidman, Assistant Professor, CLAS

Each time I have taught ED 7312, Leadership and Organizational Change, I have modified the readings, activities and assignments based on student feedback and to reflect new learning in the field. This exhibit includes the following:

- Syllabus
- One student's change signature paper with my feedback. Each student was asked to write a short paper that describes his or her own unique change signature.
- A story that a student wrote for the class that was published. Each student was asked to write and present a 3-5 minute story designed to improve an organization's culture or clarify an important expectation or belief.
- A reading response a student wrote in the form of a poem. This was an unusual and creative reading response. Each student was asked to reflect on the readings in writing for at least 8 of the class weeks.

Texas State University-San Marcos
College of Education
ED 7312 Leadership and Organizational Change
Spring 2016
Syllabus

Instructor: Barry Aidman

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Office hours: by appointment

Office Location: ASB South 312

Class Meetings: Monday, 6:30 p.m.–9:20 p.m., January 25-May 2, 2016

Class Location: Main Campus-Education Building 4061

Catalog Description

This course will familiarize students with different perspectives on organizations, different paradigms by which they might be viewed, and a survey of research done on organizations, organizational leadership and change.

Course Goals

Students engaged in this course will

1. Examine, discuss and describe basic leadership theories, concepts and skills.
2. Identify, analyze and utilize various conceptual frameworks for thinking about and understanding organizations.
3. Understand and explain various theoretical constructs and models of change in complex environments.
4. Identify and describe the knowledge, skills and attitudes needed to successfully negotiate and implement change within various organizational contexts.
5. Recognize and develop their own views and perceptions of leadership, change and organizations.
6. Read, analyze, and respond to a variety of studies, essays, reports and texts.
7. Explore, identify and describe research interests, ideas and possibilities.

Required Texts

- Bolman L. G. & Deal, T. E. (2013). *Reframing Organizations: Artistry, Choice & Leadership (5th edition)*. San Francisco, CA: Jossey-Bass.
- Additional required readings will be posted on TRACS.

Academic Integrity

Students are expected to maintain high standards of intellectual integrity in accordance to the policies on academic dishonesty and plagiarism. Any student who violates the Honor Code may be subject to academic penalties and disciplinary action. Please consult the Texas State University Honor Code: <http://www.txstate.edu/effective/upps/upps-07-10-01.html> for full details.

Accommodations

Texas State University seeks to provide reasonable accommodations for all qualified individuals with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required affording equal educational opportunity. It is the student's responsibility to register with the Office of Disability Services and to contact the faculty member in a timely manner to arrange for appropriate accommodations.

Tentative Schedule of Assignments and Topics

Some adjustments to this course syllabus may be made during the semester. Any changes will be communicated as soon as possible.

Severe Weather and Other Emergencies

In case of severe weather or other emergency, I will do my best to communicate with everyone via email, text, or phone regarding any changes to our class schedule. If you have not heard from me and are unsure, please contact me. Exercise your own best judgment regarding the safety of your travel based upon local conditions. Pay attention to local media outlets and www.txstate.edu, the university's website, for updates on the university's operating schedule. You are encouraged to register your cell phone number for emergency text alerts by accessing the following link: www.emergencyinfo.txstate.edu.

Course Expectations

1. We will strive to promote an atmosphere and classroom culture that mirrors what we know about learning organizations and that supports our goals. It is important that we create a space that allows participants to try out new ideas, share opinions, and take reasonable risks. In order to create a positive learning environment, please
 - a. Attend each class meeting and arrive on time, including after breaks. If an extenuating circumstance or emergency arises, contact the instructor as soon as possible to discuss the situation.
 - b. Prepare carefully and participate actively by completing all readings and assignments on time and with quality.
 - c. Be actively involved in class by listening carefully and contributing thoughtfully and substantively to discussions, tasks, and assignments. Ask questions of each other. Share ideas and provide space for everyone to participate.
 - d. During class, the professor may ask different students to take the lead in responding to or addressing selected concepts or passages from the readings. Bring readings to class in electronic or hard copy format, as we will refer to them during our discussion and activities.
 - e. If possible, bring a laptop or mobile device to class so that you can access readings, assignments, TRACS, and the Internet, as appropriate.
 - f. Turn all communication devices off or to silent mode. Close your laptop if you are not accessing course materials. Please do not surf the web, read or respond to email, or text during class. If you have an emergency, please let the instructor know.

- g. Demonstrate respect for the views and opinions of others. Disagreement and debate are encouraged. Intolerance for the views of others is not. Conversations may become contested or uncertain at times, so commitment to professional, scholarly and respectful discourse is important.
 - h. Encourage a climate of individual growth, collaboration and support within a learning community. Show an awareness of each other's needs. Recognize and celebrate each other's ideas, contributions and accomplishments.
 - i. Be open. Engage in genuine inquiry and application. Look for connections between this class, other classes, and your personal and professional life experiences.
 - j. Practice self-assessment and reflection.
 - k. Communicate learning needs promptly and appropriately.
 - l. Abide by the time allocations for student presentations.
 - m. Check Forums in TRACS at least two times per week. Think through and reread your comments before you post them. See Discussion Forum Guidelines below.
2. It is important that students produce work that is of high quality for educational leaders and graduate students. It is expected that students will
 - a. Produce writing that is original, thoughtful, clear, well organized, and well-researched. See section above titled Academic Integrity.
 - b. Make coherent connections to concepts discussed in class, the literature, and your experience, citing sources as appropriate.
 - c. Page amounts are provided as guidelines, not strict requirements.
 - d. Write well. All written work should be free of grammatical and spelling errors.
 - e. Obtain feedback from a trusted colleague or friend prior to submitting papers. Revise, edit and proofread carefully.
 - f. Follow APA guidelines and format. Use 12-point standard font with one-inch margins. Use double-spacing. Include name in the header. Include page numbers. Include a cover sheet with paper title, your name, course and date.
 - g. Submit work in a timely manner via Dropbox in TRACS by the date it is due. Paper copies of assignments are not needed unless specifically requested.
 - h. Electronic files should be submitted in Word (so that I am able to review and provide feedback electronically) and labeled with the student's last name, first initial and assignment, for example: aidmanb_casestudy.doc.
 3. Emails to students will be sent to your Texas State email address. This address can be set to forward to another email address if desired. Please check this account regularly for any updates regarding the class or assignments.
 4. Papers and assignments will be returned with feedback via email or Dropbox on TRACS. Grades will be written on returned assignments. They will not be posted on TRACS Gradebook.

Discussion Forum Guidelines

1. The discussion forum is a place for you to reflect on the course content, express your ideas and opinions, and learn from the insights of your colleagues.
2. If you click the Start a New Conversation button at the top of a forum topic and then post a message, you create a new cluster of messages within the forum. To add to an existing conversation, click a message and then click Reply and respond to the post.
3. Be sure you are responding to the specific post or Conversation within the forum with which you would like your response associated.
4. Think of your postings in terms of a contribution to a dialogue. Comments posted on TRACS should be thoughtful, well-written, respectful, connected to the course content and comments of others, and have enough substance to stimulate additional dialogue. Make your posts clear and pertinent. Provide supporting evidence, including citations, as appropriate. Offer clarifying examples for complex and abstract ideas. Include open-ended questions that invite further discussion.
5. Accept some responsibility for the success of the discussion. Return to the forum and respond to a classmate who has responded to you to get the dialogue going.
6. Focus on the content of the responses. Do not criticize grammar and spelling.
7. Don't send or post messages using ALL CAPS. It is equivalent to SHOUTING.

Class Meetings

Each meeting of the course will typically include a combination of some of the following activities: (1) individual and small group work to define, discuss and give meaning to a concept or issue being considered; (2) participation in an activity, case study or simulation focused on a particular topic; (3) reflective writing; (4) guest speaker or panel; (5) class discussion of readings and assignments; (6) a presentation by the instructor; and (7) presentation by a student or group.

Course Assessment

Assignment	Portion of Final Grade	Due Date
1. Four frames analysis	30%	Initial proposal--February 15. Final project--April 25
2. Your change signature	20%	March 7
3. Reading responses for at least 8 class weeks	20%	Prior to class
4. Three minute story	15%	To be assigned
5. Participation and attendance	15%	Self assessment--May 2

Grading Scale

90–100 = A 80–89 = B 70–79 = C 60–69 = D <60 = F

Assignments

1. **Four Frames Analysis (30%-initial proposal due February 15; final project due April 25)**

- a. Identify an important organizational system, problem or initiative that poses a challenge. The situation should be complex and robust enough to analyze from multiple perspectives.
- b. Write a 2-3 page description of the situation and rationale, based in the literature (with citations), explaining why the issue is important and deserves to be addressed. **(Due February 15)**
 - i. Clearly describe the issue, providing information about the setting, the people, and the most important facts, as you understand them. Include relevant data and artifacts in order to create a picture of the situation. If possible, collect as much additional information as you can about the situation. For example, you might be able to interview some of the people involved or obtain some of the documents.
 - ii. You will receive feedback regarding the issue so that you can move forward with the analysis.
- c. Develop guiding questions that address the problem from various perspectives. Think about the following elements
 - i. Structural issues (e.g. structure, goals, technology, size).
 - ii. People issues (e.g. management style, group process, interpersonal relations).
 - iii. Politics (e.g. Conflict? About what? Between whom?).
 - iv. Symbols (e.g. culture, symbols, myths, rituals).
- d. Write an 8-10 page paper that analyzes the situation from the structural, human resource, political and symbolic frames, using the four-frame analysis as a tool for diagnosis and action.
 - i. Devoting comparable attention to each of the four frames, explain the situation, the context, what alternative courses of action are suggested by each of the four frames, and a rationale and recommendation for action. Refer to and cite additional sources as appropriate.
 - ii. Explain challenges and indicators of success, as well as anticipated consequences of various alternative courses of action.
 - iii. You may choose to identify the organization or individuals or use fictitious names if you are concerned about confidentiality.
- e. Presentation (10 minutes)
 - i. Unlike the paper, the presentation will not be able to cover your entire analysis.
 - ii. Think of a way to highlight your important points and key learning.
 - iii. If you have any visuals or handouts for your presentation, submit in Drop Box.
- f. Reflection (1-2 pages--include as an appendix to your paper)
 - i. What did you learn about yourself and the organization through this process?
 - ii. How useful were the four frames in helping you to clarify alternative courses of action and develop a rationale for your ultimate recommendations?
 - iii. How well does your presentation capture the essence of the organizational problem and analysis?

- g. Submit your paper, presentation and reflections in Drop Box (**Due April 25**).

2. Your Change Signature (20%-due March 7)

- a. Everyone has experienced change and has a “change signature,” one or more characteristic ways of dealing with change as a change leader, intermediary, and/or recipient. There is no correct signature or way to lead or respond to change. For example, you may be a proponent of radical change in some circumstances, resist change initiated by others, or some variation or combination. Understanding your change signature is very important to your effectiveness and your personal attitude and philosophy about change will most likely change over time.
- b. Reflect in depth about how you think about and deal with change and explore the connections between your academic learning and personal and professional experiences with change.
- c. Describe your personal change model or change signature in a 3-5 page paper. Using and referencing materials from this class, other classes, professional readings, and experiences, describe and interpret examples of situations and behaviors in which you have engaged as a change agent and/or change recipient. Analyze the typical ways you lead, manage and respond to organizational change efforts. Have they been productive and effective? Explain why you respond the way you do and how you may or may not want to change your signature.
- d. Submit your paper in Drop Box.

3. Reading Responses (20%-due prior to class for 8 class weeks)

- a. Write a 1-2 page reflection on the readings for 8 of the class weeks.
- b. Do not summarize the readings. Use this space to raise critiques, pose questions, share thoughts, address issues, and make connections to other readings, theories, experiences, and beliefs. The goal is to encourage you to engage with the material, think deeply about the content, and make sense of your own reactions. Below are some prompts that may help you reflect about anything you find particularly interesting, stimulating, or challenging each week, and to explore questions about what you are learning in the course. You are not required to use any of these prompts. Rather, they are designed to help you think about the assigned reading when you are unsure about what to write.
 - i. Applying what you read—Do you see ways of applying what you glean from the readings to your own experiences? To programs or places where you have worked? To innovations that are or should be happening in the field? Do the readings spur any new ideas you might want to implement or develop? What challenges do you foresee? How would the readings support, change, or undercut innovations you would like to see?
 - ii. Comparisons—How do the readings interact with each other? Do they support each other? Contradict each other? Raise questions or issues about other readings?
 - iii. Assumptions—Analyze your own assumptions and the assumptions made by the authors in the readings. Consider when the piece was written and who wrote it. What is the theory of change underlying the reading?

- iv. Scholarship—If the reading is a piece of research, what do you think? Are the theoretical frames, methods, results, discussion, and conclusion aligned? Is it reasonable, convincing, replicable, and important? Does anything about the paper inform your own research agenda/dissertation?
 - c. Responses should be uploaded to Drop Box prior to class. You may choose to post your reflection in Forums and respond to each other's reflections, but that is not required.
 - d. Specific responses will receive feedback but will not be individually graded. The quality and timeliness of your contributions will figure into the Reading Response portion of your grade. Any concerns will be communicated individually.
4. **Three Minute Story (15%-due dates to be assigned)**
- a. Craft and present a 3-5 minute story that reinforces a change effort, supports a value or expectation you have as an educational leader, and that will positively shape your organization's culture.
 - b. Select the audience and setting to whom you will deliver the story (i.e. faculty meeting, PTA meeting)
 - c. Write your story. The website speechinminutes.com can help you estimate how long it will take to deliver your story. Practice your delivery. Make sure you are within the 3-5 minute time frame.
 - d. Record your story in a digital format.
 - e. Present your story in class. Don't read it; tell it.
 - f. Due dates will be assigned early in the course.
 - g. At the end of your written story, write a brief reflection (1-2 pages) that describes the process you used to develop the story and what you think about it. Would you use it? Can you think of other ways to use this skill to support your organization's goals?
 - h. In Drop Box, submit your digital audio recording of your story, your written story, and your reflection.
5. **Participation and Attendance (15%-due May 2)**
- Submit a self-evaluation for participation and attendance prior to the final class. Rate yourself on a scale from 1-15 for this portion of the class and explain your rationale. Factors to be considered should include
- a. Attendance and punctuality. Each absence (full or partial) may lower your final grade in the course. Three or more absences during the semester may warrant a failing grade for the course.
 - b. Thorough preparation for each class meeting. Students are expected to come to class having completed assigned readings and activities, and be prepared with discussion issues, connections, and questions related to the readings. In addition to the major assignments, other out of class activities will be assigned and should be completed on time.
 - c. Active engagement and full participation in discussions and activities. Participation ought to evidence thoughtful reflection and advance the learning of the whole group.

ED 7312: Leadership and Organizational Change-Spring 2016
Tentative Schedule of Topics and Assignments

Date	Topic	Assignment/Readings
January 25	<ul style="list-style-type: none"> -Texas State University Reception—TASA Midwinter Conference -Introductions, overview, expectations 	Austin Hilton, Room 400
February 1	<ul style="list-style-type: none"> -Review introductions, overview, expectations, norms -Debrief--TASA Midwinter Conference -What organizations do I belong to? -Perception and conceptual frameworks -Mental models and multiple perspectives -Change in education 	<ul style="list-style-type: none"> -Bolman & Deal, Ch. 1-2 -Senge, P.M. (1990). <i>The fifth discipline: the art & practice of the learning organization</i>. New York, NY: Doubleday. Ch. 1 -Sergiovanni, T. J. (1999). <i>The lifeworld of leadership: Creating culture, community, and personal meaning in our schools</i>. San Francisco: Jossey-Bass. (Ch. 8—Deep Change and the Power of Localism)
February 8	<ul style="list-style-type: none"> -Storytelling as best practice -The human resource frame -Personality and motivation 	<ul style="list-style-type: none"> -Denning, S. (2004). Telling tales. <i>Harvard Business Review</i>, 82(5), 122-129. -Bolman & Deal, Ch. 6-8 -Toegel, M. & Barsoux, J. (2012). How to become a better leader. <i>MIT Sloan Management Review</i>. 53(3), pp. 50-60. -Bowe, A. (2005). Motivation: The art of putting theory into practice. <i>European Business Forum</i>, 20, 17-20. -Hogan, (2007). <i>Personality and the fate of organizations</i>. Mahwah, NJ: Lawrence Erlbaum Associates. Ch. 1.
February 15	<ul style="list-style-type: none"> -History and foundations of organization change -Theories and Models of Organizational Change 	<ul style="list-style-type: none"> -O'Hara, C. (2014). How to tell a great story. <i>Harvard Business Review</i>. -Bolman & Deal, Ch. 18. -Kezar, A. J. (2001). Understanding and facilitating organizational change in the 21st century. pp. 11-57 -McCarthy, J. F. (2008). Short stories at work: Storytelling as an indicator of organizational commitment. <i>Group & Organization Management</i>, 33(2), 163-193. <p>Proposal for four frames analysis due</p>
February 22	<ul style="list-style-type: none"> -Theories of Change -Logic Models 	<ul style="list-style-type: none"> -Theory of change: A Practical tool for action, results and learning. (2004). By Organizational Research Services for Annie E. Casey Foundation. -Connell, J. P. and Klem, A. M. (2000). You can get there from here: using a theory of change approach to plan urban education reform. <i>Journal of Educational and Psychological Consultation</i>, 11(1), pp. 93-120. -Six pitfalls to avoid in developing your theory of change. (2012). Blogpost from Stanford Social Innovation Website. -Logic Model Development Guide. (2004). W. K. Kellogg Foundation. -Guber, P. (2011). Telling purposeful stories: An organization's most under-utilized competency. <i>People & Strategy</i>, 31(1), 4-9.
February 29	<ul style="list-style-type: none"> -Organizational Theory and Structure -Groups and Teams 	<ul style="list-style-type: none"> -Bolman & Deal Ch. 3-5 -Morgan, G. (1989). <i>Creative organization theory a resource book</i>. Newbury Park, CA: Sage. pp. 64-67. -Hogan, Ch. 4
March 7	-Leadership Theory and Practice	<ul style="list-style-type: none"> -Bolman & Deal, Ch. 17 -Hogan, Ch. 3 -Sergiovanni, T. J. (2003). Leadership as stewardship: "Who's serving

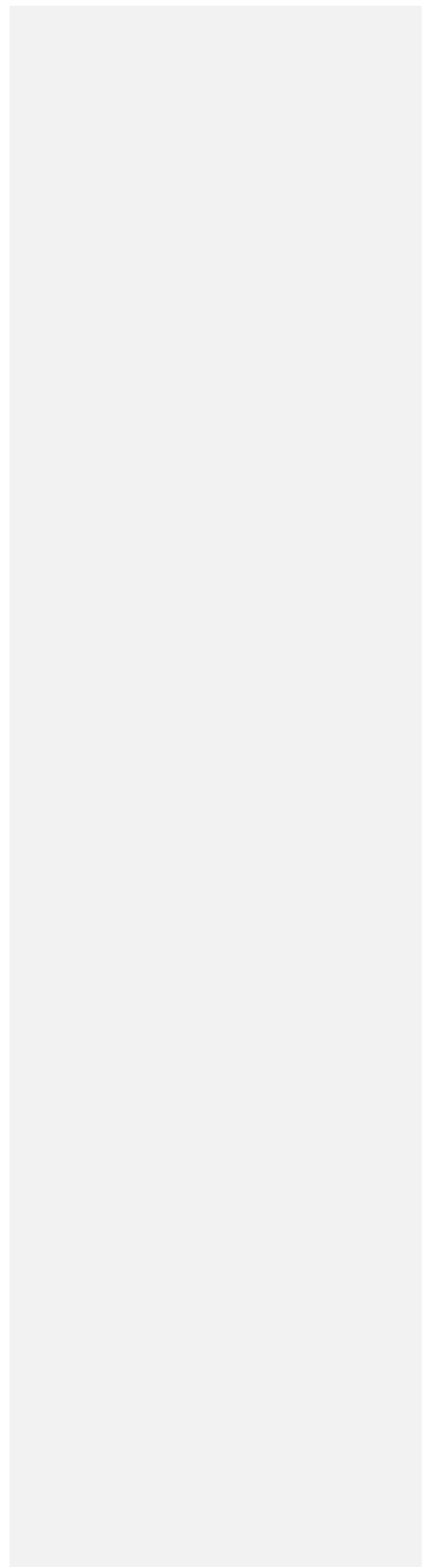
		<p>who?" in <i>The Jossey-Bass Reader on Educational Leadership</i>. (3rd edition). San Francisco: Jossey-Bass. pp. 372-389.</p> <p>-Tschannen-Moran, M. (2007). Becoming a trustworthy leader. In <i>The Jossey-Bass Reader on Educational Leadership</i> (2nd ed.). (pp. 99-112). San Francisco: Jossey-Bass.</p> <p>Change signature due</p>
March 14	No Class Meeting	Spring Break
March 21	-The Political Frame-Authority, Power, Influence and Politics	<p>-Bolman & Deal, Ch. 9-11</p> <p>-Amabile, T. M. & Kramer, S. J. (2007). Inner work life: Understanding the subtext of business performance. <i>Harvard Business Review</i>. 72-83.</p>
March 28	-The Symbolic Frame-Organizational Culture and Climate	<p>-Bolman & Deal, Ch. 12-14</p> <p>-Tsang, E. W. K. & Zahra, S. A. (2008). Organizational unlearning. <i>Human Relations</i>, 61(10), pp. 1425-1462.</p>
April 4	-Integrating Frames -Reframing in Action	<p>-Bolman & Deal, Ch. 15-16, 20</p> <p>-Walinga, J. (2008). Toward a theory of change readiness: The roles of appraisal, focus, and perceived control. <i>The Journal of Applied Behavioral Science</i>, 44 (3), pp. 315-347.</p>
April 11	No Class Meeting -Prepare for presentation	<p>-Bolman & Deal, Ch. 19 and 21</p> <p>-Starratt, R. J. (2004). "Presence" in <i>Ethical Leadership</i>. John Wiley & Sons, Inc.</p> <p>-View "Intro to Behavioral Ethics" at http://ethicsunwrapped.utexas.edu/video/introduction-to-behavioral-ethics</p> <p>-View "Intro to Giving Voice to Values" at http://ethicsunwrapped.utexas.edu/video/introduction-to-giving-voice-to-values</p> <p>-Read Texas Code of Educator Ethics. Texas Administrative Code, Rule 247.2</p>
April 18	-Leadership and Ethics -Change Leadership -Tools for Change -Presentations	<p>-Fullan, M. (2008). "Introduction: Have theory, will travel" in <i>The six secrets of change</i>. John Wiley & Sons, Inc.</p> <p>-Reeves, D. B. (2009). <i>Leading change in your school</i>. Alexandria, VA: ASCD. pp. 85-121 (Implementing Change).</p> <p>-Grogan, M. & Shakeshaft, C. (2011). "A new way: Diverse collective leadership, from <i>Women and Educational Leadership</i>, John Wiley & Sons, Inc.</p>
April 25	-Presentations	<p>-Wheatley, M. (2007). The unplanned organization: Learning from nature's emergent creativity. Retrieved from http://www.margaretwheatley.com/articles/unplannedorganization.html.</p> <p>-Murphy, J. T. (1968). The unheroic side of leadership: Notes from the swamp. <i>Phi Delta Kappan</i>, 69(9), 654-659.</p> <p>Four frames analysis due</p>
May 2	-Presentations -Final reflections and evaluation	

Change Signature

Erin Bown

Texas State University

March 9, 2015



I didn't always love change the way I do now. I enjoyed the routines of knowing when I was going to be where and anticipating everything needed to be successful. I was the type of student that always got my assignments done with a few days to spare. However, about 15 years ago, I had an experience that shifted my perceptions of reality and exposed me to a completely new way of thinking. The kind of thinking that is revealed under duress, and difficult to replicate. Finding out about your core belief structure is sometimes revealed in these defining moments.

I have been painting for 20 years. In college I developed an art form almost to soothe my mind. It is extremely intricate work, and in the moment I am fully engaged there and no where else. I use a special paint that fires to glass under intense heat. I use tubes of this paint to detail the entire surface of a piece of glass; vases mostly, but wine glasses and bowls, even some picture frames. Upon first glance it looks like a pattern of swirls and designs, but as you get closer to it you realize it is covered in words. Hidden in the design, embedded among the tiniest strokes, could be upwards of 80 words on a single vase. I love that each piece contains special names, memories, and stories. Individuals give their lists to me and each piece is personalized for them.

In 2002, I was convinced by some friends to go to the Fort Worth Art Show, a street vendor artisan gathering where work is sold, and where artists can gather feedback and make connections. As most of my work is personalized and gifted, I would need to use all of my personal collection to create my display. I was nervous, but there was something about making a public debut that felt like an important step. I got to my spot and unloaded into my 10 square feet. The canvas walls that separated me from my neighboring artists were lightly blowing in the wind. I set up shelves; some tables draped in fabric, a chair, and

Barry Aidman 3/31/2016 2:11 PM

Deleted: your

Barry Aidman 3/16/2015 12:13 PM

Comment [1]: Absolutely. Sometimes these significant events reveal our core beliefs, sometimes they shape them, and often both.

Barry Aidman 3/16/2015 12:14 PM

Comment [2]: Cool. I didn't know that.

Barry Aidman 3/31/2016 2:07 PM

Comment [3]: The "zone" or "flow". See the work of Mihaly Csikszentmihalyi. Here is a link to his TEDTalk http://www.ted.com/talks/mihaly_csikszentmihalyi_on_flow

Barry Aidman 3/16/2015 12:15 PM

Comment [4]: Wow.

made a spot for myself among the glass museum. I met the acrylic artist to my left and the clay potter to my right. We exchanged personal stories. It was the most beautiful day, the sun was shining, but it wasn't too hot.

About half way through the day, the crowds were dying down. A cloud passed overhead, and suddenly a powerful gust of wind whipped along the sidewalk market. I heard a chair fall next door, and then the canvas walls slowly swelled backwards. Suddenly, they came slapping back inward from all sides, knocking over every shelf of my display. From my chair I was able to scramble and catch two vases. Everything. Else. Shattered.

Standing in the middle of the shards of glass, I think I only partially heard the gasps and "oh my gods," under clasped mouths that came from the other artists as they peeked around the corner in disbelief. Everything slowed down. I was surprised I didn't cry. It was years of work. The only real artifacts I possessed of my own now were the two pieces in my hands, and the sparkling constellation of glass on the sidewalk around my feet.

Immediately, I found myself reassuring the artists and market goers around me that it was OK. There was literally nothing that could be done to undo what happened. It just *was*. No one could know that I had a vision in that moment of making a beautiful new installation with shattered glass and paint. I knew my time at the art show was done, but the profound experience had shifted me forever. I realized the powerful nature of time and reality of change as part of life. It's what we do with the pieces when our paradigms are shifted that define us. It has to. From that day, I recognized a calmness about change I possess, that still grounds my thinking both personally and professionally.

Fifteen years later and I am still benefitting from that experience. Personally, I have made enormous change, in ways that make even my friends uncomfortable. I move homes

Barry Aidman 3/16/2015 12:16 PM

Comment [5]: Oh no. Great writing. I want to cry.

Barry Aidman 3/16/2015 12:20 PM

Comment [6]: This is a powerful story. If you feel comfortable telling it, in public or private, many people will relate and remember.

often, I left my stable job to relocate without having a solid plan of how to make ends meet. I start projects without having a clear end goal mapped out, and I experiment with ways of eating, exercising, and living, because what other life do I have? Every time I “jumped,” a new chapter has been revealed, one that I would not **change**. This philosophy of both expecting and looking forward to change has allowed me to develop my skills as a personal coach and a stable force at work. I have often been asked to lead change efforts, and I wonder if it isn’t partially because of this lesson I learned long ago. No doubt, studying Kedampa Buddhism and meditation, the ideals of minimalism, and eastern philosophy has heavily influenced my outlook as **well**.

Barry Aidman 3/16/2015 12:23 PM

Comment [7]: Interesting. Do you attribute your new style to the Fort Worth experience?

Currently, serving as project leader for a major district initiative about technology integration has been another angle with which to view my attitude towards change and specifically toward organizational change. The topic of technology is riddled with metaphor about change. The world has changed technologically. I do believe we have come to this incredible point in our history where *how* we learn and *who* we interact with while we learn is fundamentally shifting. It continues to morph with new advancements, and old paradigms around information are shattered. Carrying these beliefs with me is helpful but also tends to be happening faster in my mind than is sometimes possible in large-scale organizations.

Barry Aidman 3/16/2015 12:23 PM

Comment [8]: I ask the question above and your writing reveals the answer in the next sentences. 😊

Michael Fullan and Phil Shlechy's work about school change has resonated with me thus far for different reasons. Fullan’s book *Statosphere* helped to shape my thinking around the possibilities of fundamental educational changes as a result of a thoughtful combination of technology, pedagogy and change management (Fullan, 2013). Schlechy, has helped to frame my thinking about student work, and embedded in that deep dive

Barry Aidman 3/16/2015 12:28 PM

Comment [9]: Great choices.

regarding the design of student work are beliefs about the extremely personal aspects of change that drive our own personal engagement to anything we commit to doing. Along those lines, in my personal relationship with the work I do, I have found that an inspirational leader has incredible and unequalled power to facilitate dramatic change.

I have been fortunate enough to work for and watch phenomenal leadership in action.

Concepts around principles of change, particularly the navigation of different structures, politics and human relationships, as outlined in Bolman and Deal (2013) have been

demonstrated. I like to consider myself a keen observer. In the world of education and

schooling, change requires a great deal of both observation and action. My goal is always to

find that balance, to observe the sunny, peaceful days, recognize when the system breaks

(or shatters), learn from the pieces, and move on to improve.

Barry Aidman 3/16/2015 12:29 PM

Comment [10]: I love that he thinks the kids should be tired at the end of the day.

Barry Aidman 3/16/2015 12:30 PM

Comment [11]: I don't think most people feel that they have been so fortunate. Sometimes we don't even know the possibilities because our experience is limited.

Barry Aidman 3/16/2015 12:32 PM

Comment [12]: ??? How? Where? When? Etc. ?

Barry Aidman 3/16/2015 12:34 PM

Comment [13]: Nice. What a great essay with some excellent writing. A splendid combination of personal reflection and connection to some key readings and authors. Thanks for sharing.

Paper grade = A

References:

- Bolman L.G. & Deal, T.E. (2013). *Reframing Organizations: Artistry, Choice & Leadership (5th edition)*. San Francisco, CA: Jossey-Bass.
- Fullan, M. (2013). *Stratosphere: integrating technology, pedagogy, and change knowledge*. Toronto, Ontario: Pearson Canada.
- Schlechty Center. (2013). About Schlechty Center. Retrieved from <http://www.schlechtycenter.org/about-the-center>

Hi Dr. Aidman,

I wanted to share with you some great news! Kappa Delta Pi's Record has agreed to publish my story about Ricky. The story I initially prepared for your class. I've included the story I submitted as an attachment for you.

Hope all is well!
Zane

Accepted for
publication:
19 May 2014



Forthcoming in the
journal: "Kappa Delta Pi
Record"

The Boy Who Learned to Read by "Saving the Earth"

Journal:	<i>Kappa Delta Pi Record</i>
Manuscript ID:	Draft
Manuscript Type:	Telling Stories
Keywords:	Special Ed/NonGT, Reading/Emerging Literacy, Elementary Education, Differentiated Instruction, Social Studies Education

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LEARNED TO READ BY SAVING THE EARTH

Abstract

Ricky, a special needs student in second grade, had difficulty with reading. Traditional approaches to teaching and learning were not working. Yet Ricky had a unique interest in garbage. This interest would transform my teaching and his learning. A school wide recycling program was developed. Each day Ricky would learn to read as he recycled trash from each classroom in the school. This story is about how Ricky learned to read by “saving the earth”.

For Peer Review Only

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LEARNED TO READ BY SAVING THE EARTH

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The Boy Who Learned to Read by Saving the Earth

A teacher at a public elementary school asked her second grade class what they wanted to be when they grew up. The classroom was filled with children proudly shouting, “I want to be a fireman,” “I want to be a doctor!”

And, then Ricky said, “I want to be a trashman!”

The class burst into laughter. Ricky looked around the room and then giggled, too.

The teacher got upset with Ricky for making a joke. But, this was no joke. Ricky really wanted to be a trashman. He would stay awake till the early morning hours to watch the garbage truck pick up trash. Often in class he was redirected from the trashcan and back to his work.

To Ricky, the dream of one day becoming a trashman was just as important as any of the other students’ dreams, but this was difficult for his classmates and teacher to understand.

Ricky was nine years old, and although older than his classmates, he was still noticeably smaller than them, too, and he struggled a great deal in school. Not only did Ricky have a learning disability, but he suffered from a genetic disorder, too. His body lacked sweat glands, which made him unable to go outside on hot days and play at recess.

I met Ricky when I took over for his special education teacher who had “had enough.” He had severe behavior problems; it was difficult for her to even attempt a reading lesson, which was apparent by his pre-K reading level after four years of schooling. As Dewey (1938) noted, not “all experiences are genuinely or equally educative” (p. 25).

I realized that sitting down with Ricky in the classroom, or even a small group setting, was not going to work. Ricky was in need of a new approach to learning. And, soon Ricky’s interests in garbage would transform my teaching and his learning.

LEARNED TO READ BY SAVING THE EARTH

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3 I thought to myself, how could I integrate Ricky's interest in garbage with his need of
4 learning to read. Finally, I realized that our school lacked a recycling program, and to get
5 started, we collected printer boxes while his classmates were at recess, we then labeled these
6 boxes as recycling and distributed them to all of the classrooms in the school.
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12 Each day I picked up Ricky for what he thought was recycling, but it was really for
13 reading. We took a large recycling bin to the end the hallway. I would then pull out a reader for
14 Ricky. He would read a story with perfect fluency—often times over and over again—before
15 going into the classroom to pick up their recycling box. Then he would empty the box into the
16 recycling bin by often mimicking the actions of a garbage truck.
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25 By the end of the week, we picked up the recycling garbage from every classroom in the
26 school, the office, gym, and nurse's office, too. From my perspective, Ricky would read over
27 100 stories a week, but to Ricky, he was collecting garbage and recycling.
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32 I had worked with Ricky for about six months when he tested at a second grade reading
33 level. His teacher could not believe the progress he had made. When she asked him, "What
34 have you been doing with Mr. Zane?" Ricky replied, "recycling." She seemed puzzled by this
35 response, but nonetheless she was excited.
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41 Then one afternoon, Ricky and I were walking down the hallway after finishing our daily
42 recycling round. Ricky had a recycling box in one hand and his book in the other, when we
43 passed by the superintendent and principal walking the other way.
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48 It was then that the superintendent asked, "What are y'all doing?"

49 I was about to respond by saying, "Going to read."
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51 But, then Ricky said, "Just saving the Earth."
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LEARNED TO READ BY SAVING THE EARTH

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References

Dewey, J. (1938). *Experience and education*. New York, NY: Macmillan

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Fullan says to stick to one theory that is underlying

And cites six secrets of successful managers who are flying

Love your workers, capacity building, System's Learn, and more

Sounds a lot like reframing with Bolman and Deal right to the core.

But don't say what it is or how it should be by yourself says Reeves

And sending 3% of staff off to a conference nothing achieves

Your school need its own homegrown garden variety change implementation.

Thinking like Morgan and Shakescraft's that school is a social justice organization

With girl power leading becomes social networking and relational.

Framing problems, solutions, and constituencies turns sensational.

They say the new Leadership is shaped like a spoked wheel and flattening.

But don't flatten your employees, make them feel like their really mattering.

According to Amabile and Kramer leaders must consider inner work lives

And that deadlines, pressure, and competition might be like throwing knives

Above all, giving employees a sense of meaning in purposeful work.

Leadership, change, and organizational success is anything but a quirk.