UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Education ___________________________ Date February 22, 2005
Department/Division offering course Educational Leadership Studies ___________________________

2. Changes proposed:
   (a) Present prefix & number EDA 632 Proposed prefix & number EDL 632
   (b) Present Title ___________________________
   New Title Leading Organizational Change ___________________________
   (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:
Organizational Change ___________________________
   (d) Present credits: 3 credit hours Proposed credits: 3 credit hours
   (e) Current lecture: laboratory ratio ___________________________ Proposed: ___________________________
   (f) Effective Date of Change: (Semester & Year) Fall, 2005 ___________________________

3. To be Cross-listed as: ____________________________________________ Signature: Department Chair
   Prefix and Number ___________________________

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s):
Study of administrative responsibilities associated with the development and implementation of educational reform and improvement projects and programs. Focus on knowledge and skills needed to work effectively with others in promoting successful program implementation. Prep: Admission to Department program or consent of instructor.
   (b) New description:
This course focuses on understanding the field of organizational change as well as emphasizing the nature, characteristics, responsibilities, and contextual determinants that influence a leader’s role in changing educational organizations.
   (c) Prerequisite(s) for course as changed: Admission to Department program or consent of instructor

5. What has prompted this proposal?
The change is prompted to meet the needs of students who want to become educational researchers or practitioners in the context of high stakes assessment and changing educational organizations to address P-12 student learning experiences.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
SEE ATTACHED

7. What other departments could be affected by the proposed change?
NONE

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? X Yes □ No

9. Will changing this course change the degree requirements in one or more programs?*
   If yes, please attach an explanation of the change.* □ Yes X No

10. Is this course currently included in the University Studies Program?
    If yes, please attach correspondence indicating concurrence of the University Studies Committee. □ Yes X No

11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.
UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

12. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. ☐ Check here if 400G-500.

12. Is this a minor change? ☐ Yes ☐ No
(NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?
Name: Dr. Lars Björk or Dr. James S. Rinehart Phone Extension: 257-xxxx or 257-4293

____________________________

Signatures of Approval:

James A. Rinehart
Department Chair

Erin M. Manley
Dean of the College

____________________________

Date

____________________________
Date of Notice to the Faculty

____________________________
Date

____________________________
Date

____________________________
Date of Notice to University Senate

**Undergraduate Council

**Graduate Council

**Academic Council for the Medical Center

**Senate Council

**If applicable, as provided by the Rules of the University Senate.

____________________________

ACTION OTHER THAN APPROVAL

**********

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

a. change in number within the same hundred series;
b. editorial change in description which does not imply change in content or emphasis;
c. editorial change in title which does not imply change in content or emphasis;
d. change in prerequisite which does not imply change in content or emphasis;
e. cross-listing of courses under conditions set forth in item 3.0;
f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

Rev 3/04
<table>
<thead>
<tr>
<th>Present course objectives</th>
<th>New course objectives</th>
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<tr>
<td>1. What precipitated the current movement of education reform? How are the goals and causes of education reform cyclical and unfulfilled?</td>
<td>The purposes of this course are to prepare students to understand and apply organizational change strategies and enhance students’ capacity for:</td>
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<tr>
<td>2. What is meant by standards-based reform and how has it influenced current state and federal education policy?</td>
<td>1. Understanding different change paradigms.</td>
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<td>3. What is the relationship between instruction and student achievement? How has state and federal education policy worked to further the goal of having a quality teacher in all schools?</td>
<td>2. Identifying organizational problems that call for altering organizational structures and practices.</td>
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<td>4. What role has state and federal government played in the development and implementation of education policy?</td>
<td>3. Identifying and analyzing various change forces that either facilitate or hinder innovation.</td>
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<td>5. What research is available on education reform in Kentucky and how has that research furthered the cause of education reform in the Commonwealth?</td>
<td>4. Understanding human and cultural dimensions of change.</td>
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<td>6. How do educational leaders create a climate of change?</td>
<td>5. Assessing the applicability of different theories of change in educational settings.</td>
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<td>6. Linking concepts associated with organizational change and leadership theories in developing a framework for effective action.</td>
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EDL 632: Leading Organizational Change

LARS G. BJÖRK, Associate Professor
111 Dickey Hall
College of Education
University of Kentucky
Lexington, Kentucky  40506-0017
Telephone: (859)-257-2450
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E MAIL: lbjorl@pop.uky.edu

CLASS MEETINGS:
TBA

I. DESCRIPTIVE INFORMATION

A. GRADUATE BULLETIN DESCRIPTION

This course focuses on understanding the field of organizational change as well as emphasizing the nature, characteristics, responsibilities, and contextual determinants that influence a leader’s role in changing educational organizations.

B. COURSE CREDIT

3 Credit hours
C. **PREREQUISITES:**
   Admission to Doctoral Degree at the University of Kentucky or consent of the instructor.

D. **COURSE OVERVIEW:**
   This doctoral-level course places considerable emphasis on gaining a deep intellectual understanding of the role of leaders in changing complex educational organizations. Seminar discussions will contribute to developing a sound understanding of systemic change as well as developing strategies that are appropriate to different school contexts. Students will have the opportunity to develop and analyze a case study as well as present appropriate change strategies.

II. **STATEMENT OF COURSE OBJECTIVES**
   The purposes of this course are to prepare students to understand and apply organizational change strategies and enhance students’ capacity for:
   1. Understanding different change paradigms.
   2. Identifying organizational problems that call for altering organizational structures and practices.
   3. Identifying and analyzing various change forces that either facilitate and hinder innovation.
   4. Understanding human and cultural dimensions of change.
   5. Assessing the applicability of different theories of change in educational settings.
   6. Linking concepts associated with organizational change and leadership theories in developing a framework for effective action.

**REQUIRED TEXTS**


**OPTIONAL TEXTS:**


INDEPENDENT READING LIST: (Attached)

ADMINISTRATIVE COURSE REQUIREMENTS AND POLICIES
The instructor will adhere to all University of Kentucky policies pertaining to attendance, make-up tests, cheating/plagiarism, withdrawals, incomplete grades and examinations. Students are expected to read and understand these policies prior to course work. (See the Graduate Bulletin posted on the Graduate School web sit at: [http://www.rgs.uky.edu/gs/bulletin/bullinfo.html] will become the official Graduate Bulletin. It will be updated on a quarterly basis). Specific policies that obtain to the course include:

Standards for Written Work
All written work must be typed or produced from a word processor. American Psychological Association (APA) style is required for UK students.

EVALUATION AND COURSE GRADING
Your grade for this course will be based upon the instructor's judgment regarding the quality of your performance in the areas noted below. The relative weight given to each of these areas in determining your grade is indicated in parentheses. Note: A general expectation of doctoral students is to make genuine and informed contributions to seminar discussions that incorporate an application of concepts from assigned readings to issues and problems of practice. Due dates for each assignment will be noted in the syllabus.

1. Case Study Paper (1) 50%
2. Case Study Paper Analysis (1)-25%
3. Book Critique (1) 25%

GENERAL MARKING SYSTEM
A grading curve will not be used to determine letter grades.
A = 90-100 represents exceptionally high achievement as a result of aptitude, effort, and intellectual initiative. It is valued at four grade points for each credit hour.
B = 80-89 represents a high achievement as a result of ability and effort. It is valued at three grade points for each credit hour.
C = 70-79 represents average achievement. It is valued at two grade points for each credit hour.
E = 0-59 represents unsatisfactory performance and indicates failure in the course. It is valued at zero (0) grade points and zero (0) credit hours.
MAJOR TOPICS OF THE COURSE

Theories of change and changing
1. Elements of effective designs for change
2. Planning organizational change
3. Implementation: pitfalls and possibilities
4. The nature of leadership and change
5. Evaluating change
6. Building a platform for successful innovation: Integrating organizational, leadership and change theories

MODE OF INSTRUCTION

1. Lecture 30%
2. Class discussion/analysis 70%

ASSIGNMENTS

Case Study: The case study assignment will be divided into two parts: Part I: A case study (Descriptive Narrative) and Part II: A Case Analysis. Each part will be assigned a separate grade.

Case Study Paper (Part I): (50%)
The case study (Descriptive Narrative) will describe a change process with which you are familiar or present an organizational situation that needs to be altered. The length of Case Study Paper may vary according to the complexity of the case and the students writing style. In general, they should be 15 pages long.

Case Study Paper Analysis (Part II): (25%)
The length of this paper is approximately 10 pages and has several sections including:

a. Review of Theoretical Concepts. This section will consist of a review of leadership and change theories students have read for the course in Duke (2004) and Fullan (2005) that are appropriate to analyzing the case study and support recommendations for corrective action.

b. Analysis. This section will briefly review events and briefly review leadership and change theories appropriate to undertaking corrective action.

c. Recommendations: This section will use the discussion in the Analysis section in developing explicit recommendations for corrective action.

d. Critique: This section will discuss the strengths and weaknesses of leadership and change theories used to analyze the case and present recommendations.
Book Critique (1): (25%) The book critique is intended to extend student reading in the areas of educational leadership and organizational change as well as provide an opportunity to critique major works in the field. Critiques should include: (a) an overview of the books content; (b) a digest of the books primary content and (c) your evaluation of the book (e.g.) your perceptions of its strengths, weaknesses, applicability to leading change in educational organizations. A complete written review should be about 10-12 pages in length. Each student will sign up for one book on the list provided at the end of the Course Syllabus and prepare a report. Students should prepare enough copies to distribute to seminar participants. Students will be expected to contribute authors positions on issues in seminar discussions.

RETURN OF PAPERS
All papers will be returned by the instructor in a timely manner and discussed in class to contribute to the teaching and learning process. I encourage students to submit papers using email.

STUDENT COURSE EVALUATION
At the close of the semester, students will also be asked to complete a University of Kentucky teaching evaluation questionnaire which focuses on teaching, instructional processes, and general substance of the course. Student responses will be anonymous.

DISCUSSION TOPICS, ASSIGNMENTS, AND EXAMINATIONS

1. PART I: INTRODUCTION & COURSE OVERVIEW:

PART II: PREPARING A CASE STUDY

Topics:
1. Identifying a case study situation.
2. Outlining events.
3. Writing a descriptive narrative.

Required Readings:

2. **SELECTING A CASE STUDY**

**Required Readings:**


3. **WRITING A CASE STUDY**

**Required Readings:**

  - Chapter 9: Writing the Narrative Report (pp. 167-192).


4. **ORGANIZATIONAL PERSPECTIVES ON CHANGE**

**Required Readings:**

  - Chapter 6: Organizational Change

**Key Concepts:**

- School reform and change
- Major Traditions of change
  - Natural diffusion process
  - Sociological views of diffusion
  - Planned, managed diffusion
  - Three stages of planned change
- Empirical Rational Strategies of Change
  - Research, development and diffusion (RD&D)
  - The “agricultural Model”
  - Assumptions and implications of KPU approaches to change
  - Other empirical-rational strategies
• Power Coercive Strategies of Change
• Organizational –Self Renewal Strategy of Change
  ○ The Rand Studies
  ○ Normative-re-educative strategies
  ○ Organizational health
  ○ Organizational self-renewal
  ○ The learning organization
  ○ Sociological views of change
  ○ Force-field analysis
• Research on the Effectiveness of Organizational Development approaches
• W. Edwards Deming –Total Quality Management
  ○ Simple vs. Transformational change

5. **PART I: THE CHALLENGE OF CHANGE**

**Required Readings:**

Chapter 1: Change as a focus for thought and Action

**Key Concepts:**

• **The challenge of change**
  ○ The nature of change
  ○ Complexity
  ○ Purpose
  ○ Unit of change
  ○ Magnitude (extent) of change

• **Clarifying the change process**
  ○ Organizational change vs. individual change
  ○ Roger’s Diffusion Model
  ○ Kanter’s Innovation Model
  ○ Havelock’s Linkage Model
  ○ ACOT Model
  ○ Chamber’s Model
  ○ Kotter’s Eight-step Model

• **Synthesis**
• **Focus on Educational Change**
PART II: RECENT EDUCATIONAL CHANGE INITIATIVES

Required Readings:

Key Concepts
- Overview of recent educational change initiatives in the United States
  - Equality of opportunity
  - Accountability
  - Choice
  - Safety
  - Professionalism
- Lessons Learned
  - Impetus for change
  - Public ideas
  - Unintended byproducts (secondary effects)
  - Persistence
- Synthesis

6. PART I: DISCOVERING THE NEED FOR CHANGE

Required Readings:
Chapter 3: Is there a need for change?

Key Concepts:
- Discovering the need for change
  - Verifying the need
  - Problems of purpose
  - Performance problems
  - Professional practice problems
- Identifying the need for change
  - Current conditions
  - Goals and expectations
  - Unexplored possibilities
  - Validating need
  - Competing needs
- Synthesis
PART II: DESIGNING EFFECTIVE CHANGE STRATEGIES

Required Readings:


Key Concepts:

• Elements of effective designs for change
  o Six features of a good design
  o Legitimate needs
  o Learning, research, and professional knowledge
  o Local contextual variables
  o Avoiding adverse effects
  o Efficiency

• Design possibilities
  o Restoration
  o Improvement
  o Transformation
  o Unit variability: Programs, schools, and large units
  o Design elements and options

• Key Design Aspects
  o Assumptions
  o Possibilities
  o Selection
  o Systemic thinking

PART I: PLANNING FOR IMPLEMENTATION

Required Readings:


Key Concepts:

• Planning foundation and implementation
  o Readiness for change
  o Resistance to change
  o Organizational; capacity
  o Community capacity
• Plan implementation
  ○ Strategies
  ○ Components
  ○ Staff development
  ○ Beliefs and behavior

PART II: IMPLEMENTATION

Required Readings:

Chapter 6: Implementing educational change

Key Concepts:

• Experiencing implementation
  ○ Accomplishment and disappointment
  ○ Uncertainty, conflict and surprise
• Pitfalls and Possibilities
  ○ Problems
  ○ Mutual adaptation
  ○ Implementation essentials
  ○ Collaborative culture
  ○ Stability
  ○ Sustaining change

8. LEADERSHIP AND CHANGE

Required Readings:


Key Concepts:

• The nature of leadership and change
  ○ Leadership and management
  ○ Situational leadership
  ○ Continuous need for leadership
- Distributed leadership
- Teacher leadership

- Leadership challenges
  - Overcoming resistance
  - Inspiring commitment
  - Controlling over-commitment
  - Providing direction

- Key aspects of leadership
  - Openness to change
  - Desire to challenge assumptions
  - Good judgment
  - Capacity of earn trust
  - Balance
  - Willingness to stay the course

9. EVALUATING ORGANIZATIONAL CHANGE

Required Readings:


Key Concepts:

- Evaluating change
  - Purposes
  - Options

- Effective evaluation
  - Principles
  - Implementation questions
  - Outcome questions
  - Evaluation-based judgments

- Evaluation Issues
  - Premature evaluation
  - Disruption
  - Utilizations
10. **THEORETICAL PERSPECTIVES ON EDUCATIONAL CHANGE:**

Required Readings:

Key Concepts:

- Explaining educational change
  - Levels of explanation
  - Forms of explanation (models and narratives)
  - Perspectives on explaining change (Historical, psychological, group dynamics, organizational)
- Accounting for successful change
  - Discovery phase
  - Design Phase
  - Development phase
  - Implementation phase
- Toward a comprehensive theory of educational change
- Frequently asked questions

11. **CASE STUDY ANALYSIS**

In Class Discussion

12. **SUSTAINING EDUCATIONAL CHANGE:**

Required Readings:

Fullan, M (2004). *Leadership and Sustainability*

Chapter 1-The Starting Point
Chapter 2-The Intriguing Nature of Sustainability
Chapter 3-Leadership to the Fore
13. RECONCEPTUALIZING THE WORK OF SCHOOL LEADERS

Required Readings:

Fullan, M (2004). Leadership and Sustainability
   Chapter 4-The New Work of School Leaders
   Chapter 5-Leadership at the School Level

14. SCHOOL DISTRICT AND SYSTEM LEADERSHIP

Required Readings:

Fullan, M (2004). Leadership and Sustainability
   Chapter 6-Leadership at the District Level
   Chapter 7-Leadership at the System Level

Due: Case Study Analysis
GENERAL INSTRUCTIONS: PREPARING THE ASSIGNED CASE STUDY PAPERS

As noted in the syllabus, the major purpose in preparing and analyzing a case study using different leadership and change theories is to give students an opportunity to identify organizational problems, analyze their root causes, and develop viable strategies for changing organizations. Each case paper will about 15-25 typed pages long. It will include (a) a case study of an organizational change process with which you are familiar or in which you are presently engaged or believe should be posed, (b) a description of the theoretical frameworks on leadership and change that you will actually be used to analyze you case study, (c) an analysis of the events which will serve to better understand the problems, and (d) a set of recommendations which emerge from your analysis and (e) a critique of the strengths and weaknesses of the leadership and change theories used.

REQUIRED FORMAT

Label each major section of your paper as follows:

Title

1. The title should clearly indicate the case and theory used in the analysis.
2. The title page should include your name, the number and title of the case, the number and title of the course, the name of the instructor, and the date of submission. PLEASE DO NOT USE COVERS.

CASE ANALYSIS

I. Descriptive Narrative (40 points)

This section will provide background information about the case. It should provide a rich description of the organizational context and events in the case in chronological order. Provide information that you think will help the reader understand the context of the case as well as the details of the major issues you have selected to analyze. This section should be about 10 pages long. You should strive to portray the problem or issue "in all its personal and social complexity" (Stake, 1988), to develop a "story" and help the reader build an understanding of those problems or issues. Simply put, tell the story of what happened with both elegance and parsimony. You should prepare an objective account
of events without engaging in analysis at this point. The events reported in the descriptive narrative are the basis for undertaking your analysis and should be thorough, supported and well written.

II. Review of Theoretical Concepts (20 points).

Once you have identified the major issue(s) in the case, you should review the theory studied to determine which leadership and change concepts may provide the most powerful lenses for explaining these events. When you prepare a review of the theoretical concepts that you intend to use, it will be useful to begin with a general overview of the leadership or change paradigm before you discuss the specific concepts. In most instances, theories or "frames" (Bolman and Deal, 2003) contain numerous concepts, however, you should focus only on those you will actually use in your analysis.

III. Analysis (20 points).

The principle objective of analyzing a case study is to develop the ability to identify problems and issues in organizations and then use a theory to understand the problem, explain the events, and then identify solutions.

In complex organizations problems may be multi-dimensional and will require the use of more than one theory to explain the different aspects of a given problem and indicate multiple aspects of your solution. In these situations you should search for patterns, themes or categories of human behavior in the case and search your repertoire of theory to identify a “fit”. This assignment, however, only requires you to identify the most prominent issue in the case and use one theoretical frame to explain events.

In the analysis section you should first review the relevant theory before briefly describing pertinent events in the case that relate to it. By linking the theory with the data, the nature of the problem may be explained and solutions advanced.

VI. Recommendations (10 points).

After using the theoretical concepts to analyze the case, you should be in a position to make recommendations for action based on that specific analysis. In other words, your recommendations should "fall out of" the analysis (point by point) and should be consistent with the frame you have just used.

V. Critique (10 points). A critique of the theoretical perspective used. The brief critique of the theory used to analyze the case should include a review of its basic assumptions, its strengths, and weaknesses in understanding the problem.

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<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
<th>Step 5</th>
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<tbody>
<tr>
<td>Briefly review</td>
<td>Briefly provide overview of theory &amp;</td>
<td>Analysis: Link theory to case events</td>
<td>Recommendations will emerge from you</td>
<td>Critique the strengths and weaknesses of</td>
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<tr>
<td>case events</td>
<td>concepts to be used in your case analysis</td>
<td>and explain events/behavior</td>
<td>analysis-use them and then assess</td>
<td>the concepts and theory used.</td>
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EDL 632 - Leadership in Educational Organizations I
Dr. Lars G. Björk, Associate Professor

Case Study Grading Sheet

I. Descriptive Narrative (40 points)

II. Review of Theoretical Concepts (20 points).

III. Analysis (20 points).

IV. Recommendations (10 points).

V. Critique of Theoretical Perspective (10 points)
EDL 632- Leading Organizational Change

INDEPENDENT READING LIST

Students are encouraged to develop a breadth and depth of knowledge in organizational theories and change strategies. The following list provides a useful beginning.


INTERNET RESOURCE SITES

http://www.oecd.org/document/0/0/%2C2340%2Cen_2649_34521_1817856_l_l_1_l_37455%2C00.html


http://oecdpublications.gfi-nb.com/cgi-bin/OECDBookShop.storefront/EN/product/9620003041P11

http://www.gmie.org/estudies/indonesia/cs-asia-pacific.htm

http://portal.unesco.org/education/en/file_download.php/7c1a1c5036b4d3d620a8d136eb8db9b1beijing_conference.pdf
<table>
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<tr>
<th>REVIEW EVENTS</th>
<th>REVIEW THEORY &amp; CONCEPTS</th>
<th>ANALYSIS</th>
<th>RECOMMENDATION</th>
<th>CRITIQUE OF THEORY</th>
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March 10, 2005

MEMORANDUM

TO: Graduate Council

FROM: Eric Anderman, Associate Dean
Research and Graduate Studies

Re: Attached

The College of Education has approved and submits for consideration the following:

Application for Change in Existing Course Major & Minor: EDA 632
Department of Educational Leadership Studies

Present Prefix & number: EDA 632
Present Title: Educational Leadership Studies

Present credits: 3

Present description: Study of administrative responsibilities associated with the development and implementation of educational reform and improvement project and programs. Focus on knowledge and skills needed to work effectively with others in promoting successful program implementation. Preq: Admission to Doctoral program or consent of instructor.

Proposed prefix & number: EDL 632
New title: Leading Organizational Change
Proposed credits: 3

New description: This course focuses on understanding the field of organizational change as well as emphasizing the nature, characteristics, responsibilities, and contextual determinants that influence a leader's role in changing educational organizations. Prerequisite for course as changed Admission to Department program or consent of instructor.
Rational: The change is prompted to meet the needs of students who want to become educational researchers or practitioners in the context of high stakes assessment and changing educational organizations to address P-12 student learning experiences.