



Texas Wesleyan
UNIVERSITY

EDU 6366: Lead Successful Turnaround Culture in Urban Education

Journal Rubric

Overview:

Approach these activities as (a) an opportunity to reflect upon and apply what you learn in each module (b) an opportunity to reflect and share your knowledge and expertise based on your professional experience(s) and professional goals, and (c) an opportunity for the instructor to engage with you individually as you reflect on the content of this course. The journal entries in this course are graded separately and will be private between you and your instructor for this course.

Prompt:

Module 1: History and Trends for School Turnaround Efforts

In order to develop and lead a school turnaround plan it is essential for educators to understand the historical, political, economic and social factors that influence the need for change in order to motivate stakeholders to engage in the process.

Reflect on the following questions in your journal:

- Create a working definition for turnaround schools. Next, summarize the history of legislation and policies that contributed to our current system for addressing turnaround schools.
- Outline the political, economic and social factors that influence school turnaround planning. Include any additional factors not specifically mentioned in the textbook chapters.
- Reflect on the methodology used to evaluate school turnaround. Next, reflect on the evidence for systemic turnaround school success. Does this surprise you? Why or why not?
- Beyond federal math and reading performance, what measures, or indicators do you think are the most informative for evaluating the performance of a turnaround school? (These can be measures already included in accountability systems or ideas that you feel should be included based on your own experience.)



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Module 2: Causes and Barriers

In order to plan and lead a turnaround initiative designed for success it is essential for educators to understand the causes and barriers associated with school turnaround initiatives.

Reflect on the following questions in your journal:

- Based on the chapter readings summarize the causes and barriers to school turnaround efforts for typical school based leadership in *School Turnaround Policies and Practices in the U.S.: Learning from Failed School Reform* (sections 3.2 Time, 3.3. Sustainability, 3.4 Attracting and Retaining Staff, 3.9 Passive Resistance to Reform: Preference for the Status Quo, and 3.10 Active Resistance to Reform: The Politics of Change).
- Which of these causes and barriers are most within the school-based team's control? Why did you select those causes and barriers?
- Reflect on the resources in this module and your own experience. What strategies, or activities, do you think could be implemented to address these causes and barriers in the school-based team's control?

Module 3: Theories of Change

In order to plan and lead a turnaround initiative designed for success it is essential for educators to understand the change process. John P. Kotter's 8 step process is a widely referenced framework for developing a theory of action. As you view [Kotters 8 steps leading change](#) think about the theory of action presented in Chapter 2.

In your journal address the following areas:

- Summarize the components of each theory of action.
- Compare and contrast the two theories.
- Reflect on the theories action. Have you used any of these theories in your experience? If yes, which ones and how? If not, briefly describe how you might you use the theories as you think about school turnaround.

Module 6: Project Management



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As mentioned in the lesson, successful implementation of a STP requires a system for organizing and holding the members accountable for the strategies and steps articulated in the plan. Project management is an effective way to ensure assignments, monitoring, and deadlines for completion are developed and followed.

In this journal assignment, consider the most effective way to manage action plans. Choose an action area you've already considered in this course. What do you think is the most effective way to manage the STP? Who will be involved in the coordinating committee? What organizational routines will be critical to early success? What tools might you use to track progress?

Module 7: Final Reflection

In this final journal entry, you will reflect on your experience in the course. How did the resources, activities, and assignments enhance your capacity to lead a school turnaround initiative? How will you use the learning in your role as a leader in education? As you reflect on your Final Project specifically, what did you learn about developing a school turnaround plan and how will you apply this as a leader in education?

Rubric

Guidelines for Submission: Your journal entry must be submitted as a one page Microsoft Word document with double spacing, 12-point Times New Roman font, one-inch margins. Sources are not required, however remember to cite work that is not original.

Instructor Feedback: This activity uses an integrated rubric in Blackboard. Students can view instructor feedback in the Grade Center.

Critical Elements	Exemplary (100%)	Proficient (85%)	Needs Improvement (55%)	Not Evident (0%)	Value
Requirements of Prompt	Journal entry addresses elements of the prompt correctly with rich detail and supporting examples.	Journal entry addresses elements of the prompt correctly with some details and examples.	Journal entry addresses elements of the prompt correctly but provides	Journal entry does not address elements of the prompt.	30



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			insufficient details and few examples.		
Critical Thinking and Reflection	Journal entry exhibits keen depth of thought and ardent reflection with significant details and supporting examples.	Journal entry exhibits critical thinking skills and sincere reflection with some details and examples.	Journal entry falls short of exhibiting critical thinking skills and/or reflection; contains too few details and/or examples.	Journal entry exhibits no critical thinking or reflection.	30
Application and Integration	Journal entry is perceptively applied to student's experience and integrated through richly detailed examples.	Journal entry is applied to student's experience and integrated through examples.	Journal entry is not sufficiently applied and integrated in student's experience.	Journal entry is not applied or integrated.	30
Articulation of Response	Submission is free of errors related to citations, grammar, spelling, syntax, and organization and is presented in a professional and easy to read format.	Submission has no major errors related to citations, grammar, spelling, syntax, or organization.	Submission has major errors related to citations, grammar, spelling, syntax, or organization that negatively impact readability and articulation of main ideas.	Submission has critical errors related to citations, grammar, spelling, syntax, or organization that prevent understanding of ideas.	10
Comments:					Total 100 %