



*College of Education and Human Development*  
**PROGRAM: ASTL - Advanced Studies in Teaching and Learning**  
**2009 –2010 Cohorts**

**EDUC 615: Educational Change**  
**Spring 2010**

**Instructor:**

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**Course Information:**

Meeting days: March 17-May 12, 2010  
Meeting time: 5:00-8:00 pm  
Meeting location: PW Bull Run 246

**Course Description:** This two hour course is focused on the problems, issues, and possibility of bringing change to education. This is the culminating course in the ASTL program and in it, we will explore the influences on the education system from many levels, including, the national, state, local, community, school, and classroom levels. This course asks the students to investigate the implications of these influences for school improvement. Students enrolled in this course will have opportunities to reflect on their own experiences and the possibility of becoming agents of educational change.

**Course Outcomes:**

In this course the students will:

1. Analyze the factors, perspectives and entities that influence educational change and reform.
2. Examine their respective stance toward their roles as change agents.
3. Write reflectively about their personal experiences with educational change and reform.
4. Inquire into the perspectives of others on a current topic/innovation in education.
5. Prepare a proposal for a grant to a funding agency for a project that would lead to change.

**Relationship of EDUC 615 to ASTL and NBPTS Propositions:**

This course is part of the ASTL core, and is aligned with the following GSE priorities: Advanced Studies, Reflective and Research-based practice, and Research and Scholarship. The course is also aligned with the NBPTS five core propositions, which provide the guiding principles for what

teachers should know and be able to do. Specifically, this course is aligned with Proposition 4: *Teachers think systematically about their practice and learn from experience*, and Proposition 5: *Teachers are members of learning communities*.

**Required texts:**

Barth, R. (2001). *Learning by heart*. San Francisco: Jossey-Bass.

Meier, D. (2001). *In schools we trust*. New York: Beacon Press.

**Suggested texts:**

Fisher, R., & Ury, W. (1991). *Getting to yes: Negotiating agreement without giving in*. New York: Penguin.

Heath, C., & Heath, D. (2008). *Made to stick: Why some ideas survive and others die*. New York: Random House.

**CEHD Course Expectations:**

The College of Education and Human Development (CEHD) expects that all students abide by the following:

**Professional Dispositions:** Students are expected to exhibit professional behavior and dispositions. See [http://cehd.gmu.edu/assets/docs/forms/Professional\\_dispositions.doc](http://cehd.gmu.edu/assets/docs/forms/Professional_dispositions.doc) for a listing of these dispositions.

**Attendance:** Attendance is mandatory, as the discussions that take place in this class are essential to achieving the course objectives.

**Tardiness:** Prompt arrival for the beginning of class is expected.

**Participation:** Each student is expected to complete all the assigned readings and participate in the discussions. It is expected that each student will be attuned to group dynamics in order to ensure the active participation of all in the class.

**Absence:** If you must miss a class, you are responsible for notifying me (preferably in advance) and for completing any assignments, readings, etc. before the start of the next class.

**Assignments:** All assignments must be completed in MSWord and sent to me as an attachment via email prior to class. Late assignments will not be accepted without making prior arrangements with me.

**University Honor Code:** Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

**Students with disabilities** who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

**Computing Use:** Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

**Assignments:**

**1. Innovation/Change/Leadership Project** (45% of grade)

Students will prepare a grant proposal for funding an innovation for their classroom or school, including:

- Following the guidelines of the funding agency
- Obtaining any and all appropriate signatures in their school

Students will present their proposals to the class; see guidelines on Blackboard. (Program Outcomes 1, 2, and 5). ***Due date: May 5***

**2. Annotated Bibliography** (a minimum of 7 articles) (20% of grade)

Locate articles/websites on an innovation in education. These articles will serve as the research foundation for your proposal. (See example on Blackboard.) ***Due date: April 14***

**3. Individual reflective journal entries** (20% of grade)

Students will engage in reflective journal writing. Please submit all reflections in an MSWord document attached to an email. Journal entries should be based in objective fact and personal experience, and be thoughtful and reflective on one's own stance toward educational practice and educational change (Outcomes 2, 3, and 4). *Please note: Instructor's comments/questions to your journal entries are meant for reflective purposes only and do not require an additional response on your part.* ***Due dates: April 7, April 21, and May 5***

**4. Class Participation** (15% of grade)

This is content that deserves inquiry and rich discussion. (Outcomes 1, 2, 3, and 4)

## Tentative Schedule

Date	Topic
Class 1 3/17	<p><b>IN CLASS</b></p> <ul style="list-style-type: none"> <li>• First Night Form</li> <li>• Introductions/Overview of the course</li> <li>• Phi Delta Kappa Survey of Schools: Values, Opinions, and Educational Change</li> <li>• “How Did It Get Like This?” (Discussion of “A Nation at Risk”)</li> </ul> <p><b>FOR NEXT CLASS</b></p> <p><i>Read</i></p> <ul style="list-style-type: none"> <li>• “Five Myths about US Schools” (<i>Blackboard</i>)</li> <li>• “New Teacher Jolts KIPP” (<i>Blackboard</i>)</li> </ul> <p><i>Bring</i></p> <ul style="list-style-type: none"> <li>• List of at least 5 possible grant ideas</li> </ul> <p><i>Peruse</i></p> <p>Other national and state perspectives on education reform:</p> <ul style="list-style-type: none"> <li>• <a href="http://edreform.com/pubs/then&amp;now.htm">http://edreform.com/pubs/then&amp;now.htm</a></li> <li>• <a href="http://www.edexcellence.net/library/failing_schools/failingschools.html">http://www.edexcellence.net/library/failing_schools/failingschools.html</a></li> <li>• <a href="http://www.nclb.gov/">http://www.nclb.gov/</a></li> <li>• <a href="http://www.pen.k12.va.us/VDOE/nclb/">http://www.pen.k12.va.us/VDOE/nclb/</a></li> </ul>
Class 2 3/24	<p><b>IN CLASS</b></p> <ul style="list-style-type: none"> <li>• Tregoe Analytic Process</li> <li>• Fundamentals of Grant Writing</li> </ul> <p><b>FOR NEXT CLASS</b></p> <p><i>Read</i></p> <ul style="list-style-type: none"> <li>• Meier, pp. 1-94</li> <li>• “A Different Kind of Home Schooling” (<i>Blackboard</i>)</li> </ul> <p><i>Respond Journal #1</i></p> <ul style="list-style-type: none"> <li>• These readings discuss the rewards and challenges of trying to establish trust between/among parents and schools, teachers themselves, and each group’s agendas and intentions. What other issues relevant to trust can you identify that public schools face? Which of these do you personally find most challenging? Why? As a practitioner, how do you personally contribute to these feelings of trust and/or mistrust? What might you do to remedy that?</li> </ul> <p><i>Bring</i></p> <ul style="list-style-type: none"> <li>• Information about your grant’s funding organization (application, background, etc.)</li> </ul>
3/31	<b>Spring Break = NO CLASS</b>
Class 3 4/7	<p><b>IN CLASS</b></p> <ul style="list-style-type: none"> <li>• “Made To Stick”</li> <li>• “In Schools We Trust” (part 1)</li> </ul> <p><b>FOR NEXT WEEK</b></p> <p><i>Read</i></p> <ul style="list-style-type: none"> <li>• Meier, pp. 95 -192</li> </ul> <p><b>DUE</b></p> <ul style="list-style-type: none"> <li>• Journal #1</li> <li>• Final Grant Project topic and funding organization</li> </ul>
Class 4 4/14	<p><b>IN CLASS</b></p> <ul style="list-style-type: none"> <li>• View “Making Schools Work”</li> <li>• Schwartz (2004) Survey</li> </ul> <p><b>FOR NEXT WEEK</b></p> <p><i>Read</i></p>

	<ul style="list-style-type: none"> <li>• Barth, pp. xi – 64</li> <li>• “Travel Tips from a Disappointing Trip” (<i>Blackboard</i>)</li> </ul> <p><i>Complete</i></p> <ul style="list-style-type: none"> <li>• Teaching Perspectives Inventory <a href="http://www.teachingperspectives.com">www.teachingperspectives.com</a> (Please email your results to your instructor.)</li> </ul> <p><i>Respond Journal #2</i></p> <ul style="list-style-type: none"> <li>• The readings and the video "Making Schools Work" place a strong emphasis on how difficult it is to change a school's prevailing culture. Describe a situation in which you have heard "That's not the way we do things around here" or another version of the same sentiment. (Maybe you've said this yourself?) How did this make you feel? How did you respond? If you heard this again today, would you respond differently? Why or why not?</li> </ul> <p><b>DUE</b></p> <ul style="list-style-type: none"> <li>• Annotated bibliography</li> </ul>
Class 5 4/21	<p><b>IN CLASS</b></p> <ul style="list-style-type: none"> <li>• “The survey says...”</li> <li>• Creating the School as a School of Thought: A Simulation</li> </ul> <p><b>FOR NEXT WEEK</b></p> <p><i>Read</i></p> <ul style="list-style-type: none"> <li>• Read Barth, pp. 65 – 118; 143 – 214</li> <li>• “Waiting for Transformation” (<i>Blackboard</i>)</li> </ul> <p><b>DUE</b></p> <ul style="list-style-type: none"> <li>• Journal Entry #2</li> </ul>
Class 6 4/28	<p><b>IN CLASS</b></p> <ul style="list-style-type: none"> <li>• “Learning by Heart” discussion</li> <li>• “Getting to Yes”</li> <li>• Life after NCLB: Role Play</li> </ul> <p><b>FOR NEXT WEEK</b></p> <p><i>Respond Journal #3</i></p> <ul style="list-style-type: none"> <li>• Over the past few class sessions, we have focused on the influence collaboration has on effective school reform. As you look ahead and begin to think about other ways in which you can improve your school, what role(s) will your colleagues play in your plans? How will you encourage all the “players” to collaborate? What might be some “roadblocks” to successful collaboration? How will you respond to them?</li> </ul>
Class 7 5/5	<p><b>IN CLASS</b></p> <ul style="list-style-type: none"> <li>• View “Whatever It Takes”</li> <li>• Report cards for the Bronx Center for Science and Mathematics</li> </ul> <p><b>DUE</b></p> <ul style="list-style-type: none"> <li>• Journal Entry #3</li> <li>• Grant Proposal</li> </ul>
Class 8 5/12	<p><b>IN CLASS</b></p> <ul style="list-style-type: none"> <li>• ASTL Portfolio Presentations</li> </ul> <p><b>DUE</b></p> <ul style="list-style-type: none"> <li>• Journal Entry #4 (Program Reflection Point 4 for your portfolio)</li> <li>• Final Grant Proposals due for mailing</li> </ul>

## Scoring Rubric for EDUC 615 Grant Proposal

Attribute	Accomplished	Basic	Needs Improving
Problem statement	The problem is fully described; the narrative is clearly written	The problem is described but lacking clarity	The problem statement is vague; lacking specificity
Background literature	Multiple forms of data are included; the data demonstrate the problem exists and can be addressed	The evidence presented not tightly matched to the stated problem	No data are presented to make the case for the need for funding; no literature review
Proposed solution	The proposed intervention is thoroughly supported by previous research and scholarly writing	The proposed intervention is not widely supported in the research literature and scholarly writing.	The solution is unrealistic; lacking in previous literature and scholarly writing.
Mechanics of proposal writing	The student followed the guidelines for submitting grant proposals on the funder's website		The student did not follow the guidelines for submitting grant proposals on the funder's website