# GEORGE MASON UNIVERSITY
## College of Education and Human Development

## EDUC 615:  Educational Change
## Spring 2011

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Office Hours :  Upon appointment, and/or before or after class

**Course Description**:  Explores influences on educational change at classroom, school, community, state, and national levels. Investigates implications of factors and influences that affect educational change. Analyzes influences and factors, and involves students in reflecting on their own experiences.

## 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:
Chenoweth, K. (2009). How it's being done. Cambridge, MA: Harvard Education Press.

Rose, M. (2009). Why School. New York: The New 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.

## Student Expectations

- **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.

- **Honor Code**: Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- **Exceptionalities**: Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- **Computing**: Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- **Email**: Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- **Distractions**: Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- **Dispositions**: Students are expected to exhibit professional behaviors and dispositions at all times.

## Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as

they work to construct and share knowledge through writing [See
http://writingcenter.gmu.edu/].

- For additional information on the College of Education and Human Development, Graduate
  School of Education, please visit our website [See http://gse.gmu.edu/].

**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 17*

2. **Annotated Bibliography** (a minimum of 5 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 26*

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 5, April 12, April 26, May 3, and May 10*

4. **Class Participation** (15% of grade)
This is content that deserves inquiry and rich discussion. (Outcomes 1, 2, 3, and 4)

| Tentative Schedule | |
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| **Date** | **Topic** |
| Class 1<br>3/22 | **IN CLASS**<br>&bull; First Night Form/Introductions<br>&bull; Overview of the course<br>&bull; One Perspective on the State of our Schools<br>**FOR NEXT CLASS**<br>*Read*<br>&bull; A Nation at Risk (*Blackboard weblinks*)<br>&bull; "Five Myths about US Schools" (*Blackboard course content*)<br>&bull; "New Teacher Jolts KIPP" (*Blackboard course content)*<br>*Peruse*<br>Other national and state perspectives on education reform:<br>&bull; http://edreform.com/Home<br>&bull; http://www.edexcellence.net/<br>&bull; http://www2.ed.gov/policy/elsec/leg/blueprint/index.html<br>&bull; http://www.doe.virginia.gov/about/superintendent/state_of_the_commonwealth_public_schools.shtml |
| Class 2<br>3/29 | **IN CLASS**<br>&bull; Standards, Accountability, and Change: How Did it Get Like This?<br>**FOR NEXT CLASS**<br>*Read*<br>&bull; Rose, pp. ix-87<br>&bull; "A Different Kind of Home Schooling" (*Blackboard*)<br>*Response Journal #1*<br>   *Mike Rose is writing 26 years after A Nation at Risk. Compare his conception of schools to that which began the era of standards and accountability. What is he saying they "got right" and what is he saying "they should have thought about more?"* |
| Class 3<br>4/5 | **IN CLASS**<br>&bull; Tregoe Planning Process<br>&bull; Fundamentals of Grantwriting<br>&bull; "Made To Stick"<br>&bull; "Why School" (part 1)<br>**DUE**<br>&bull; Response Journal #1<br>**FOR NEXT CLASS**<br>*Read*<br>&bull; Rose, pp. 89-169<br>*Response Journal #2*<br>   *Rose pushes school forward on what schools should be doing for society. He argues that they do something things well, and others not so well. Identify one of each type; describe it, and then estimate how your school compares with a specific example of each.* |
| Class 4<br>4/12 | **IN CLASS**<br>&bull; Learning from others: View "Making Schools Work": KIPP, Comer, NYC<br>&bull; Why School (part 2)<br>**DUE**<br>&bull; Response Journal 2<br>*Bring*<br>Information about your grant's funding organization (application, background, etc.) |

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| | **FOR NEXT CLASS**<br>*Read*<br> • Chenoweth, pp. v-76<br> • "Travel Tips from a Disappointing Trip" *(Blackboard course content)*<br>*Complete*<br> • Teaching Perspectives Inventory www.teachingperspectives.com<br>  *(Please email your results to your instructor)*<br>*Response Journal #3*<br> • *Chenoweth and the video "Making Schools Work" place a strong emphasis on how 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 you respond? If you heard this again today, would you respond differently? Why or why not?* |
| 4/19 | **Spring Break (No Class)** |
| Class 5<br>4/26 | **IN CLASS**<br> • View "Making Schools Work:" Centennial, Corbin, Charlotte<br> • Creating the School as a School of Thought: A Simulation<br>**DUE**<br> • Journal Entry #3<br> • Final Grant Project topic and funding organization<br> • Annotated bibliography<br>**FOR NEXT CLASS**<br>*Read*<br> • Read Chenoweth, pp. 77-139<br> • "Waiting for Transformation" *(Blackboard)*<br> • *Response Journal 4: These four schools took different approaches. In this week's reflection, identify in each school at least one practice that you think would work in your school and why you think it would be a good fit.* |
| Class 6<br>5/3 | **IN CLASS**<br> • Summarizing Chenoweth to date<br> • "Getting to Yes"<br> • Life after NCLB: Role Play<br> • Eight Attributes<br>**DUE**<br> • Response Journal 4<br>**FOR NEXT WEEK**<br>*Response Journal #5*<br> • *Based upon all that we've read, seen, and discussed what are the obstacles to change in your school? What can you glean from our various "authors," i.e. books, film, and documentary that might move something along?* |
| Class 7<br>5/10 | **IN CLASS**<br> • View "Whatever It Takes": Is this a possible future for school reform?<br> • Report cards for the Bronx Center for Science and Mathematics<br>**DUE**<br> • Journal Entry #5 |
| Class 8<br>5/17 | **IN CLASS**<br> • ASTL Portfolio Presentations<br>**DUE**<br> • Journal Entry #4 (Program Reflection Point 4 for your portfolio; See Portfolio Guidelines)<br> • Final Grant Proposals due for mailing |

**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 |