GEORGE MASON UNIVERSITY
College of Education and Human Development

EDUC 615: Educational Change
Spring 2013
Thursdays 7:30 – 9:30
Enterprise 275

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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 in their local settings.

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.

TaskStream Requirements

Every student registered for any ASTL course with a required performance-based assessment is required to submit this assessment, her/his grant proposal to TaskStream. Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

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://oai.gmu.edu/honor-code/]

- **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.

- **Core Values Commitment.** The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. **http://cehd.gmu.edu/values/**

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
- Options are DonorsChoose, Kickstarter, and other crowd-sourcing sites are precluded

Students will present their proposals to the class; see guidelines on Blackboard. (Program Outcomes 1, 2, and 5). *Due date: April 18*

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: March 21*

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: February 28; March 7, 21; April 4, 11.*
NOTE: Final program reflection (#4) due in your portfolio (see Portfolio Guidelines)

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 2/7	**IN CLASS** • First Night Form/Introductions • Overview of the course • Overview of the recent history of educational change **FOR NEXT CLASS** *Read* • A Nation at Risk (*Blackboard weblinks*) • "Five Myths about US Schools" (*Blackboard course content/course readings*) • "New Teacher Jolts KIPP" (*Blackboard course content/course readings)* *Peruse* Other national and state perspectives on education reform: • http://edreform.com/Home • http://www.edexcellence.net/ • http://www2.ed.gov/policy/elsec/leg/blueprint/index.html • http://www.doe.virginia.gov/about/superintendent/state_of_the_commonwealth_public_schools.shtml
Class 2 2/14	**IN CLASS** • View Hard Times at Douglas High
Class 3 2/21	**IN CLASS** • Debrief the film • Standards, Accountability, and Change: How Did it Get Like This? **FOR NEXT CLASS** *Read* • Rose, pp. ix-87 • "A Different Kind of Home Schooling" (*Blackboard course content/course readings*) *Response Journal #1* *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 4 2/28	**IN CLASS** • Tregoe Planning Process • Fundamentals of Grantwriting • "Why School" (part 1) **DUE** • Response Journal #1 **FOR NEXT CLASS** *Read* • Rose, pp. 89-169 *Response Journal #2* *Rose pushes forward on what schools should be doing for society. He argues that they do some 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 5 3/7	**IN CLASS** • Made to Stick • Learning from others: View *Making Schools Work*: Centennial, KIPP • Why School (part 2) **DUE** • Response Journal 2 *Bring* Information about your grant's funding organization (application, background, etc.) **FOR NEXT CLASS** *Read* • Chenoweth, pp. v-76 • "Travel Tips from a Disappointing Trip" *(Blackboard course content/course readings)* *Complete* • Teaching Perspectives Inventory www.teachingperspectives.com *(Please email your results to your instructor)* *Response Journal #3* • *These two schools took different approaches to change. 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.*
3/14	**Mason's Spring Break: No Class**
Class 6 3/21	**IN CLASS** • View *Making Schools Work*: Corbin, Jordan Community School • Creating the School as a School of Thought: A Simulation **DUE** • Journal Entry #3 • Final Grant Project topic and funding organization • Annotated bibliography **FOR NEXT CLASS** *Read* • Read Chenoweth, pp. 77-139 • "Waiting for Transformation" *(Blackboard)* *Response Journal 4: 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?*
3/28	**Schools' Spring Break: No Class**

Class 7 4/4	**IN CLASS** • Summarizing Chenoweth to date • "Getting to Yes" • Life after NCLB: Role Play **DUE** • Response Journal 4 **FOR NEXT WEEK** Read • How can teachers still make a difference in the world (*on blackboard course content*) • Teaching in New Times, p. 11- 24 (*blackboard course content/course readings*) *Response Journal #5* • *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 8 4/11	**IN CLASS** • View *Waiting for Superman*: Is this the future of school reform? What does it mean for you in your neighborhood school? **DUE** • Journal Entry #5
Class 9 4/18	**IN CLASS** • Debriefing the film • Eight Attributes and wrap up DUE • Final Grant Proposals due for mailing/submitting **DUE in your Portfolio** • Journal Entry #4 (Program Reflection Point 4 for your portfolio; See Portfolio Guidelines)

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