**EDUC 615**
**EDUCATIONAL CHANGE**
*Spring 2013*

**Professor:**
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GMU Graduate School of Education
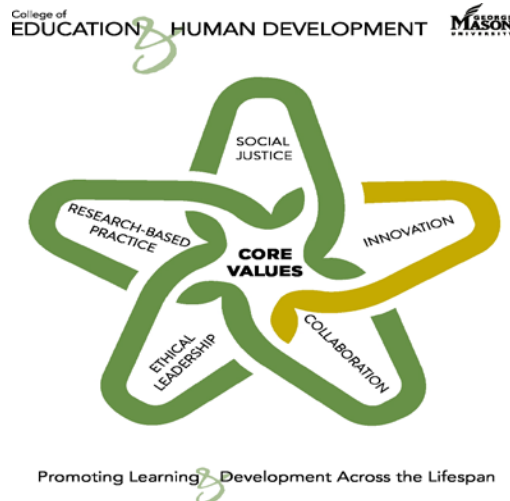380 Aquia Building
     703-993-9717
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**Office Hours:** Before or after class and by appointment
                 By appointment (via telephone, email, or chat)

**COURSE DATES/TIMES/LOCATIONS:**

Online Dates:   Week runs Monday-Sunday - starting the Week of March 18-24 thru Week of May 6 - 12

**CEHD Information:**   http://cehd.gmu.edu



EDUCATION & HUMAN DEVELOPMENT — GEORGE MASON

SOCIAL JUSTICE
RESEARCH-BASED PRACTICE
INNOVATION
CORE VALUES
ETHICAL LEADERSHIP
COLLABORATION

Promoting Learning & Development Across the Lifespan

## I.  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.

Prerequisites:  EDUC 612, 613, and Admission to Graduate School and ASTL

## II.  COURSE GOALS AND PROCESS

This two-credit level course will explore influences on educational change at the classroom, school, community, state and national levels.  It investigates the implications of a wide range of factors that influence and affect educational change.  It also emphasizes the role of teachers as leaders.  Students enrolled in the course will have opportunities to analyze influences on educational change, as well as reflect on their own experiences, both past and present.

**STUDENT LEARNING OUTCOMES – By the completion of EDUC 613, participants will be able to:**

- Analyze the factors, perspectives and entities that influence educational change and reform
- Examine their respective stance toward their roles as change agents
- Write reflectively about their personal experiences with educational change and reform
- Inquire into the perspectives of others on a current topic/innovation in education
- Prepare a proposal for a grant to a funding agency for a project that would lead to change or research an innovative program that leads to change

## III.  RELATIONSHIP TO PROGRAM GOALS & PROFESSIONAL ORGANIZATION

EDUC 615 is the fifth of five courses in the ASTL CORE and it is aligned with the following GSE Priorities: Advanced Studies, Reflective and Research-based practice, and Research and Scholarship..

EDUC 615 is aligned with the National Board for Professional Teaching Standards' (NBPTS) propositions, specifically with

- Proposition 4 – Teachers think systematically about their practice and learn from experience.
- Proposition 5 – Teachers are members of learning communities

EDUC 615 is aligned with the additional three learning outcomes that guide the ASTL core:

- Teachers account for the needs of culturally, linguistically, and cognitively diverse learners
- Teachers are change agents, teacher leaders, and partners with colleagues

EDIC 615 embodies the five Core Values of the College of Education and Human Development

- Collaboration

- Ethical Leadership
- Innovation
- Research-based Practices
- Social Justice

## IV. 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.

## V. OPTIONAL 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.

## VI. TASKSTREAM REQUIREMENTS
- *Every student registered for any ASTL course with a required performance-based assessment (grant proposal/innovative program research paper for EDUC 615) is required to submit this assessment, (grant proposal/innovative program research paper) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using TaskStream.  Failure to submit the assessment to TaskStream will result in a the course instructor reporting the course grade as Incomplete(IN).  Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.*

## VII.  NATURE OF COURSE DELIVERY

This course will be delivered using asynchronous (not "real time) forma and will use the Blackboard 9.1 course management system on the MyMason portal.

To participate in this course, students will need the following resources:
- Internet access (Check the list of compatible, supported Web browsers at https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp?tab_tab_group_id=230_1)
- GMU email account
- MS Office 2007 or later, or OpenOffice 2007 or later desktop software
- Adobe Flash Player, available for free downloading at http://get.adobe.com/flashplayer
- A Learning Guide Module for each session can be found on MyMason/Blackboard.

The Blackboard course site will be open to students March 17.  To access the course, go to the MyMason portal login page at https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp.
**Your GMU email user name is also your MyMason Portal ID and your GMU email**

**password is also your MyMason Portal password. After logging in, click on the COURSES tab at the top of the page to see your list of course, then select EDUC 615 (Spring 2013) Educational Change.**

## VIII. COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

*Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See httoai.gmu.edu/honor-code/].


- 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/].

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


- 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.

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

- 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/].

## IX. GENERAL REQUIREMENTS:

A. Class attendance is both important and assumed.

B. All assignments are due no later than **11:59 PM EDT** of the date indicated in each week's assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted on the *Calendar* of our Bb course site.

- **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%. No late submissions will be accepted after the course end-date.** Early submissions are always welcome!
- Please adhere to the assignment submission instructions listed in this Syllabus**. Only assignments submitted as indicated will be graded; incorrect submissions will result in a grade of zero for those assignments.**

It is expected that assignments will be turned in <u>on time</u> (the beginning of the class in which they are due). It is recognized that students occasionally have exceptional circumstances that prevent work completion. If such a dilemma arises, please speak to the instructor <u>in a timely fashion</u> (i.e., before the due date).

C. As stated in the ASTL core handbook students must become familiar with <u>APA</u> (American Psychological Association) writing/formatting style. All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Sixth Edition (APA) style will be followed. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If you are not confident of your own ability to catch errors, have another person proofread your work. When in doubt, check the APA manual: http://www.apastyle.org/pubmanual.html  Portions of the APA manual also appear at the Style Manuals link on the GMU web guide at http://library.gmu.edu/resources/edu/. Note that the APA manual is also listed as a related resource.

D. **WORKLOAD and CLASS DISCUSSION**
Expect to log in to this course, during asynchronous format, **at least three times a week** to read announcements, participate in the discussions, and work on course materials. If there is anything you don't understand, or if work or personal challenges threaten to derail your progress, please drop me a note as quickly as possible or call me, and we'll talk. Remember, this course is **not** self-paced. There are **specific deadline**s and **due dates** to which you are expected to adhere. Additionally, the completion of all readings assigned for the course is assumed.  Because the class will be structured around discussion and small group activities, it is critical for you to keep up with readings and to participate in class.

- There is a **weekly** discussion question (DQ) posted by the instructor under the **DISCUSSION BOARD** link of our course site's left-hand navigation menu.
- Each week you are expected to contribute to the class discussion in a meaningful way. Your comments should **add significantly** to the discussion by suggesting other solutions, pointing out problems, even totally disagreeing.

- Make sure you substantiate your comments with reasons drawn from our class readings and, whenever possible, relate your own "real world" experiences to the subject matter of the class.
- **It is a required part of your grade that you actively participate in these discussions.** I will evaluate your input based on the **quality** of your responses, whether your responses were **timely** and met the deadline, and the ability of your comments to **motivate** others in a collaborative effort.
- To learn how your discussion responses are evaluated, please consult the *Discussion Forum Rubric* posted in the **Grading Rubrics** folder under the **COURSE CONTENT** area of the Blackboard course site. A copy of the rubric is also included at the end of this syllabus.
- Please check your responses for grammar, spelling and tone prior to posting.
- Our discussion goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be easily misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others not take them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do my best to do the same. Remember, you're not competing with each other for grades, but sharing information and learning from one another.

## ASSIGNMENTS (DELIVERABLES) AND EVALUATION CRITERIA

All students must obtain and use their GMU email account.

### 1. Innovation/Change/Leadership Project (45% 0f grade)

There are two possible leadership projects: one is grant proposal and the other is study on educational innovation.

### Grant Proposal:

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

### Innovation Study:

Students will examine their own use of an educational innovation, including:

- Examining its history, the theory/research on which it is based
- Describing how it moved from problem identification to needs assessment, to program implementation guidelines at various policy levels, how it was implemented, and its impact on various levels

Students will present (via PowerPoint or other shared software program) to the class.

**This performance-based assessment (PBA) MUST be uploaded *and* submitted to Taskstream for evaluation when the assignment is due. ONLY PBAs posted to Taskstream will be graded. This means NO final grades will be posted until all materials are on Taskstream.**

2.      **Annotated Bibliography** (**20% of grade**)

Each student will locate articles/websites on an innovation in education; related either to grant proposal or innovation study. Students will then create an annotated bibliography of articles (minimum of five articles). The bibliography will serve as the research foundation for your proposal/innovation study.

3.      **Individual Reflective Journal Entries (20% of grade)**

Each student will engage in reflective journal writing. Please upload all reflections to MyMason Journal tool. 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. Each reflection is worth 4 points. *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.*

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

This is content that deserves inquiry and rich discussion. Active participation in discussion forums and other required discussions.


**Grading Scale**:
    A  =          94-100
    A- =          90-93
    B+ =          85-89
    B  =          80-84
    C  =          70-79
    F = Did not meet course requirements


*Reflection Point 4 – Teacher as Change Agent*

**Prompt for Reflection Point 4:**
In this section, you will focus on how coursework, related readings, and experiences for  EDUC 615 have led you to think about yourself as a teacher leader in your school and in learning communities. Please reflect on your own learning and your growth and change at this point in the Core. In your reflection, please address any of the applicable eight program learning outcomes and the ways in which the performance assessments included in this section and in the Core provide evidence of your knowledge.

      **Suggested course products which may be provided as evidence of knowledge:**

1. Grant Proposal Project (EDUC 615)
2. Selected journal/reflective responses from EDUC 615 or other Core coursework, as selected by teacher

## PROPOSED CLASS SCHEDULE

| Date | Topic/Learning Experiences | Readings and Assignments for This Class |
|---|---|---|
| **Class 1 Week of March 18 to March 24** | • Introduction to the Course<br>• Review syllabus<br>• World Café video<br>• World Cafe Questions<br>• Example of Innovation Study<br><br>Discussion Forum Question: If you could realistically change one thing in your school what would you want to change?  What barriers do you envision or have experienced that hinder school change?  What background or context knowledge do you need to know to implement school change? | Complete Teaching Perspectives Inventory<br>www.teachingperspctives.com<br>Email to instructor<br><br>Review:<br>http://edreform.com/Home<br>http://www.edexcellence.net/<br>http://www2.ed.gov/policy/elsec/leg/blueprint/indext.html<br><br>Read:<br>Rose pp.ix-41 |
| **Class 2 Week of March 25 to March 31** | • Standards, Accountability, and Change: How did it get like this?<br>• Fundamentals of Grant Writing – Part 1<br>    Tregoes Planning Process | **Read:  (on MyMason)**<br>A Nation at Risk<br>"Five myths about US Schools"<br>New Teacher Jolts KIPP<br>A Different Kind of Home Schooling<br><br>Rose:  pp ix-41 |
| **Class 3 Week of April 1 to April 7** | • Fundamentals of Grant Writing – Part 2<br>    "Made to Stick"<br>• "How to start a movement"<br><br>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? | Read:<br>Rose pp. 42-87<br><br>**DUE:**  Response Journal #1: |
| **Class 4 Week of April 8 to April 14** | • Why School, part 2 and Youth Edge)<br>• Making Connections on the Edge of Innovation<br>• Creating the School as a School of Thought: A simulation<br><br>Journal #2:  Rose pushes school 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 | **Read:**<br><br><br>**DUE:**  Response Journal #2 |

| | compares with a specific example of each. | |
|---|---|---|
| **Class 5 Week of April 15 to April 21** | • Getting to yes<br>• Understanding Chenoweth<br>• Video – Making Schools Work<br><br>Journal #3: 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? | **Read:**<br><br>Chenoweth v.-76<br><br><br>**DUE:  Response Journal #3** |
| **Class 6 Week of April 22 to April 28** | • Whatever It Takes:  Is this a possible future for school reform?<br>• Report cards for the Bronx Center for Science and Mathematics<br>• Self-efficacy scale<br><br>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. | **Read:**<br><br>Chenoweth 77-139<br>"Waiting for Transformation"<br><br>**DUE:  Response Journal #4** |
| **Class 7 Week of April 29 to May 5** | • Course Evaluations<br>• Grant/Innovation Study PowerPoint shared with peers | **DUE:  Grant Proposal or Innovation Study Uploaded to Taskstream by midnight May 5**<br><br>**DUE:  Reflection Point 4** |
| **Class 8 Week of May 6 to May 12** | • ASTL Professional Portfolio Due | **DUE:  Final ASTL Professional Portfolio uploaded to Taskstream by midnight May 12** |

## Rubric for EDUC 615 – Grant Proposal

| Attribute | Accomplished | Basic | Needs Improving |
|---|---|---|---|
| **Needs statement (why)** | The need is fully described; the narrative is clearly written | The need is described but lacking clarity | The need statement is vague; lacking specificity. |
| **Proposed Solution** | The proposed solution thoroughly describes how it will address the need statement | The proposed solution is not adequately described in how it will address the need statement. | The proposed solution is unrealistic and does not address the proposed need. |
| **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 a grant proposals on the funder's website. |
| **Plans for Implementation** | The plan for implementation is thoroughly described with rich details and moves beyond the classroom. | The plan for implementation is adequately described with some details lacking moves beyond the classroom. | The plan for implementation is vague and lacks details and stays in individual classrooms. |

*EDUC 615 -- RUBRIC FOR ASYNCHRONOUS DISCUSSION PARTICIPATION; CLASS DISCUSSION;*
*JOURNAL POSTINGS*

| *Criteria* | **No Evidence (0)** | *LEVEL OF PERFORMANCE* | | |
|---|---|---|---|---|
| | | **Beginning (1)** | **Developing (2)** | **Accomplished (3)** |
| **Frequency** | Participates not at all | Participates 1-2 times on the same day. | Participates 3-4 times but postings not distributed throughout week. | Participates 4-5 times throughout the week. |
| **Initial Assignment Posting** | Posts no assignment | Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task. | Posts well developed assignments that address all aspects of the task; lacks full development of concepts. | Posts well developed assignments that fully address and develop all aspects of the task. |
| **Follow Up Postings** | Posts no follow-up responses to instructor or others. | Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion. | Elaborates on an existing posting with further comment or observation. | Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. |
| **References & Support** | Includes no references or supporting experience. | Uses personal experience, but no references to readings or research. | Incorporates some references from literature and personal experience. | Uses references to literature, readings, or personal experience to support comments. |
| **Clarity & Mechanics** | Posts long, unorganized, inappropriate or rude content containing multiple errors. | Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics. | Contributes valuable information to discussion with minor clarity or mechanics errors. | Contributes to discussion with clear, concise comments formatted in an easy to read style that is free or grammatical or spelling errors. |