

**George Mason University
College of Education and Human Development**

EDUC 615: Educational Change
Spring 2013
Prince William Cohort

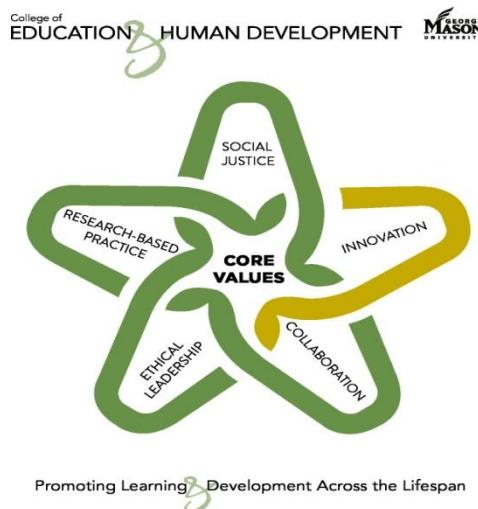
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Class Meeting Dates: Wednesday evenings, 7:20-9:30 PM
February 7 through April 18 (except Spring Break)

Location: Prince William Campus, Bull Run Hall 248

Office Hours: By Appointment (before or after class)

CEHD Information: <http://cehd.gmu.edu>



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:

Chen, M. (2010). *Education nation: Six leading edges of innovation in our schools*. San Francisco, CA: Jossey Bass.

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/>].
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V: Electronic Requirements:

Students **must have access to email** and the Internet, either at home, work or GMU campus. GMU provides students with free **email accounts** which **must be accessed for** information sent from the university or the Graduate School of Education. Go to <http://mason.gmu.edu/> for information on accessing mail.

VI. MODE OF COURSE DELIVERY

Course delivery will be through mini-lectures, structured collaborative reflective groups based on teaching levels, videotape analyses, and discussion groups based on topics aligned with national standards and program/learner outcomes.

Evaluation Criteria and Assignments

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- **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 the instructor (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 the instructor as an attachment via email prior to class. Late assignments will not be accepted without making prior arrangements with me.

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 17*

2. Context of Change Project (20% of grade)

This three-part project is designed to develop your awareness, as an innovator/agent of change and your own feelings about change, make connections to ASTL and Core course work, and allow you to explore different perspectives related to school culture. The goal of the process of this project's layers is to help you uncover needs in your classroom/school which may typically be invisible, become more visible. In other words, how do you come to new understandings and identify a need(s) that might have otherwise gone unnoticed or remained invisible.

Project Product

Using standard poster paper or media, you are to create a visually appealing cultural representation of your classroom and/or school community. The product you create should among other things, communicate what has been made visible that otherwise might have remained invisible within your project lens. (You may already have in mind a need, demonstrate how you discovered this need.) Be sure to incorporate evidence that you have noted and collected (pictures, quotes, symbols, etc.) within each part of the project development process (Part One, Part Two, and Part Three). You will be sharing your posters during class in a traveling museum format (directions to be distributed in class). (Program Outcomes 5 and 7).

Due date:

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)

<p>Class 1 2/6</p>	<p>IN CLASS</p> <ul style="list-style-type: none"> • Catch up!! • Overview of the course • First night forms • Innovation cards • Overview of recent history of educational change • Role of Culture and Context of Change Project • Grants- Overview <p>FOR NEXT CLASS</p> <p><i>Read</i></p> <ul style="list-style-type: none"> • Rose, pp. ix-41 • Complete Teaching Perspectives Inventory www.teachingperspectives.com (Please email your results to your instructor by February13)
<p>Class 2 2/14</p>	<p>IN CLASS</p> <ul style="list-style-type: none"> • Guiding Course Questions: • 1) If you could realistically change one thing in your school what would you want to change? • 2) What barriers do you envision or experienced that hinder school change? • 3) What background or context knowledge do you need to know to implement school change? <p>World Café discussion of Rose</p> <p>DUE:</p> <ul style="list-style-type: none"> • Completed Teaching Perspective Inventory emailed to instructor <p>FOR NEXT CLASS</p> <p><i>Read</i></p> <ul style="list-style-type: none"> • Chen, pp. xi-34 (Thinking Edge) • Rose, pp. 45-87 • “A Different Kind of Home Schooling” (My Mason) • A Nation at Risk (My Mason Weblinks) • “Five Myths about US Schools” (My Mason) • “New Teacher Jolts KIPP” (My Mason)

	<p><i>Peruse</i></p> <p>Other national and state perspectives on education reform:</p> <ul style="list-style-type: none"> • 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 <p>Response Journal #1 Due 2/19</p> <p><i>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?”</i></p>
<p>Class 3 2/20</p>	<p>IN CLASS</p> <ul style="list-style-type: none"> • Standards, Accountability, and Change: How Did it Get Like This? • Fishbowl Exercise on Assigned Readings (see 2/14 for listing) • Fundamentals of Grant Writing – Part I • Tregoe 4 Step Planning Process • <p>DUE</p> <ul style="list-style-type: none"> • Response Journal #1 (emailed to your instructor by 11:55 PM, 2/19) <p>FOR NEXT CLASS</p> <p><i>Read</i></p> <ul style="list-style-type: none"> • Chen, pp. 213-239 (Youth Edge) • Rose, pp. 89-169 (Why School (part 2)) <p><i>Peruse</i></p> <p>Chen, pp. 87-212 (Technology Edge, Co-teaching Edge and Time/Place Edge)</p> <p>Response Journal #2 Due 2/26 (11:55pm)</p> <p><i>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.</i></p>

<p>Class 4 2/27</p>	<p>IN CLASS</p> <ul style="list-style-type: none"> • Readings (Why School, part 2 and Youth Edge) • Fundamentals of Grant Writing – Part II “Made To Stick” • Grant Talk Time • View: Learning from others: View “Making Schools Work” (Chart) <p>DUE</p> <ul style="list-style-type: none"> • Response Journal #2 (emailed to your instructor by 2/26 11:55 PM) • Bring information about your grant’s funding organization (application, background, etc.) <p>FOR NEXT CLASS</p> <p><i>Read</i></p> <ul style="list-style-type: none"> • Chenoweth, pp. v-40 plus one individually selected chapter (chapters 2-5) • Chen, pp. 35-85 (Curriculum Edge) • “Travel Tips from a Disappointing Trip” (<i>My Mason</i>) <p>Response Journal #3 Due 3/5 (11:55pm)</p> <p><i>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 and pull in evidence from Chen to support your position.</i></p>
<p>Class 5 3/6</p>	<p>IN CLASS</p> <ul style="list-style-type: none"> • View “Making Schools Work” • Reading Discussion Work • Grant Talk Time <p>DUE</p> <ul style="list-style-type: none"> • Response Journal #3 (emailed to your instructor by 3/5 11:55 PM) <p>FOR NEXT CLASS</p> <p><i>Read</i></p> <ul style="list-style-type: none"> • Read Chenoweth, pp. 177-206 plus one individual selected chapter (chapters 6-9) • “Waiting for Transformation” (<i>My Mason</i>) <p>Response Journal #4 Due 3/13 11:55 PM</p> <p><i>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?</i></p>

<p>3/14</p> <p>Class 6 3/20</p>	<p>NO CLASS GMU SPRING BREAK</p> <p>IN CLASS</p> <ul style="list-style-type: none"> • Creating the School as a School of Thought: A Simulation • Summarizing Chenoweth • Reading Discussion • “Getting to Yes” <p>DUE</p> <ul style="list-style-type: none"> • Response Journal #4 (3/12 emailed to your instructor) • Final Grant Project topic and funding organization <p>FOR NEXT WEEK</p> <p><i>Response Journal #5 Due 4/5 11:55 PM</i> <i>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 or create innovation?</i></p>
<p>3/27</p> <p>Class 7 4/3</p>	<p>NO CLASS K-12 SPRING BREAK</p> <p>IN CLASS</p> <ul style="list-style-type: none"> • Context of Change Projects • Life after NCLB: Role Play • <u>View “Whatever It Takes”: Is this a possible future for school reform?</u> • <u>Report cards for the Bronx Center for Science and Mathematics</u> • Self-efficacy scale • Reading Discussion <p><i>Read</i></p> <ul style="list-style-type: none"> • How can teachers still make a difference in the world (<i>on blackboard course content</i>) • Teaching in New Times, p. 11- 24 (<i>blackboard course content/course readings</i>) <p>DUE</p> <ul style="list-style-type: none"> • Journal Entry #5 (emailed to your instructor by 4/2 11:55 PM) • Context of Change Project
<p>Class 8 4/10</p>	<p>IN CLASS</p> <p><i>View Waiting for Superman: Is this the future of school reform? What does it mean for your neighborhood school?</i></p>