

GEORGE MASON UNIVERSITY
College of Education and Human Development
Graduate School of Education

EDUC 615: Educational Change
Fall 2005

Instructor: Harriet Hopkins, Ed.D.

Class Date & Time: Wednesdays 5:00 p.m. – 8:00 p.m.

Class Location: Mosby Woods ES Library

Contact Information

Office Location: 10640 Page Avenue, Fairfax City

Telephone: 703-246-3613

E-mail: harriet.hopkins@fcps.edu

Fax: 703-591-8795

Office hours: By appointment

COURSE DESCRIPTION

This two-credit graduate level course explores the problems, issues and possibilities for bringing change to education. In addition, it will focus on a model for implementing change within a school setting. This is the culminating course in the ASTL program. In it, students will explore the implications of a wide range of research-based factors that influence and affect educational change. Students will analyze influences on educational change, reflect on their own experiences and the possibility of becoming possible agents of educational change in their professional settings.

COURSE OUTCOMES

In this course, the students will:

- Analyze the factors, perspectives and entities that influence educational change
- Examine their respective roles and responsibilities as change agents
- Write reflectively about personal experiences of change
- Inquire into the perspectives of others on a current topic/innovation in education
- Examine their own use of an educational innovation and prepare a grant proposal to submit to a funding agency
- Develop a plan to implement their grant proposal including the use of an innovation configuration map.

Course Format:

Class sessions will consist of presentations and discussions in both large and small group settings with an emphasis on understanding the impact of and how to create educational 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. (Available on amazon.com)
- Rutherford, Paula (2003). *Leading the learning: A field guide for supervisors, coaches, and mentors (bound edition)*. Alexandria, VA: Just ASK Publications. Students may purchase this book from the publisher by calling 1-800-940-5434. Mention my name in the order and receive a 20 percent discount.
- National Commission on Excellence in Education. (1983). *A nation at risk*. Washington, DC: Can be found online at <http://www.ed.gov/pubs/NatAtRisk/recomm.html>. Be sure you read the sections containing the Letter of Transmittal, members on the Commission, the Introduction, A Nation at Risk, Findings and Recommendations.

Supplemental Text:

Suggested but not required: Hall, Gene and Shirley Hord (2001). *Implementing Change*. Boston: Allyn and Bacon

There may be other articles posted on Blackboard for you to read.

Course Requirements:

- Read all assignments.

- Attend all classes. If you must miss a class for an emergency, notify me in advance.
- Participate in classroom activities that reflect critical reading of the assignments.
- Identify an innovation you would like to implement in your professional setting.
- Research grant writing how-tos and funding sources. Write a grant to fund the innovation.
- Develop an Innovation Configuration Map for implementing the plan.
- Present your project including the innovation configuration map to the class.
- Post on the discussion board a reflection on your readings or on classroom discussions each week.
- Respond to at least three postings in the discussion board each week.

Reflection Papers for the Discussion Board:

- Write and post on the discussion board a one page reflection on each reading assignment. Use the following questions to guide your reflection and respond to the text:
 - What are two important ideas you would like to discuss further and why?
 - What are two questions or concerns you continue to have?
 - What are at least two implications for your practice?
- Respond to the posted messages of your peers. Reflect on the comments and pull information from your experiences and from the readings. Cite any articles you have read on the topic.

Innovation Application for Grant Funding Project

The major project for this course is to submit for grant funding an innovation you would like to implement in your professional setting. As we learn about characteristics of great schools, and get ideas about who to improve school culture and teaching and learning, you will get ideas for the innovation.

For this project, you will show evidence of the following:

- Identify the innovation to implement in your school or professional setting.
- Research sources for grant funding. A suggested list of websites is contained above.
- Complete the application for grant funding and include the grant application requirements in the packet you turn in for grading.
- Get all necessary signatures to submit the grant.
- Submit the application for grant funding.
- Write no more than a two page paper on how your innovation implementation plans.

- Prepare an Innovation Configuration Map (ICM) for the innovation.
- Prepare a 15 minute presentation on the innovation and implementation plan for the class.

Grant Funding Websites:

- Some general information for writing grants: http://www.educationmoney.com/federal_write_proposal.html
- USDOE: <http://www.ed.gov/fund/landing.jhtml>
- A general service: <http://www.fundsnetsservices.com/>
- A newsletter-type: <http://www.grantsalert.com/>
- One stop shopping: <http://www.fdncenter.org>

Evaluation and Grading:

- | | |
|---|------------|
| 1. In-class Participation/Discussion | 25 percent |
| 2. Participating in the Discussion Board | 25 percent |
| a. Quality of Reflections on Readings | |
| b. Quality of Responses | |
| 3. Final Innovation/Grant Project and ICM | 50 percent |

Honor Code:

All evaluations and homework will be taken under the GMU Honor Code. Students are expected to abide by the honor code set forth in the current edition of the Student Handbook. All exams, assignments and papers or honor work. That means that students must not give nor receive any unauthorized assistance. While members of a team may collaborate on written paper assignments, they may not give or receive assistance from other teams. Plagiarism is also a violation of the honor code. The University’s Honor Code guidelines for academic honesty are found at: <http://mason.gmu.edu/~montecin/plaigerism.htm>.

Learning Disabilities

Students with any type of documented disability that may interfere with their learning in this class may negotiate a reasonable accommodation with me.

Tentative Course Outline and Assignments

Class Date	Topics	Assignment for Next Class
Sept. 7	Introduction to Change Course Requirements: Grant Writing Creating a Change	<i>A Nation at Risk</i> <i>Learning by Heart</i> , Appendix A and B

Sept. 14	A Nation at Risk: 20 years ago and now	<i>Learning by Heart</i> , pp. 1-105
Sept. 21	Leading the Learning: Creating Change in Your Environment	Tentatively identify a proposal for funding an innovation for your class or school.
Sept. 28	Independent work on innovation proposal	
Oct. 5	Creating a Vision for Change: <i>Learning by Heart</i>	<i>Learning by Heart</i> , pp. 106-208
Oct. 12	Implementing the Change Process: Innovation Configuration Maps	Create an Innovation Configuration Map (ICM) for your innovation
Oct. 19	Implementing Change (continued)	Research and draft a innovation proposal
Oct. 26	Using Innovation Configuration Maps (ICM) to implement change	Peer feedback for innovation proposal / Prepare innovation proposal for presentation
Nov. 2	Grant preparation assistance and peer review of projects and ICMs	Final presentations due Nov. 9
Nov. 9	Presentations on Educational Change and Grant Proposals	