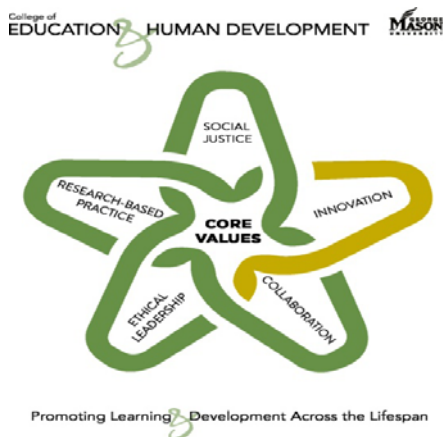


**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**PROGRAM: ASTL – Advanced Studies in Teaching and Learning**

EDUC 615: Educational Change  
Spring 2012  
CRN: 19641

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Class Meeting Dates: Tuesday evenings, 5-8:30 PM  
Lake Braddock High School  
Beginning March 20, 2012 thru May 15, 2012



## 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.

**Prerequisite(s):** EDUC 612, 613, and concurrent enrollment in EDUC 606 and 614.

## II. Course Outcomes

Expanded Information: 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.

By the completion of EDUC 615, students will be able to:

- A. Analyze the factors, perspectives and entities that influence educational change and reform.
- B. Examine their respective stance toward their roles as change agents.
- C. Write reflectively about their personal experiences with educational change and reform.

- D. Inquire into the perspectives of others on a current topic/innovation in education.
- E. Prepare a proposal for a grant to a funding agency for a project that would lead to change.

### **III. Relationship of EDUC 615 to ASTL, NBPTS Propositions, and CEHD Core Values**

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*. EDUC 615 embodies the five Core Values of the College of Education & Human Development: Collaboration, Ethical Leadership, Innovation, Research-based Practice, and Social Justice.

#### **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.

### **V. George Mason University – College of Education & Human Development**

#### **Student Expectations**

- **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/>].

### **Evaluation Criteria and Assignments**

- **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 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.

#### **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 My Mason. (Program Outcomes 1, 2, and 5).

***Due dates:   Topic Selection and Funding Organization - April 24  
                  Final Grant Proposal Sharing - May 8***

## **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 you are to create a visually appealing cultural representation of your classroom and/or school community. The poster 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: April 24***

## **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 9, April 16, April 23, April 30, and May 7 – by 11:55pm.***

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

This is content that deserves inquiry and rich discussion. (Outcomes 1, 2, 3, and 4)

<b>Tentative Schedule</b>	
<b>Date</b>	<b>Topic</b>
Class 0 3/20	<p><b>IN CLASS</b></p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Overview of the course</li> <li>• Bring laptop to class</li> </ul> <p><b>FOR NEXT CLASS</b></p> <p><i>Read</i></p> <ul style="list-style-type: none"> <li>• Rose, pp. ix-41</li> <li>• <i>Complete Teaching Perspectives Inventory</i> <a href="http://www.teachingperspectives.com">www.teachingperspectives.com</a> (Please email your results to your instructor by March 27)</li> </ul>
Class 1 3/27	<p><b>IN CLASS</b> (Bring laptop to class)</p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• First Night Form</li> <li>• Innovation Cards</li> <li>• Role of Culture and Context of Change Project</li> </ul> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• Bring in your school mission and philosophy statement</li> <li>• Completed Teaching Perspective Inventory emailed to instructor</li> </ul> <p><b>FOR NEXT CLASS</b></p> <p><i>Read</i></p> <ul style="list-style-type: none"> <li>• Chen, pp. xi-34 (Thinking Edge)</li> <li>• Rose, pp. 45-87</li> <li>• “A Different Kind of Home Schooling” (<i>My Mason</i>)</li> <li>• A Nation at Risk (<i>My Mason Weblinks</i>)</li> <li>• “Five Myths about US Schools” (<i>My Mason</i>)</li> <li>• “New Teacher Jolts KIPP” (<i>My Mason</i>)</li> </ul> <p><i>Peruse</i></p> <p>Other national and state perspectives on education reform:</p>

	<ul style="list-style-type: none"> <li>• <a href="http://edreform.com/Home">http://edreform.com/Home</a></li> <li>• <a href="http://www.edexcellence.net/">http://www.edexcellence.net/</a></li> <li>• <a href="http://www2.ed.gov/policy/elsec/leg/blueprint/index.html">http://www2.ed.gov/policy/elsec/leg/blueprint/index.html</a></li> <li>• <a href="http://www.doe.virginia.gov/about/superintendent/state_of_the_commonwealth_public_schools.shtml">http://www.doe.virginia.gov/about/superintendent/state_of_the_commonwealth_public_schools.shtml</a></li> </ul> <p><b>Response Journal #1</b></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>
4/3	<b>Spring Break (No Class)</b>
Class 2 4/10	<p><b>IN CLASS</b></p> <ul style="list-style-type: none"> <li>• Standards, Accountability, and Change: How Did it Get Like This?</li> <li>• Fishbowl Exercise on Assigned Readings (see 3/27 for listing)</li> <li>• Fundamentals of Grant Writing – Part I Tregoe 4 Step Planning Process</li> </ul> <p><b>DUE</b></p> <ul style="list-style-type: none"> <li>• Response Journal #1 (emailed to your instructor by 11:55 PM)</li> </ul> <p><b>FOR NEXT CLASS</b></p> <p><i>Read</i></p> <ul style="list-style-type: none"> <li>• Chen, pp. 213-239 (Youth Edge)</li> <li>• Rose, pp. 89-169 (Why School (part 2))</li> </ul> <p><i>Peruse</i></p> <p>Chen, pp. 87-212 (Technology Edge, Co-teaching Edge and Time/Place Edge)</p> <p><b>Response Journal #2</b></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>
Class 3 4/17	<p><b>IN CLASS</b></p> <ul style="list-style-type: none"> <li>• Readings (Why School, part 2 and Youth Edge)</li> <li>• Fundamentals of Grant Writing – Part II “Made To Stick”</li> <li>• View: Learning from others: View “Making Schools Work”</li> <li>• Grant Talk Time</li> </ul>

	<p><b>DUE</b></p> <ul style="list-style-type: none"> <li>• Response Journal #2 (emailed to your instructor by 11:55 PM)</li> <li>• Bring information about your grant’s funding organization (application, background, etc.)</li> </ul> <p><b>FOR NEXT CLASS</b></p> <p><i>Read</i></p> <ul style="list-style-type: none"> <li>• Chenoweth, pp. v-40 plus one individually selected chapter (chapters 2-5)</li> <li>• Chen, pp. 35-85 (Curriculum Edge)</li> <li>• “Travel Tips from a Disappointing Trip” (<i>My Mason</i>)</li> </ul> <p><b>Response Journal #3</b></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 4 4/24</p>	<p><b>IN CLASS</b></p> <ul style="list-style-type: none"> <li>• View “Making Schools Work”</li> <li>• Creating the School as a School of Thought: A Simulation</li> <li>• Reading Discussion Work</li> <li>• Context of Change Project Sharing</li> <li>• Grant Talk Time</li> </ul> <p><b>DUE</b></p> <ul style="list-style-type: none"> <li>• Response Journal #3 (emailed to your instructor by 11:55 PM)</li> <li>• Final Grant Project topic and funding organization</li> </ul> <p><b>FOR NEXT CLASS</b></p> <p><i>Read</i></p> <ul style="list-style-type: none"> <li>• Read Chenoweth, pp. 177-206 plus one individual selected chapter (chapters 6-9)</li> <li>• “Waiting for Transformation” (<i>My Mason</i>)</li> </ul> <p><b>Response Journal #4</b></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>Class 5 5/1</p>	<p><b>IN CLASS</b></p> <ul style="list-style-type: none"> <li>• Summarizing Chenoweth</li> </ul>

	<ul style="list-style-type: none"> <li>• Reading Discussion</li> <li>• “Getting to Yes”</li> <li>• Life after NCLB: Role Play</li> <li>• Eight Attributes</li> </ul> <p><b>DUE</b></p> <ul style="list-style-type: none"> <li>• Response Journal #4 (emailed to your instructor)</li> </ul> <p><b>FOR NEXT WEEK</b></p> <p><i>Read</i></p> <ul style="list-style-type: none"> <li>• How can teachers still make a difference in the world (My Mason)</li> <li>• Teaching in New Times(My Mason)</li> </ul> <p><b>Response Journal #5</b></p> <p><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>Class 6 5/8</p>	<p><b>IN CLASS</b></p> <ul style="list-style-type: none"> <li>• View “Whatever It Takes”: Is this a possible future for school reform?</li> <li>• Report cards for the Bronx Center for Science and Mathematics</li> <li>• Self-efficacy scale</li> <li>• Grant Proposal Sharing</li> <li>• Reading Discussion</li> <li>• Reflection Prompt Time</li> </ul> <p><b>DUE</b></p> <ul style="list-style-type: none"> <li>• Journal Entry #5 (emailed to your instructor by 11:55 PM)</li> </ul>
<p>Class 7 5/15</p>	<p><b>IN CLASS</b></p> <ul style="list-style-type: none"> <li>• ASTL Portfolio Presentations</li> </ul> <p><b>DUE</b></p> <ul style="list-style-type: none"> <li>• Journal Entry #4 (Program Reflection Point 4 for your portfolio; See Portfolio Guidelines)</li> <li>• Final Grant Proposals due for mailing</li> </ul>



## Scoring 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 (how)	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 grant proposals on the funder's website
Plans for Implementation	The plan for implantation 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 classroom.