

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
ADVANCED STUDIES IN TEACHING AND LEARNING PROGRAM**

EDUC 615.001 – Educational Change
2 credits, Spring 2020

Meeting Days/Times

Thursdays, 7:20 – 10 pm; January 21 - April 6; Robinson Secondary School Room 406

Faculty

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Prerequisites

EDUC 612, EDUC 613, EDUC 614, and EDUC 606* (with grades of B- or better)

*EDUC 606 may be taken concurrently

University Catalog 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.

Course Delivery Method

This course will be delivered using a lecture format.

Learner Outcomes

This course is designed to enable students to do the following:

1. Analyze the factors, perspectives, and entities that influence educational change and reform (*ASTL Learning Outcomes 5 and 7*) (*IB Adv Cert domains 1.1; 1.2; 1.3*);
2. Examine their local context related to access and equity, as well as their own role as a change agent within that context (*ASTL Learning Outcomes 4, 6, and 7*) (*IB Adv Cert domains 2.1; 2.2; 2.4*);
3. Surface and examine their personal experiences with educational change and reform (*ASTL Learning Outcomes 4 and 7*) (*IB Adv Cert domains 1.1; 1.2; 1.3*);
4. Plan for improvement/change in their local context (*ASTL Learning Outcomes 7 and 8*) (*IB Adv Cert domains 3.1; 3.2; 3.3; 3.4*).

Professional Standards

EDUC 615 is one of the five courses in the 12-credit ASTL CORE. EDUC 615 is aligned with the National Board for Professional Teaching Standards' (NBPTS) five core propositions, which provide

the guiding principles for *what teachers should know and be able to do*. Specifically, EDUC is aligned with the following NBPTS propositions:

National Board for Professional Teaching Standards 4 – Teachers think systematically about their practice and learn from experience.

National Board for Professional Teaching Standards 5 – Teachers are members of learning communities.

EDUC 615 is aligned with the additional three principles that guide the ASTL Core:

Principle 5: Teachers are members of learning communities.

Principle 6: Teachers account for the needs of culturally, linguistically, and cognitively diverse learners;

Principle 7: Teachers are change agents, teacher leaders, and partners with colleagues; and

Principle 8: Teachers use technology to facilitate student learning and their own professional development.

The content of EDUC 615 additionally aligns with aspects of the International Baccalaureate (IB) Certificate in Teaching and Learning Research, with a particular focus on the following Domains of Knowledge:

- Domains 1.1, 1.2, 1.3: Contemporary issues in IB education – Identification, clarification, and articulation of contemporary issues in IB context; critical analysis of contemporary IB issues; Contextualising and interpretation of IB issues.
- Domains 2.1, 2.2, 2.3, 2.4: Research practice – Application of planning and scoping process in IB contexts; Collection, analysis, interpreting and reporting of evidence; Evaluation of research activity; Reflection on and dissemination of findings and implications for practice.
- Domains 3.2, 3.3, 3.4: Linking theory to practice in an IB context – Critical reading and reflection; Interpretation and evaluation of source material; Synthesizing research and experiential evidence.

Required Text

Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. New York, NY: Teachers College Press.

Additional selected readings to be available via Blackboard or through Mason Libraries

(<http://library.gmu.edu/>)

Recommended Texts

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments**

<i>Course Outcome Alignment</i>	Assignment	<i>Points</i>
1, 3	Weekly Work/Class Participation	40
1	Critical Friend Group tasks	10
2, 4	Equity Study: Equity Audit, Policy Brief, and Action Plan (PBA)	45
	Reflection Point: EDUC 615	5
	Total	100

Weekly Work

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this, you are expected to regularly contribute to in class discussions and online discussion forums, as well as to genuinely ‘listen’ to peers as they do the same. Agreement is not mandatory; consideration and respect are. This means that you must be “present” throughout all discussions and activities. It is expected that you connect, question, and extend the discussion with all new posts by citing readings, weekly content, and your personal experiences. In addition to being present in each class, weekly work also includes quality participation in class discussions and discussion forums. See the Weekly Work rubric in this syllabus for grading criteria.

Critical Friend Group tasks

There will be instances when you will be tasked with being a critical friend to a peer(s). This will entail aiding in such tasks as data analysis, brainstorming problems/solutions, and offering feedback. See the CFG rubric in this syllabus for grading criteria.

Equity Study: Equity Audit, Policy Brief, and Action Plan (EDUC 615 Performance Based Assessment)

Teacher leaders affect change within their sphere of influence. To do this, teacher leaders need to actively inform themselves about their local context and the opportunities and outcomes related to students within that context. To become an informed teacher leader, you will complete an audit of your school. This audit will focus on indicators of equity for various groups of students in your school. After collecting and analyzing the audit data, you will pick one piece of the data that you find the most compelling. This data will be the foundation for a policy brief that synthesizes policy and literature related to the data selected. The policy brief will then be used to create a plan of action for changing something within your school (within your sphere of influence) that will lead to improvement in a related area. See the assignment details and rubric in this syllabus for further information.

PROMPT FOR ASTL PORTFOLIO REFLECTION POINT: EDUC 615

Teacher as Change Agent

In this reflective narrative, you will focus on how coursework, related readings, and experiences for the EDUC 615 have led you to think about yourself as a change agent and teacher leader in your school and beyond.

First, reflect on your learning and your perceived growth and change at this point in the Core. Then, construct a written reflection that captures the following:

I used to think...

Now I think...

What this means for me

In your reflection, connect to any of the applicable eight program learning outcomes and the ways in which the performance assessments in this course provide evidence of your knowledge. Also, within your reflection identify program experiences that have most impacted your thinking and your teaching practices (including selected PBAs, course readings, activities, and other learning experiences).

Required course products to be used as evidence of knowledge:

- Equity Study (includes equity audit, policy brief, and action plan) (EDUC 615)

Other suggested products for inclusion:

- Written in-class or online responses (EDUC 615)
- Other, as selected by individual (be specific)

Guidelines and Suggested Format for each of the Reflection Points

Length: Aim to limit your response to two well written single-spaced pages

Focus: Each Reflection Point should include a short description, but will focus on *interpretation* and *analysis* of learning by synthesizing knowledge attained from that learning component of the Core coursework.

Format: Each reflection point *describes, interprets, and examines* why and how the course product(s) provide evidence of the ASTL principles addressed in that learning module. Here you should also discuss the impact of this course/learning module on your teaching practice *and* its impact on P-12 student learning.

- **Other Requirements**

- A. Class attendance is both important and **required**. If, due to an emergency, you will not be in class, you must contact your instructor prior to class. Learners with more than two ‘absences’ may drop a letter grade or lose course credit.
- B. All assignments are due no later than **11:59 PM** of the date indicated in each week’s assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus.
 - a. **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%, unless prior approval from instructor has been granted. No late submissions will be accepted after the course end date.**
 - b. Assignments earning less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. In fact, because learning is the goal, I may *require* you to redo an assignment that is far below expectations.
- C. 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.
 - a. **All assignments submitted should have the filename format LASTNAME-ASSIGNMENT TITLE. Do not upload written assignments in PDF format.** Other editable formats are acceptable (i.e., .doc, .docx, .rtf, .ppt, .pptx, .xlsx, .xlsx). **ONLY** supporting documents for assignments can be in PDF format.
- D. *All written work* should be carefully edited for standard grammar and punctuation, as well as clarity of thought. All submitted work should be prepared through word processing and reflect APA style (6th edition), as well as double-spaced, with 1” margins, and 12-point font (Times New Roman, Calibri, or Arial).

Grading Scale

| 95-100=A | 90-94=A- | 86-89=B+ | 83-85=B | 80-82=B- | 70-79=C | Below 70=F |

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

COURSE SCHEDULE EDUC 615: Spring 2020

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Weekly Topic	<u>What Assignments are due for this night's class?</u>
Week 1 Jan. 23	<i>Starting our conversation</i>	Read <ul style="list-style-type: none"> Find and read one news article from your local/national media that you think represents a major discourse regarding education Bring to class: <ul style="list-style-type: none"> Completed data sheet that was emailed to you by the professor.
Week 2 Jan. 30	<i>Further defining equity and examining student opportunities and outcomes</i>	Read <ul style="list-style-type: none"> Equity Audit, Policy Brief, Action Plan (PBA) Description Spring: Education and Equality of Opportunity Wheatley: Willing to Be Disturbed
Week 3 Feb. 6	<i>The educational policy context - historically and today</i>	Read <ul style="list-style-type: none"> Hargreaves & Fullan: Chs. 2-3
Week 4 Feb. 13	<i>The nature of change and school culture</i> <i>Teacher leadership as interrupting</i>	Read <ul style="list-style-type: none"> Hargreaves & Fullan: Ch. 6 Katzenmeyer & Moller: Chapter 1 Datnow & Park: Data Use for Equity <p>Equity Audit data should be collected by this class.</p>
Week 5 Feb. 20	<p align="center">NO F2F class</p> <p align="center">WRITING WEEK</p>	<p align="center">Equity Audit Data Collection and Analysis due by Sunday, February 23</p>
Week 6 Feb. 27	<i>Professional capital and teaching</i>	Read <ul style="list-style-type: none"> Hargreaves & Fullan: Chs. 1 & 5

Week 7 Mar. 5	<i>Change in action</i>	Read <ul style="list-style-type: none"> Hargreaves & Fullan: Ch. 7 <p>Complete your Policy Brief draft by class on March 5. You will share this with your critical friend in class for feedback.</p>
Week 8 Mar. 12	Mason Spring Break NO CLASS WRITING WEEK	<p>Policy Brief <u>Draft</u> Due to instructor for feedback by Sunday, March 15.</p> <p>Spend time working on your Action Plan.</p>
Week 9 Mar. 19	<i>Planning for action</i>	Read <ul style="list-style-type: none"> Michie: Teaching in the Undertow
Week 10 Mar. 26	<i>Wrapping it up</i>	<p>Complete your Action Plan draft by class on March 26. You will share this with your critical friend in class for feedback.</p>
Week 11 Apr. 2	No class meeting WRITING WEEK	<p>Equity Study: Audit, Policy Brief, Action Plan (PBA) by April 5, 11:59pm (upload to Tk20 in Blackboard)</p> <p>Portfolio Reflection Point: EDUC 615 Due by April 6, 11:59pm (upload to Blackboard Organization site)</p>
May 11	ASTL Reflection Point: Program Synthesis	
May 12	Portfolio Presentations Johnson Center CLUB 3 rd floor, Fairfax Campus International & out-of-state students will participate online Specific presentation schedule TBA Celebratory reception to follow	

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).

- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

WEEKLY WORK RUBRIC

	Unsatisfactory	Basic	Proficient	Distinguished
Class Engagement	The student is chronically late for class; absences are not documented by following the procedures outlined in the syllabus; The student is not prepared for class; and does not actively participate in discussions.	The student may be late or miss class more than once; is prepared for class; participates at least peripherally in group and class discussions; The student is somewhat engaged in all classes; if an absence occurs, the procedure outlined in the syllabus is followed	The student is engaged in all classes; is on time; is prepared; follows outlined procedures in case of absence; the student makes active contributions to the learning group and class; student discusses course readings in relevant ways.	The student is engaged in all classes; is on time; is prepared; follows outlined procedures in case of absence; the student actively participates in small and/or whole group class meetings; student discusses and references course readings in thoughtful, relevant & meaningful ways

EQUITY STUDY: EQUITY AUDIT, POLICY BRIEF, AND ACTION PLAN **(EDUC 615 Performance Based Assessment)**

Teacher leaders effect change within their sphere of influence. To do this, teacher leaders need to actively inform themselves about their local context and the opportunities and outcomes related to students within that context. They need engage in praxis- the process of critical reflection and action. To become an informed and critical teacher leader, you will complete an audit of your school. This audit will focus on indicators of equity for various groups of students in your school. After collecting and analyzing the audit data, you will pick one piece of the data that you find the most compelling. This data will be the foundation for a policy brief that synthesizes policy and literature related to the data selected. The policy brief will then be used to create a plan of action for changing something within your school (within your sphere of influence) that will lead to improvement in a related area.

Steps

1. Conduct an Equity Audit data collection.
 - This is located on Blackboard.
2. Analyze and interpret your audit data.
 - What does the data in each category show and what does it mean?
3. Select a piece of the data that you find the most compelling. Graphically depict this data.
4. Write a 2-3 page policy brief regarding the selected data.
 - Conduct a literature and data (regional, national, global) search.
 - The brief will contain the following sections, all drawn from your literature and data search, as well as class readings:
 - a. Why this data matters broadly (beyond your local context),
 - b. What others are doing in schools related to similar data, including the historical and current initiatives in place to address the data
5. Create an action plan.
 - Using the policy brief you've written, create an action plan that you will use to effect change in your local setting. Include the following sections:
 - a. Describe what is currently happening in your context. Why is it a problem?
 - b. Describe what you want to improve (what will it look like when it's improved?)
 - c. Detail what you will do, why (it should be clear that your policy brief has informed your actions), and how. This should include:
 - i. Specific steps and a corresponding timeline.
 - ii. The resources and permissions needed
 - a. Resources: human, material, from yourself
 - iii. Anticipated obstacles to implementation and proposed solutions to overcoming them
6. Write a 1 page reflective narrative regarding the process. Use course readings to support your reflection. Explore and respond to the following:
 - What did you learn through this process?
 - How do you consider your role and responsibility as a teacher? Has this been affected at all by this process?
 - What are your next steps in your development as a teacher leader?

Note: You will share your data and policy brief with your class peers.

**EQUITY STUDY (EQUITY AUDIT, POLICY BRIEF, AND ACTION PLAN) RUBRIC
(EDUC 615 Performance-Based Assessment)**

	Does not meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	0	1	2	3
<p>Equity Audit (Data Collection and Analysis)</p> <p><i>ASTL Learning Outcome 6</i></p> <p><i>IB domains 1.1, 1.2, 2.2, 4.1, 4.2, 4.4</i></p>	<p>Equity audit data is not included and/or no analysis was completed</p> <p><i>0-4 points</i></p>	<p>Data are incomplete and/or attempts were not made to collect all data in every category; Categories were not adapted for relevance to local school; Analysis for each category is limited or not evident; It is not clear how the analysis has considered the data from various perspectives; No data are graphically depicted or is depicted inaccurately</p> <p><i>5-7 points</i></p>	<p>Data may be mostly complete and/or attempts may not have been made to collect all data in every category; Categories may have been adapted for relevance to local school; Analysis for each category is thoughtful; It is somewhat clear how the analysis considers the data from multiple perspectives; One category of data is graphically depicted</p> <p><i>8-9 points</i></p>	<p>Data are complete and/or attempts have been made to collect all data in every category; Categories may have been adapted for relevance to local school; Analysis for each category is thoughtful; It is clear how the analysis has considered the data from various perspectives; One category of data is graphically depicted accurately</p> <p><i>10 points</i></p>
<p>Policy Brief</p> <p><i>ASTL Learning Outcome 4</i></p> <p><i>IB domains 1.1, 1.2, 1.3, 2.1, 2.2,, 2.4, 3.1, 3.2, 3.3, 3.4</i></p>	<p>Policy brief is not included or more than one section is completely missing</p> <p><i>0-4 points</i></p>	<p>Policy brief may be one page or less; Explanation of why this data matters broadly (beyond local context) may be missing or very weak; Includes little to no use of literature drawn from external sources and/or class readings; Very limited or missing description of what others are doing in schools related to similar data</p> <p><i>5-7 points</i></p>	<p>Policy brief may be 1-2 pages; Explanation of why this data matters broadly (beyond local context), but explanation may be weak; Includes some use of literature drawn from external sources and/or class readings; Includes, but may be vague, description of what others are doing in schools related to similar data</p> <p><i>8-9 points</i></p>	<p>Policy brief is 2-3 full pages; Robust explanation of why this data matters broadly (beyond local context); Includes robust use of literature drawn from external sources and class readings; Clear and thorough description of what others are doing in schools related to similar data, including the historical and current initiatives in place to address the data</p> <p><i>10 points</i></p>
<p>Action Plan</p> <p><i>ASTL Learning Outcome 7</i></p>	<p>Action plan is not included and/or multiple components of the action plan are severely limited or missing</p>	<p>May not describe what is currently happening in their local context or description may be limited; Description of what will be improved may be</p>	<p>Describes what is currently happening in the local context (answers the question of why this data indicates a problem for their students and school), but</p>	<p>Thoroughly and with great detail describes what is currently happening in the local context (clearly answers the question of why these data indicate a</p>

<p>IB domain 2.4, 3.2, 3.3, 3.4</p>	<p>0-4 points</p>	<p>missing or not clear; May offer what will be done, why, and how, but these may be disconnected or vague; It is not clear how the policy brief informed the action; The following may be missing or severely limited: the action steps and a corresponding timeline, the resources and permissions needed, anticipated obstacles to implementation and proposed solutions</p> <p>5-7 points</p>	<p>may be vague; May identify but not describe what will be improved; Offers details about what will be done, why (it is somewhat clear that the policy brief has informed intended actions), and how; Includes specific steps and a corresponding timeline; identifies the resources and permissions needed; identifies a few anticipated obstacles to implementation and proposed solutions but they may be cursory</p> <p>8-9 points</p>	<p>problem or challenge for their students and school); Describes with specificity <i>what</i> will be improved; Offers in great detail what will be done, <i>why</i> (it is very clear that the policy brief has informed intended actions), and <i>how</i>; Includes the specific steps and a corresponding timeline; steps are clearly within their sphere of influence; identifies and describes the resources and permissions needed; identifies and describes thoroughly and thoughtfully the anticipated obstacles to implementation and proposed solutions</p> <p>10 points</p>
<p>Reflective Narrative</p> <p>ASTL Learning Outcome 4</p> <p>IB domain 2.4</p>	<p>Reflective narrative is missing or exceedingly cursory</p> <p>0-2 points</p>	<p>Reflective narrative indicates limited reflection; Responds to less than three of the prompts; Uses no course readings.</p> <p>3 points</p>	<p>Reflective narrative indicates thoughtful, but general, reflection; Responds to all three prompts; Uses at least one course reading to support points</p> <p>4 points</p>	<p>Reflective narrative indicates strong, thoughtful reflection; Responds deeply to all three prompts; Is specific; Uses more than one course reading</p> <p>5 points</p>
<p>References</p>	<p>There is no evidence of in-text citations or a reference list</p> <p>0-2 points</p>	<p>There are multiple APA 6th edition errors.</p> <p>3 points</p>	<p>In-text citations and a reference page are included; references are cited in APA 6th edition style, but may contain some minor errors.</p> <p>4 points</p>	<p>In-text citations and a reference page are included; ALL references are properly cited in APA 6th edition style (NO APA errors).</p> <p>5 points</p>
<p>Overall Writing</p>	<p>Paper is disorganized or may contain unreadable sentences; contains multiple grammatical errors or error patterns that prevent paper being readable.</p> <p>0-2 points</p>	<p>Paper is generally organized, but may contain several grammatical errors or error patterns.</p> <p>3 points</p>	<p>Grammatically and stylistically well written but contains a few errors or error patterns.</p> <p>4 points</p>	<p>Grammatically and stylistically well written; the narrative logically flows from one idea to the next; there are NO grammar errors or error patterns.</p> <p>5 points</p>

CRITICAL FRIEND GROUP RUBRIC

	Unsatisfactory	Competent	Distinguished
CFG Engagement	<p>Rarely or never participates in Critical Friends Group work. Feedback is not meaningful, detailed, and constructive. Discounts critical friends' perspectives and questions</p> <p><i>0-7 pts.</i></p>	<p>Mostly participates in critical friend(s) group work; meets almost all CFG deadlines; provides meaningful, detailed, and constructive feedback OR consistently participates in critical friends groups on time but feedback is not meaningful, detailed, and constructive; there is no evidence that critical friend perspectives have been considered</p> <p><i>8-9 pts.</i></p>	<p>Consistent participation in critical friend(s) work; meets all CFG deadlines; Quality work/questions provided to critical friends for discussion; Thoughtfully considers all perspectives raised by critical friends; Meaningful, detailed, and constructive feedback provided to critical friends</p> <p><i>10 pts.</i></p>

REFLECTION POINT: EDUC 615 RUBRIC

	Unsatisfactory	Proficient	Basic	Distinguished
Reflection Point: EDUC 615	<p>May not completely or thoroughly respond to the prompt; May not have been completed on time or at all; may not have been submitted to Core Organization site</p> <p><i>0 pts.</i></p>			<p>Completely and thoroughly responds to the reflection prompt; Completed on time; submitted to Core Organization site</p> <p><i>5 pts.</i></p>