

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

**EDUC 615.6H2
EDUCATIONAL CHANGE**
2 credits, Spring 2014 (online)
CRN 17819

**Meeting Days/Times
ONLINE**



PROFESSOR

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COURSE DATES/TIMES

Our week runs Monday-Sunday starting January 21 (Week 1) through March 30 (Week 10).

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

LEARNER OUTCOMES

At the end of this course, students will be able to:

1. Analyze the factors, perspectives, and entities that influence educational change and reform (*ASTL Learning Outcomes 5 and 7*);
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*);
3. Surface and examine their personal experiences with educational change and reform (*ASTL Learning Outcomes 4 and 7*);
4. Plan for improvement/change in their local context (*ASTL Learning Outcomes 7 and 8*).

RELATIONSHIP TO PROFESSIONAL STANDARDS

EDUC 615 is one of the five courses in the 12-credit, yearlong ASTL CORE. EDUC 615 is also 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 606 is aligned with the additional three principles that guide the ASTL Core:

- 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.

REQUIRED TEXT

Lieberman, A., & Miller, L. (2004). *Teacher leadership*. San Francisco, CA: Jossey-Bass.

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.

REQUIRED TECHNOLOGY

To participate in this online course, students will need the following resources:

- Internet access (Check the list of compatible, supported Web browsers at [https://help.blackboard.com/en-us/Learn/9.1 SP 10 and SP 11/Student/002 Browser Support SP 11](https://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Student/002_Browser_Support_SP_11)).
 - It is highly recommended that you have access to *high speed Internet* to facilitate the downloading of necessary files and other information for the course.
- Access to a computer microphone and speakers/headphones for synchronous online sessions with your peers
- GMU email account (to be checked **daily**)
- Word processing software: MS Office 2007 or later, or OpenOffice 2007 or later
- Adobe Flash Player, available for free downloading at <http://get.adobe.com/flashplayer>

COURSE REQUIREMENTS AND ASSIGNMENTS

Nature of Course Delivery

This course will be delivered in asynchronous and synchronous format using Blackboard 9.1 course management system on the MyMason portal. Course delivery will be through mini-lecture, structured collaborative reflective groups, and discussion forums based on topics aligned with national standards and program/learner outcomes.

The Blackboard course site will be open to students January 21, 2013. To access the course, go to the MyMason portal login page at <https://mymasonportal.gmu.edu/>. 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 courses, then select EDUC 615.

General Requirements

- A. Please note that this online course is **not self-paced**. You will be expected to complete one learning module every week. It is critical for each student to complete all readings and activities on a weekly basis. Class ‘attendance’ is both important and **required**. If, due to an emergency, you will not be participating in course activities on time, you must contact your instructor prior to their due time. 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 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 our Bb course site.
 - 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. Please do not upload written assignments in PDF format. Other editable formats are acceptable (i.e., .doc, .docx, .rtf, .ppt, .pptx, .xlsx, .xlxs). 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).

Instructor Role

- Although we will be monitoring online discussion forums, our participation within them will be limited as we want discussions to be authentic between members. Please note that during this time, we will be noting the quality and extent of your participation.
- In order to link your work with that of your peers and with the weekly topic, we will make weekly synthesis posts that capture the big ideas shared across discussions that week.

Student Expectations

- Students are expected to adhere to a 24-hour turnaround time for emails.
- Students are expected to visit our Blackboard site *at least three* times during the week: Once at the beginning of each week, once in the middle of the week, and then again at the

end to read any new posts and replies. Please note that you can subscribe to forums/threads to be notified when new posts are added. See posted directions in Blackboard doing this.

- Students are expected to read all posted/emailed Course Announcements. These contain important information from your instructor. They will be emailed, and also will be available in the Course Announcements link in Blackboard.
- It is expected that you will monitor your participation and be able to complete all tasks on-time without reminder. Successful students in an online learning environment are proactive, self-regulated, and manage their time well. You should expect to spend 8-10 hours a week on work for this 2-credit course (including reading).

Course Assignments and Evaluation Criteria

<i>Course Outcome Alignment</i>	Assignment	Points
1, 3	Weekly Work (10 weeks, 4 points/week)	40
1	Critical Friend Group tasks	10
2, 4	Equity Audit, Policy Brief, and Action Plan (PBA)	45
	Reflection Point 4	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 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 quality participation in discussion forums, each week will include tasks to be completed related to each week’s content. Attendance and participation in all scheduled Collaborate sessions is also included in Weekly Work. See the Weekly Work rubric in this syllabus for grading criteria- page 10.

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- page 14.

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- pages 11-13.

PROMPT FOR ASTL PORTFOLIO REFLECTION POINT 4

(to be completed at the end of the course- ASTL program requirement)

Teacher as Change Agent

In this reflection point, you will focus on how coursework, related readings, and experiences for EDUC 615 have led you to think about yourself as a change agent and teacher leader in your school and beyond. 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 course and in the Core provide evidence of your knowledge.

Suggested course products which may be provided as evidence of knowledge

- Equity Audit, Policy Brief, and Action Plan (EDUC 615)
- Selected journal/reflective responses from EDUC 615 or other Core coursework, as selected by teacher

Guidelines and Suggested Format for each of the Reflection Points

Length: Aim to limit your response to two well written 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.

GRADING SCALE

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

TASKSTREAM REQUIREMENTS

Every student registered for EDUC 615, Educational Change, is required to submit the following assessment, the *Equity Audit, Policy Brief, and Action Plan*, 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.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>]

- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>]
- c. 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.
- d. 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 experiences and academic performance [See <http://caps.gmu.edu/>]
- e. 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/>]
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during the class unless otherwise authorized by the instructor.
- g. 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/>]

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and Human Development is committed to *Social justice, Innovation, Research-based practice, Ethical leadership, and Collaboration*. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values>]

Graduate School of Education

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

COURSE SCHEDULE EDUC 615: Spring 2014

This schedule may be changed at the discretion of the professor or as needs of the students or the ASTL Program dictate.

Week	Weekly Overview (See BB for details)
<p>Week 1</p> <p>Jan. 21 - Jan. 26</p>	<p align="center"><i>Starting our conversation</i></p> <p><u>Readings:</u></p> <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 • Additional readings/videos posted on BB <p><u>Tasks:</u></p> <ul style="list-style-type: none"> • Getting started activities (Fix profile photos, Survey, Video, Quiz) • Discussion forum • Sign up for Collaborate session for next week <p><u>What Assignments are Due?</u></p> <ul style="list-style-type: none"> • All reading and task items outlined in your weekly module
<p>Week 2</p> <p>Jan. 27 - Feb. 2</p>	<p align="center"><i>Further defining equity and examining student opportunities and outcomes</i></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Equity Audit, Policy Brief, Action Plan (PBA) Description • Additional readings/videos posted on BB <p><u>Tasks:</u></p> <ul style="list-style-type: none"> • Discussion forum • Attend synchronous Collaborate class session. See BB to sign up for a time option. <p><u>What Assignments are Due?</u></p> <ul style="list-style-type: none"> • All reading and task items outlined in your weekly module
<p>Week 3</p> <p>Feb. 3 - Feb. 9</p>	<p align="center"><i>The educational policy context- historically and today</i></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Hargreaves & Fullan: Ch. 2-3 • Additional readings/videos posted on BB <p><u>Tasks:</u></p> <ul style="list-style-type: none"> • Discussion forum • Sign up for Collaborate session for next week <p><u>What Assignments are Due?</u></p> <ul style="list-style-type: none"> • All reading and task items outlined in your weekly module

<p>Week 4 Feb. 10 - Feb. 16</p>	<p style="text-align: center;"><i>The nature of change and school culture</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Hargreaves & Fullan: Ch. 6 • Additional readings/videos posted on BB <p>Tasks:</p> <ul style="list-style-type: none"> • Discussion forum • Attend synchronous Collaborate class session. See BB to sign up for a time option. <p>What Assignments are Due?</p> <ul style="list-style-type: none"> • All reading and task items outlined in your weekly module • **Equity Audit data should be collected by this date**
<p>Week 5 Feb. 17 - Feb. 23</p>	<p style="text-align: center;"><i>Teacher leadership as interrupting</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Lieberman & Miller: Ch. 1-2 • Additional readings/videos posted on BB <p>Tasks:</p> <ul style="list-style-type: none"> • Discussion forum • Sign up for Collaborate session for next week <p>What Assignments are Due?</p> <ul style="list-style-type: none"> • All reading and task items outlined in your weekly module • Equity Audit Data Collection and Analysis by 2/23
<p>Week 6 Feb. 24- Mar. 2</p>	<p style="text-align: center;"><i>Professional capital and teaching</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Hargreaves & Fullan: Ch. 1 and 5 • Additional readings/videos posted on BB <p>Tasks:</p> <ul style="list-style-type: none"> • Discussion forum • Attend synchronous Collaborate class session. See BB to sign up for a time option. <p>What Assignments are Due?</p> <ul style="list-style-type: none"> • All reading and task items outlined in your weekly module
<p>Week 7 Mar. 3 - Mar. 9</p>	<p style="text-align: center;"><i>Change in action</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Hargreaves & Fullan: Ch. 7 • Lieberman & Miller: Ch. 3-4 <p>Tasks:</p> <ul style="list-style-type: none"> • Discussion forum • Sign up for Collaborate session for next week <p>What Assignments are Due?</p> <ul style="list-style-type: none"> • All reading and task items outlined in your weekly module

<p>Week 8 Mar. 10 - Mar. 16</p>	<p>Mason Spring Break Policy Brief Draft Due, submit to BB for feedback by 3/16</p>
<p>Week 9 Mar. 17 - Mar. 23</p>	<p style="text-align: center;"><i>Planning for action</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Readings/videos posted on BB <p>Tasks:</p> <ul style="list-style-type: none"> • Attend synchronous Collaborate class session. See BB to sign up for a time option. <p>What Assignments are Due?</p> <ul style="list-style-type: none"> • All reading and task items outlined in your weekly module
<p>Week 10 Mar. 24 – (Mar. 31)</p>	<p style="text-align: center;"><i>Wrapping it up</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Readings/videos posted on BB <p>Tasks:</p> <ul style="list-style-type: none"> • Complete course evaluations • Share action plans <p>What Assignments are Due?</p> <ul style="list-style-type: none"> • Equity Audit, Policy Brief, Action Plan (PBA) by March 30, 11:59pm (upload to Taskstream) • Portfolio Reflection Point 4 Due by March 31, 11:59pm (upload to Blackboard Organization site (ASTL Core Cohorts 2013-2014 Org)) • All reading and task items outlined in your weekly module

WEEKLY WORK RUBRIC

	Accomplished	Competent	Evolving
Overall Participation (2 points/week)	All tasks for the week are completed on time and demonstrate thoughtfulness; Collaborate session, if scheduled, was attended and student actively engaged with peers and instructor <i>2 pts.</i>	Most tasks for the week are completed on time and demonstrate thoughtfulness. Collaborate session, if scheduled, was attended and student somewhat engaged with peers and instructor <i>1 pt.</i>	Very few tasks are completed on time AND/OR completed tasks do not demonstrate thoughtful consideration of the content. Collaborate session, if scheduled, may not have been attended <i>0-.5 pts.</i>
Discussion Quality (2 points/week)	Discussion posts and all replies are one <i>heartly</i> paragraph to three paragraphs; Readings and other weekly content are integrated to support thoughtful posts; Posts utilize and demonstrate learners' prior and new knowledge; All replies go beyond superficial responses; Replies build on others' responses to create connected threads. <i>2 pts.</i>	Discussion posts and most replies are one <i>heartly</i> paragraph to three paragraphs; Readings are somewhat integrated to support posts; Most but not all posts utilize and demonstrate learners' prior and/or new knowledge; Replies typically go beyond superficial responses; Most replies build on others' responses to create connected threads. <i>1 pt.</i>	Discussion posts and most replies are limited; Readings are not at all integrated to support posts; Some to no posts utilize and demonstrate learners' prior and/or new knowledge; Replies do not go beyond superficial responses; Replies may not build on others' responses to create connected threads. <i>0-.5 pts.</i>

WEEKLY WORK RUBRIC

	Accomplished	Competent	Evolving
<p>Overall Participation (2 points/week)</p>	<p>All tasks for the week are completed on time and demonstrate thoughtfulness; Collaborate session, if scheduled, was attended and student actively engaged with peers and instructor <i>2 pts.</i></p>	<p>Most tasks for the week are completed on time and demonstrate thoughtfulness. Collaborate session, if scheduled, was attended and student somewhat engaged with peers and instructor <i>1 pt.</i></p>	<p>Very few tasks are completed on time AND/OR completed tasks do not demonstrate thoughtful consideration of the content. Collaborate session, if scheduled, may not have been attended <i>0-.5 pts.</i></p>
<p>Discussion Quality (2 points/week)</p>	<p>Discussion posts and all replies are one <i>heartly</i> paragraph to three paragraphs; Readings and other weekly content are integrated to support thoughtful posts; Posts utilize and demonstrate learners' prior and new knowledge; All replies go beyond superficial responses; Replies build on others' responses to create connected threads. <i>2 pts.</i></p>	<p>Discussion posts and most replies are one <i>heartly</i> paragraph to three paragraphs; Readings are somewhat integrated to support posts; Most but not all posts utilize and demonstrate learners' prior and/or new knowledge; Replies typically go beyond superficial responses; Most replies build on others' responses to create connected threads. <i>1 pt.</i></p>	<p>Discussion posts and most replies are limited; Readings are not at all integrated to support posts; Some to no posts utilize and demonstrate learners' prior and/or new knowledge; Replies do not go beyond superficial responses; Replies may not build on others' responses to create connected threads. <i>0-.5 pts.</i></p>

CRITICAL FRIEND GROUP RUBRIC

	Distinguished	Competent	Unsatisfactory
CFG Engagement	<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>	<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>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>

REFLECTION POINT 4 RUBRIC

	Distinguished	Proficient	Basic	Unsatisfactory
Reflection Point 4	<p>Completely and thoroughly responds to the reflection prompt; Completed on time; submitted to Core Organization site</p> <p><i>5 pts.</i></p>			<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>