EDSI 9941: Models of School Improvement and Reform

Semester Hours: 3 hours
Semester / Year: Fall 2014
Time/Location: 100% Online
Instructor: Dr. Jill Drake
Office Location: 125 Education Annex
Office Hours: Wednesdays 9:30AM - 4:30PM EST
Thursdays 9:30AM - 11AM; 2:00 - 4:30PM
Online Hours: Sundays 6:00 - 10:00PM EST (via Google chat/hangout)
Telephone: Direct Line: 678.839.6080
Cell Phone: 404.867.5021
Department Line: 678.839.6559
Department Fax: 678.839.6063
Email: First choice: jdrake@westga.edu (can respond quicker via cell phone text)
Second choice: Courseden

Online Support

D2L Home Page
https://westga.view.usg.edu/

D2L UWG Online help
http://uwgonline.westga.edu/students.php

D2L 24 hour Help
https://d2lhelp.view.usg.edu/

UWG Distance Learning
http://uwgonline.westga.edu/

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

Resources for Distance & Off-Campus Students
http://libguides.westga.edu/content.php?pid=194459

Ingram Library Services
http://www.westga.edu/library/
COURSE DESCRIPTION
This course overviews nationally recognized models for school improvement, the forces and factors that influence school improvement and reform, the barriers to change and reform, and how change can be instigated within educational settings. Students build and value a conceptual understanding of the knowledge base in school improvement. Students develop foundational skills in different styles of writing required throughout the doctoral program.

COE Vision
The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission
Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured as appropriate. This course’s objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION
For this course we will draw on several pedagogical methods including small group discussions, reflective activities, interactive discussions, and activities.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion posts</td>
<td>675 minutes</td>
</tr>
<tr>
<td>Online assignments</td>
<td>1575 minutes</td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

The following are the minimum requirements for completing this class successfully. You must meet these requirements to participate in the class.

- Access to a personal computer (PC or MAC) with speakers and a microphone (headset) to complete the course work.
High-speed internet service (DSL, Cable, etc.) is strongly recommended. If high-speed internet is not available in your area, contact your instructor immediately. Completion of course requirements will be very difficult and cumbersome without high-speed service.

Software requirements: Microsoft Office 2007 or higher (available free of charge at UWG), Adobe Reader, and other potentially required downloads listed in WebCT CourseDen.

COURSE OBJECTIVES

Students will:

1. describe and value the national trend toward school improvement and reform, focusing on the need for educational change including becoming cognizant of the historical, philosophical, socio-cultural, and theoretical development of education (Barth, 1990; Bryk & Schneider, 2002; Bulkley, Henig, & Levin, 2010; David & Cuban, 2010; Elmore, 2002, 2004; Evans, 1996; Fullan, 2001, 2003, 2005; Glickman, 1993; Miller & Kantrov, 1998; Schlechty, 2002, 2005, 2009; Weick, 1976) (COE Conceptual Framework: D8, Knowledgeable; D9, Proactive; D10, Reflective) (Core Competency 1Da; 3Kc);

2. know and value the forces and factors with the power and/or influence that affect school improvement and reform (Barth, 1990; Bryk & Schneider, 2002; Bulkley, Henig, & Levin, 2010; David & Cuban, 2010; Elmore, 2002, 2004; Evans, 1996; Fullan, 2001, 2003, 2005; Glickman, 1993; Miller & Kantrov, 1998; Schlechty, 2002, 2005, 2009; Weick, 1976) (COE Conceptual Framework: D5, Collaboration; D6, Culturally Sensitive) (Core Competencies 1Kb, 1Db);

3. develop a comprehensive frame for studying school improvement and reform, focusing on the key stakeholders which must be addressed in any reform effort (Barth, 1990; Bryk & Schneider, 2002; Bulkley, Henig, & Levin, 2010; David & Cuban, 2010; Elmore, 2002, 2004; Evans, 1996; Fullan, 2001, 2003, 2005; Glickman, 1993; Miller & Kantrov, 1998; Schlechty, 2002, 2005, 2009; Weick, 1976) (COE Conceptual Framework: D3, Lifelong Learner; D4, Adaptive; D5, Collaborative) (Core Competencies 1Kb, 1Kc, 5Ka);

4. analyze and value various national reform efforts according to their successes, failures, intended and unintended outcomes, and connections to subsequent teaching and learning strategies (Barth, 1990; Bryk & Schneider, 2002; Bulkley, Henig, & Levin, 2010; David & Cuban, 2010; Elmore, 2002, 2004; Evans, 1996; Fullan, 2001, 2003, 2005; Glickman, 1993; Miller & Kantrov, 1998; Schlechty, 2002, 2005, 2009; Weick, 1976) (COE Conceptual Framework: D4, Adaptive; D9, Proactive; D10, Reflective) (Core Competencies 1Dc, 3Dc);
(COE Conceptual Framework: D2, Leaders; D4, Adaptive; D6, Culturally Sensitive; D9, Proactive)
(Core Competency 5Sa, 5Sb, 2Sd, 6Db).

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)  


Required Instructional Resource:  
Tk20 Subscription
These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu.

References


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Projects

1. **Project 1: History of a Field.** In small groups (max. 4 members), students will document their knowledge and understanding of a particular field in the United States. The group may choose their own method of documentation (e.g., written paper, video presentation, or any other format that is appropriate for a professional educator). For this assignment you are going to provide the historical background of the assigned field. What was the historical context that resulted in the beginning of the field? Describe the key philosophical, socio-cultural, and theoretical underpinnings of the field. Share controversies that have influenced the development of the field? Describe the national trends toward improvement in the field. Currently, what are the prominent areas of focus in the field? (Course Objectives 1, 2, 3; rubric)

2. **Project 2: Framework for Evaluating School Reform.** For this assignment you are a decision maker who has the finances to adopt a district wide school reform. There are several choices of school reform initiatives. Drawing from the knowledge base provided in this course you are being asked to construct a framework for evaluating the competing school reform initiatives. How will you decide which one to choose? Essentially this framework could be used as a rubric to evaluate future school reform decisions. (Course Objectives 1 & 3; rubric)

Evaluation Procedures

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<thead>
<tr>
<th>Module / Project</th>
<th>Task</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 Orientation</td>
<td>Discussion 1</td>
<td>5</td>
<td>Checklist</td>
<td>8-31-14</td>
</tr>
<tr>
<td>Module 2</td>
<td>Discussion 2</td>
<td>5</td>
<td>Checklist</td>
<td>9-7-14</td>
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<tr>
<td>Module 3</td>
<td>Discussion 3</td>
<td>5</td>
<td>Checklist</td>
<td>9-14-14</td>
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<tr>
<td>Module 4</td>
<td>Discussion 4</td>
<td>5</td>
<td>Checklist</td>
<td>9-28-14</td>
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<tr>
<td>(Two week module)</td>
<td>Discussion 5</td>
<td>5</td>
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<td></td>
<td>Assignment 1</td>
<td>20</td>
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<tr>
<td>Module 5</td>
<td>Discussion 6</td>
<td>5</td>
<td>Checklist</td>
<td>10-5-14</td>
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<tr>
<td></td>
<td>Assignment 2</td>
<td>20</td>
<td></td>
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</tr>
<tr>
<td>Module 6</td>
<td>Discussion 7</td>
<td>5</td>
<td>Checklist</td>
<td>10-12-14</td>
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<tr>
<td></td>
<td>Assignment 3</td>
<td>20</td>
<td></td>
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<tr>
<td>Module 7</td>
<td>Discussion 8</td>
<td>5</td>
<td>Rubric</td>
<td>10-19-14</td>
</tr>
<tr>
<td></td>
<td>Project 2</td>
<td>50</td>
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<tr>
<td>Total</td>
<td></td>
<td>200</td>
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Grading:

Grading scale:

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- F = Below 60%

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at Common Language for Course Syllabi. It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

Academic Honesty: All work completed in this course must be original work developed in this course sequence. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

In addition to the consequences stipulated in the academic misconduct policy of The Student Handbook, Undergraduate Catalog, and Graduate Catalog, any unethical misconduct in this course will result in…

1) the loss of all points associated with the assignment,
2) a loss of all professionalism points, and
3) a written notification of this misconduct being sent to the Vice President of the university to be placed in the student’s permanent university file.

Attendance: This is an online course. Participation in all modules is required.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so
that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**Credit Hour Policy:** The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice.

**Extra Credit:** No Extra Credit work will be assigned

**Late Work:** All projects and assignments are due at 11:59PM on the designated due date.

*Grade deductions for late assignments will work accordingly:

- If late anytime within a week from the due date (1 day to 1 week), student will lose 10% of the points on this assignment in addition to any errors found in the quality of the work submitted.
- For each day after 1 week from due date, student will lose an additional 10% of the points on top of the initial point deduction and any additional errors found in the quality of the work submitted.

**Student Email Policy:** University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student email account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.

**UWG Cares:** If you or someone you know is in a distressing situation, support is available at [http://www.westga.edu/UWGCaress/](http://www.westga.edu/UWGCaress/) The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.
<table>
<thead>
<tr>
<th>MODULE</th>
<th>TASKS</th>
<th>DUE</th>
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</thead>
</table>
| Module 1: Orientation            | Watch Module Introduction  
Review Syllabus & D2L Site  
Discussion #1 - Video introduction | Watch Module Introduction  
Review Syllabus & D2L Site  
Discussion #1 - Video introduction  
Review Library Resources |
| Module 2: Context of Change (Obj. 1) | Watch module introduction  
Read Tyack & Cuban chapters 1-3  
Discussion #2 – Reading reflection  
Work on Project 1 with group members | Watch module introduction  
Read Tyack & Cuban chapters 1-3  
Discussion #2 – Reading reflection |
| Module 3: The Content of Change and the Change of Content (Obj. 4) | Watch module introduction  
Read Tyack & Cuban chapters 4 - end  
Discussion #3 – Reading reflection  
Project 1 – History of a Field Due | Watch module introduction  
Read Tyack & Cuban chapters 4 - end  
Discussion #3 – Reading reflection  
Project #1 – History of a Field |
| Module 4: The Nature of Change (Obj. 5, 6) | Watch module introduction  
Review Project #1 submissions  
Discussion #4 – History of School Reform  
Read The Human Side of School Change: Part 1  
Discussion #5 – Reading Reflection  
Assignment #1 – Organizational Culture | Watch module introduction  
Review Project 1 submissions  
Discussion #4 – History of School Reform  
Read The Human Side of School Change: Part 1  
Assignment #1 – Organizational Culture |
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<thead>
<tr>
<th>Module 5: Dimensions of Change (Obj. 5,6)</th>
<th>Watch module introduction</th>
<th>Watch module introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, September 29th to Sunday, October 5th</td>
<td>Read The Human Side of School Change: Part 2</td>
<td>Read The Human Side of School Change: Part 2</td>
</tr>
<tr>
<td>Discussion #6 – Reading Reflection</td>
<td>Assignment #2 – Models of School Reform</td>
<td>Assignment #2 – Models of School Reform</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Module 6: Dimensions of Change (Obj. 5,6)</th>
<th>Watch module introduction</th>
<th>Watch module introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, October 6th to Sunday, October 12th</td>
<td>Read The Human Side of School Change: Part 3</td>
<td>Read The Human Side of School Change: Part 3</td>
</tr>
<tr>
<td>Assignment #3 – Authentic Leadership</td>
<td>Discussion #7 - Issues in School Reform</td>
<td>Discussion #7 - Issues in School Reform</td>
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<tr>
<td>Work on Project 2</td>
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<td>Work on Project 2</td>
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</tbody>
</table>

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<tr>
<th>Module 7: Course Completion (Obj. 2, 6,7,8,9)</th>
<th>Discussion #8 - Feedback</th>
<th>Discussion #8 - Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, October 13th to Sunday, October 19th</td>
<td>Submit Project 2</td>
<td>Submit Project 2</td>
</tr>
<tr>
<td>Complete the course evaluation</td>
<td>Complete the course evaluation</td>
<td>Complete the course evaluation</td>
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</tbody>
</table>