

Central Washington University
College of Education and Professional Studies
Department of Education
EDF: 567 Educational Change 3 Credits

Course Description and Philosophy:

This course is designed to give students an increased awareness of some of the problems and challenges facing American society and its public education system. The course includes lectures and question answering sessions, as well as, guest speakers and written reflections. The course has been designed to allow the student the opportunity to learn and discover theory and opinions from a variety of resources and in return construct a personal vision of your own.

OBJECTIVES OF THE COURSE:

1. Construct a holistic understanding of the prevalent issues facing American society today and the impact it is having on today's education system.
2. Become familiar with innovative practices in schools around the country.
3. Understand some of the attempts to restructure public education such as site-based management, magnet and alternative schools, and school choice.
4. Be able to judge the relative effectiveness of various school reform efforts.
5. Be able to articulate a personal vision for the improvement and change of public education in America.

WAC Requirements

1. Consistent with the Washington Administrative Code (WAC), this course will provide an opportunity to acquire knowledge pertaining to the following minimum state standards for the training of all public school personnel as specified in WAC 181-78A-270(1)(c)(f)(g)(h)(l)(m)(o)(i)(w)(y)

Course Objectives: students will acquire knowledge of and apply to real-life situations:

1. Become aware of the themes and forces which are changing and have influenced American education in the past and present.
2. Be familiar with important individuals and understand their ideas which have had an impact upon our changing American education.
3. Become a critical observer and evaluator of American Society with particular attention to public education and the changes that are taking place as a natural course and reflection of our society.
4. Gain knowledge about various educational practices, reforms, and innovations throughout the course of American history that have, and will change and modify our educational system.

5. Gain an appreciation of the importance of history and its usefulness in understanding present concerns and changing factors in American education.

As a result students will meet the following NCATE Standards:

1. NCATE Stds 1, 3; IDST 1.1; 2.6; 3.8)
2. NCATE Stds 1, 3,; IDST 4.4; 4.6; 4.7)

The standards below, numbered 1.1-1.5 and 1.9- 1.11, will also be reflected in this course (See assignments & rubrics).

CWU-CTL.1.1 STANDARD: Candidates demonstrate subject matter knowledge in areas of endorsement

CWU-CTL.1.2 STANDARD: Candidates demonstrate a thorough understanding of pedagogical content knowledge

CWU-CTL.1.3 STANDARD: Candidates demonstrate a thorough understanding of professional and pedagogical knowledge and skills

CWU-CTL.1.4 STANDARD: Candidates reflect dispositions expected of professional educators

CWU-CTL.1.5 STANDARD: Candidates demonstrate a positive impact on student learning.

CWU-CTL.1.9 STANDARD: Candidates have opportunities to learn from a diverse representation of faculty.

CWU-CTL.1.10 STANDARD: Candidates have opportunities to learn with a diverse representation of candidates

CWU-CTL.1.11 STANDARD: Candidates have opportunities to work with a diverse representation of P-12 students.

Course Objectives:

It is the instructor's intent in this course to:

- Seek out and use student questions and ideas to guide lessons and instructional units.
- Encourage students to initiate ideas.
- Promote student leadership, collaboration, seeking of information and taking action as a result of the learning process.
- Use the thinking, the experiences, and the interests of students to drive the lesson.
- Encourage the use of alternative sources of information.
- Encourage students to test their own ideas, even predicting and speculating on outcomes.
- Use cooperative learning strategies that emphasize collaboration, respect of individuals, and encourage the division of labor.

- Provide adequate time for students to reflect on and analyze information.
- Encourage and support the collection of real evidence to support ideas and the reformation of ideas in light of new evidence or experiences.

Students participating in this class will be assessed by use of the following performance indicators pertaining to our changing educational system:

- Articulate the constructivist learning model and its history as it pertains to the future and continual changes in our educational system.
- Identify historical issues common to all education settings and determine and analyze their effect on the changing future of education in the United States.
- Apply policies, laws, and court decisions to common educational situations as well as realize their effect on our changing future educational decisions.
- Display an attitude of professional maturity in discussing topics and issues.
- Participate in cooperative learning activities to promote a positive environment.
- Discuss the historical background of professional rights and responsibilities of teachers and their effect on current and futuristic decisions.
- identify governance and operation of schools, administrative units, and associations as well as how these educational components are changing.

Course Topics:

- Diversity in our schools (Immigration & Integration)
- Special Education today (More or less?)
- Vocational Education (Is it Going away?)
- Advanced Placement and Baccalaureate Level Courses
- Tracking and Transition (Where are we Headed and what will be there when we arrive?)
- Legal Decisions affecting our schools. Too much or too little? Is there too much litigation?
- Decline of the public school (Is it truly happening from a global perspective?)
- Parent Involvement
- Assessment (Too Many Acronyms!)
- Discipline (Too much or too little?)
- Funding for Schools (Proactive or not)

Instructional Methods and Activities

Using case studies, hypothetical simulations, and other interactions, students will become active participants in developing their own educational knowledge base of our changing educational system. Students will also be able to relate to real-life educational situations that appear in the media regularly during the quarter, and they will be able to explain the salient Historical issues and predict possible outcomes of current educational issues.

- ✓ Summary writings: short writings (1 or 2 pages) summarizing a concept, article, or case (two at 10 pts. each)

- ✓ Presentations of historical educational issues and their relation to today's schools.

Each presentation will be evaluated based on the following criteria.

- ✓ Effectiveness of issue description
 - ✓ Organization, thoroughness, and clarity of presentation
 - ✓ Ability to remain within the time limit
 - ✓ Involvement of all class members in various learning activities
 - ✓ Quality of materials/handouts for class
- (20 points)

- Tests: test will assess student understanding of each topic area studied and will be administered in a variety of formats. Final – 20 pts.
- Special Projects: these authentic assessments will place students in educational roles and focus on important educational issues as they are projected into the future and as they relate to current events in today's schools. Projects will include the application of a variety of activities adaptable to the various learning modalities and intelligences of students. At least one project will be an individual project (20 pts paper & 20 pts presentation). Examples of topics could include, but not be limited to the following: 1) Special Education 2) Vocational Education 3) Transition 4) Bilingual Education 5) Funding 6) Assessment/testing 7) Discipline 8) Teacher training 9) Early childhood education 10) The teaching of reading 11) a specific disability group such as ADHD, BD, or LD.

For the special project you will take one area/component of the educational system, either in the United States or internationally and explore the issue fully in a 10 to 15-page paper. You will also develop a presentation on your topic, not to exceed 30 minutes and not to be less than 20 minutes in length. For details regarding how the presentation will be graded see the last page of the syllabus.

Course Requirements:

1. Summary Writings—2 (10 points each)
2. Presentation—(20 points each)
3. Special Project (paper & presentation)— (40 points each)
4. Final (20). This will be essay (may be take home).

Course Grading:

Grading scale is based on percentage of total points earned:

95% - 100%	=	A
90% - 94%	=	A-
87% - 89%	=	B+
83% - 86%	=	B
80% - 82%	=	B-
77% - 79%	=	C+
73% - 76%	=	C

REQUIRED TEXTS AND READINGS:

LIVETEXT Portfolio Software (All students are required to purchase and use this software for artifact collection and assessment)

Pushing the Envelope

Critical Issues in Education, Allen Ornstein, ISBN-0-13-099090-6

The Challenges of Educational Change, Daniel Duke, ISBN 0-205-36020-3 (latest edition)

Class Policies:

1. **Quality standards for Assignments:** Assignments are to consist of neat, accurate, and well prepared materials. Typewritten assignments are required when specified. Neatly handwritten assignments are acceptable when indicated by the instructor.
2. **Late Assignments:** All materials must be submitted in a timely manner.
3. **Exceptions will be dealt with on an individual basis.** Part of professional development is submitting assignments on time. **Late assignments** will lose 10% of total points per day following the due date unless approved by instructor prior to assignment being due.
4. **Make up for Assignments:** Under normal circumstances, make up of assignments will not be accepted, unless otherwise arranged in advance.
5. **Incomplete grades** will be given only for documented medical, extreme personal hardship, or family emergencies. Please do not request an incomplete for any other reason.
6. **Attendance:** No A's will be given for less than perfect attendance. This can be very difficult, however, your responsibility and chosen priority should be school. With only ten sessions and the format of this class, attendance is essential!

The instructor reserves the right to make decisions about individual student competence based on professional judgment of the student's performance in all aspects of the course.

Student's use of technology will include:

- Internet research to find new and innovative methods for addressing classroom problems.
- Teams of students will develop Powerpoint presentations on class related topics.
- Distance education will be utilized for speakers/experts on classroom management.

- Students will be contacted at a minimum weekly through e-mail.
- Videos and DVD on pertinent class topics will be utilized.
- Blackboard will be utilized by students to share their thoughts on classroom pertinent issues (a minimum of two comments per week will be required).
- Artifacts of classroom projects will be placed in each student's portfolio via Live-Text.

ADA Statement

Students who have special needs or disabilities that may affect their ability to access information and/or material presented in this course are encouraged to contact me or the ADA Compliance Officer, Director, ADA Affairs and Students Assistance on campus at (509)963-2171 for additional disability related educational accommodations.

Ma. Ed Requirements:

You must first be admitted to a graduate program within the Education department. This course meets the criteria for 3 graduate level credits to be used as electives.

Outline of Assignment used for the primary artifact:

LiveText: This artifact, as designated by and when directed to, by this the instructor, must be placed in your professional electronic portfolio for review and assessment purposes. Failure to do so will result no credit (0 points) given for the assignment.

- **Major Project:** these authentic assessments will place students in educational roles and focus on important the historical background of educational issues as they relate to current events in today's schools. Projects will include the application of a variety of activities adaptable to the various learning modalities and intelligences of students. At least one project will be an individual project (20 pts paper & 20 pts presentation). Examples of topics could include, but not be limited to the following: 1) Special Education 2) Vocational Education 3) Transition 4) Bilingual Education 5) Funding 6) Assessment/testing 7) Discipline 8) Teacher training 9) Early childhood education 10) The teaching of reading 11) a specific disability group such as ADHD, BD, or LD.

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1. The following assessment rubric will be utilized:

Assessment Rubric (This Assignment will be the Primary Electronic Artifact)

		Evaluating Student Classroom Rules				
		1	2	3	4	Total
Overall Subject Knowledge (1) .. (NCATE Stds 1, 3; IDST 1.1; 2.6; 3.8) WAC 181-78A-270(1) (a)(c) CTL.1, CTL1.2, CTL1.3	Overall Subject Knowledge (1) (NCATE Stds 1, 3; IDST 1.1; 2.6; 3.8)	Students will identify five major educational components such as special ed., funding, discipline, bilingual educ., diversity & have a basic working knowledge of each.	Students will identify five major educational components such as special ed., funding, discipline, bilingual educ., diversity & have a strong knowledge of each	Students will identify five major educational components such as special ed., funding, discipline, bilingual educ., diversity & understand well.	Students will identify five major educational components such as special ed., funding, discipline, bilingual educ., diversity & discuss fluently.	
Overall Subject Knowledge (2) (NCATE Stds 1, 3,; IDST 4.4; 4.6; 4.7). WAC 181-78A-270(1) (f)(m) CTL 1.4 CTL 1.5	Overall Subject Knowledge (2) (NCATE Stds 1, 3,; IDST 4.4; 4.6; 4.7).	Students will demonstrate the ability to understand the major components of educational settings that will affect schools in the future at the proficient level or above.	Students will demonstrate the ability to analyze & disaggregate its major components that will affect schools in the future at the proficient level or above.	Students will demonstrate the ability to propose at least one strategy to lessen an educational problem at the proficient level	Students will demonstrate a working knowledge of at least one educational concern or problem and work in a collaborative group to propose a solution to the concern at the proficient level or above.	
Organization WAC 181-78A-270(1) (w)(y)(i) CTL1.2	Organization	Students cannot understand problems affecting schools today and in the future.	Student has difficulty understand problems affecting schools today and in the future.	Student presents information in logical sequence which other students can easily follow.	Student presents information in logical, interesting sequence which Students can follow and understand.	
Specific Subject Knowledge CWU-CTL.1.1-1.3 WAC 181-78A-270(1) (e)(g) CTL 1.2	Specific Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics & Powerpoint usage WAC 181-78A-270(1) (x) CTL 1.3	Graphics & Powerpoint usage	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
Eye Contact	Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with Students, seldom returning to notes.	
Public Speaking Ability and Elocution	Public Speaking Ability and Elocution	Student mumbles, incorrectly pronounces terms, and speaks too	Student's voice is low. Student incorrectly pronounces terms. Student members	Student's voice is clear. Student pronounces most words correctly.	Student uses a clear voice and correct, precise pronunciation of terms so that all	

WAC 181-78A-270(1) (w)(u) CTL1.5		quietly for students in the back of class to hear.	have difficulty hearing presentation.	Most Students members can hear presentation.	Students members can hear presentation.	
					Total Points:	

Weekly Schedule

Date	Topic	Preparation
Week 1	Identifying changing Issues affecting today's educational programs (decline of schools, or not?)	Read Articles & be ready to discuss
Week 2	Diversity in our schools	Read Articles & be ready to discuss
Week 3	Parent Involvement Early Childhood Education	Read Articles & be ready to discuss
Week 4	Funding for Schools	Read Articles & be ready to discuss
Week 5	Discipline & Classroom Management	Read Articles & be ready to discuss
Week 6	Vocational Education	Read Articles & be ready to discuss
Week 7	Special Education today	Read Articles & be ready to discuss
Week 8	Tracking and Transition	Read Articles & be ready to discuss
Week 9	Legal Decisions affecting our schools	Read Articles & be ready to discuss
Week 10	Assessment	Read Articles & be ready to discuss
Week 11	FINALS WEEK	FINALS WEEK