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SYLLABUS

EDUCATIONAL CHANGE: THEORY AND PRACTICE

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16:300:643
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This course will take a backwards mapping approach to educational change. We begin with considering one fundamental question about what ought to be taught and how. We then move up the policy/organizational hierarchy to explore how schools ought to be organized to promote instructional change, where local leadership fits in, and what policy contexts are compatible with such classroom changes. In effect, we will critically explore a “standards-based” approach to educational reform.

The goals of this course are:

- To help students become familiar with the thinking behind the standards-based approach to reform.
- To help current and future administrators think through their own approach to educational reform and ways to implement that approach and cope with alternatives in the larger environment.
- To help current and future policy analysts connect issues of policy making to classroom practice.

Evaluation: Students will write two papers.

- A 15-page team project: a description of an ideal school. (40%)
- A one page report on team process (5%)
- A 10-15-page individual project: a policy analysis or critique, analysis of a specific change-implementation event, or conceivably a more literature-theme based piece. (40%)
- Class participation (15%)

Main Texts:

Newmann, F.M. and associates (1996) Authentic Achievement: Restructuring Schools for Intellectual Quality. San Francisco: Jossey-Bass

Leithwood, K., Jantzi, D, & Steinbach, R. (1999) Changing Leadership for Changing Times. Buckingham, UK: Open University Press.

Loveless, Tom (2001) The Great Curriculum Debate: How Should We Teach Reading and Math? Washington, DC: Brookings Institution

Readings available at Pequod

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- September 09 INTRODUCTION
Hirsch, E.D. The Roots of the Education Wars in Loveless The Great Curriculum Debate
Driver, R., Asoko, H., Leach, J., Mortimer, E., & Scott, P. (1994).
Constructing scientific knowledge in the classroom. Educational Researcher, 23(7), 5-12.
- September 16 ISSUES IN MATHEMATICS
Burrill, G. Mathematics Education:... in Loveless The Great Curriculum Debate
Battista, M.T. Research and Reform in Mathematics Education :... in Loveless The Great Curriculum Debate
Shouse, R. The Impact of Traditional and Reform-Style Practices... :... in Loveless The Great Curriculum Debate
- September 23 ISSUES IN LANGUAGE ARTS
Ravitch, D. It Is Time to Stop the War. in Loveless The Great Curriculum Debate
Preventing Reading Difficulties in Young Children.... in Loveless The Great Curriculum Debate
Moustafa, M. Contemporary Reading Instruction. in Loveless The Great Curriculum Debate
- September 30 AUTHENTIC ACHIEVEMENT
Gamoran, A. Beyond Curriculum Wars... in Loveless The Great Curriculum Debate
Newmann et al. Authentic Achievement Ch 1-2
Added: Kohn, Alfie, "Education's Rotten Apples" Ed Week September 18, 2002 <http://www.edweek.org/ew/ewstory.cfm?slug=03kohn.h22>
- October 7 THE ORGANIZATION OF SCHOOLS: ISOLATION AND PROFESSIONAL COMMUNITY.
Newmann et al. Authentic Achievement, Ch. 7
Little, J.W. (1990) The persistence of privacy: Autonomy and initiative in teachers' professional relations, Teachers College Record, 91, 509-36.
Crow, G.M. & Pounder, D.G. (2000) Interdisciplinary teacher teams: Context, design and process. Educational Administration Quarterly, 36(2), 216-55
- October 14 THE ORGANIZATION OF SCHOOLS: GOVERNANCE
Newmann et al. Authentic Achievement, Ch. 10 **add ch 11**
Robertson, P.J., Wohlstetter, P., & Mohrman, S.A. (1995). Generating Curriculum and Instructional Innovations Through School-Based Management.(1995) Educational Administration Quarterly, 31(3), 375-404.
- October 21 RESTRUCTURING CASES
Newmann et al. Authentic Achievement, Ch. 3-5
- October 28 LEADERSHIP

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- Leithwood et al., Changing Leadership... Ch 1-6
- November 4 LEADERSHIP II
Leithwood et al., Changing Leadership... Ch 7-12
- November 11 **DESCRIPTION OF IDEAL SCHOOL DUE.**
ACCOUNTABILITY AND ASSESSMENT
Goertz, M.E. Standards-Based Accountability... in Fuhrman, S.H. (2001)
From The Classroom To The Capitol: Standards-Based Reform In
The States Chicago: University of Chicago Press
Firestone, W.A. & Mayrowetz, D. (2000) Rethinking High Stakes..."
Teachers College Record, 102(4), 724-49
Massell, D. The Theory and Practice of Using Data... in Fuhrman, S.H.
(2001) From The Classroom To The Capitol
- November 18 **ONE-PAGE WRITE-UP ON GROUP PROCESS DUE**
CHANGE MANAGEMENT
Knapp, M. (1997) Between Systemic Reforms And Mathematics And
Science Classrooms... Review of Educational Research, 67(2), 227-
266
Allington, R.L. Does State and Federal Reading Policymaking Matter? In
Loveless The Great Curriculum Debate
Abelman, C. & Elmore, R. (1999) When Accountability Knocks, Will
Anyone Answer? (Philadelphia: University of Pennsylvania)
- November 25 PROMOTING LEARNING
Spillane, J.P & Thompson, C.L. (1997) Reconstructing Conceptions Of
Local Capacity Educational Evaluation and Policy Analysis, 19(2)
185-203.
Little, J.W. (1993). Teachers' professional development... Educational
Evaluation and Policy Analysis, 15 129-51
Newmann, Fred M., Kingman, M. Bruce, & Youngs, Peter Professional
development that addresses school capacity: Lessons from urban
elementary schools. American Journal of Education, 108(4), 259-
299.
- December 2 POLITICS OF REFORM
Loveless, T. A Tale of Two Math Reforms in Loveless The Great
Curriculum Debate
Boyd, W.L. & Mitchell, D.E. The Politics of the Reading Wars in Loveless
The Great Curriculum Debate
Smith, M.L., Heinecke, W., Noble, A.J. (1999) Assessment policy and
political spectacle. Teachers College Record, 101(2), 157-91
- December 9 **DRAFT FINAL PAPERS DUE**
December 16 WRAP UP: **FINAL PAPERS DUE.**