

LEAD 8200
SCHOOL REFORM AND CHANGE
3 Semester Hours

College of Education
Valdosta State University
Department of Educational Leadership

Conceptual Framework: Guiding Principles

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

SUGGESTED TEXTBOOK

Green, R. (2003). *Natural forces: How to significantly increase school performance in the third millennium*. Tallahassee: Educational Services Consortium, Inc.

ADDITIONAL RESOURCES

Ackoff, R. (2008). *Turning learning right side up: Putting education back on track*. Upper Saddle River, New Jersey: Wharton School Publishing.

Ouchi, W. (2003). *Making schools work: A revolutionary plan to get your children the education they need*. Simon & Schuster: New York.

Pink, D. (2006). *A whole new mind: Why right-brainers will rule the future*. Riverhead Books: New York.

Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Association for Supervision and Curriculum Development: Alexandria, Virginia.

COURSE DESCRIPTION

Effective strategies and tactics for changing schools, varieties of school restructuring, and the individual and organization dynamics involved in change will be presented. Change and change strategies in formal and informal organizations are foci. Students will develop change strategies and apply them to selected situations.

Positively Impacting Learning through Evidence-Based Practices

College of Education Conceptual Framework Standards – (CFS)

The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills in 1-6 in real settings under the guidance of university supervisors and school personnel.

Course Objectives (CO)

Become knowledgeable of overall aspects of school reform applied in a school system. (1,2,3,6,7) FE

Learn of the implications of applying school reform by reviewing the literature and creating a paper focusing on school improvement and school reform. (1,2,6) (P)

Experience new ways of viewing organization performance and how different ways of thinking about organization performance impact outcomes. (1,2,6,)

Demonstrate an understanding of school reform and school improvement based on class and personal learning experiences. (1,2,3,4,5,6,7)

Understand the need for school leaders to reform schools and manage the school reform process by thinking and responding to questions focusing on school reform. (1,2,6).

Become knowledgeable of the features of school reform and school improvement and share this content using the three person teaching approach. (2,3,4). FE

Share insights and understanding of key concepts focusing on school improvement and school reform. (1,2,3,4,5,6,7)

Demonstrate knowledge of school reform and school improvement. (1,2,3,7)

COURSE ACTIVITIES/REQUIREMENTS/ASSIGNMENTS

Interview 3 school and/or community leaders and create a team paper

focusing on school reform and school improvement to include a reflection. **(Team paper)**

Produce an individual written paper focusing on school performance factors and/or school reform issues. **(Individual assignment)**

Read an assigned book and produce a written review/report to be shared with other students. **(Individual assignment)**

Produce written reflections on book reports given by other group members. **(Individual assignment)**

Reflect on components of school reform and school performance after observing required videos. **(Individual assignment)**

Answer think and reflect questions focusing on school performance and components of school reform. **(Individual assignment)**

Apply class content knowledge using a content application format. **(Individual assignment)**

Identify profound knowledge content and contrast your school's approach to the identified areas. **(Individual assignment)**

Complete final examination. **(Individual assignment)**

CLASS POLICIES AND EXPECTATIONS

1. Students are expected to participate in all scheduled activities.
2. Students are expected to read and be prepared to respond to questions related to all handouts and assigned materials.
3. All individual assignments must be original products of the student and created for this specific class.
4. Students are expected to participate in team activities and carry an equal load.

COURSE EVALUATION

Reflections on Videos	10%
Interview/Team Paper	10%
School Reform Paper	20%
Profound Knowledge Questions	10%
Think and Reflect Questions	10%
Book Report	15%
Reflections on Book Reports	5%
Content Applications	10%
Final Exam	10%

Grading Scale

90 – 100	A
80 - 89	B
70 - 79	C
Below 70	F

Dewar College of Education

POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar

College of Education Concern Form Policy, “a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee.”

- The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are (229) 245-2498 (V/VP) and (229) 219-1348 (TTY).

INSTRUCTOR

Dr. Bob Smith

e-mail: lead8200@comcast.net

Telephone: Home – 850 668-6334

Schedule
LEAD 8200
SPRING 09

Orientation class

Valdosta State University

Speech and Communications Disorders
Building – Upstairs conference room

Friday, January 16, 2009

5:00 PM

Educational Leadership LEAD 8200 SPRING 2009

Learning Contract – Agreement

- 1. Content Applications (Individual Assignment)**
1 2
- 2. Reflections on Videos (Individual assignment)**
1 2 3 4 5 6
- 3. Team Paper – School Reform, School/Community Leaders (Group assignment)**
1
- 4. Profound Knowledge Questions (Individual assignment)**
1
- 5. Paper on School Reform and School Performance**
1
- 6. Think and Reflect Questions – One from each assigned chapter (Individual Assignment)**
- 7. Book Report – Written (Individual Assignment)**
1
- 8. Reflections on Book Reports (Individual Assignment)**
1 2 3
- 9. Final Examination**
1

Signature

Date

DO NOT WRITE BELOW THIS LINE UNTIL COURSE COMPLETION

Signature

Date

The grade I have earned by doing quality work on the above is_____.

Educational Leadership LEAD 8200 SPRING 2009

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1

Signature

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