EDUCATION UNIT CONCEPTUAL FRAMEWORK

Mission
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

1. Knowledgeable and Competent Specialists who
   a) demonstrate a strong foundation of knowledge
   b) implement effective practice
   c) use current technologies for teaching and learning

2. Reflective and Responsive Practitioners who
   a) advance just, equitable, and inclusive education
   b) make informed decisions
   c) participate in collaborative endeavors
   d) think critically and creatively

3. Committed and Caring Professionals who
   a) demonstrate leadership potential
   b) maintain professional and ethical standards
   c) engage in continuous improvement
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Candidates are encouraged to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions.

Promote Diversity
Candidates value all aspects of human development including the diverse ideas, views, strengths, styles of learning, talents, and abilities of each learner. They are committed to the inclusion of multiple perspectives, voices, cultures, languages, experiences, and values. They recognize that each individual brings a depth and richness to the whole that helps develop understanding of individual complexity and appreciation for one another.

Engage in Collaborative Endeavors
Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.

Think Critically
Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.

Maintain Professional and Ethical Standards
Candidates understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in state, national, and institutional standards. They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.

Value life-long learning
Candidates understand that professional development is a continuing process. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well-being.

RESPONSE TIME
The instructor will respond to email questions and online assignments usually within 48 hours (except weekends)

COURSE DESCRIPTION
This course examines issues associated with reform/change agents. Topics include: change as a sociopolitical process; sources and purposes of change; coping with multitude reform efforts; decision-making processes; reform implementation; problems of resistance to change in curriculum and instruction; and change as a continuous process.
STUDENT LEARNING GOALS AND RELATED OBJECTIVES

This section presents the course’s student learning goals and lists the learning objectives related to each goal. The objectives indicate the competencies candidates will develop by the end of the course. By pursuing the following goals students will become:

Experts in Educational Leadership:
- Who are skilled users of techniques for forecasting, planning and management of change processes in education including the use of technology as a resource

Professionals Whose Practice is Informed by Scholarly Literature
- Who will critique informal ideas about best practice on the basis of the literature and class discussion
- Who will have a sense of the limits of the literature, fundamental validity and reliability, and as to questions of which groups are empowered or marginalized by what is implied in the literature.
- Who will foster and encourage best practices within their organizations, based on critical analysis of scholarly literature
- Who can develop with their colleagues and subordinates the ability to participate in communities of learning based on reflective practice and critique of the scholarly literature.
- Who can define, contrast, and evaluate the multiple perspectives presented in the scholarly literature regarding education.

Reflective Practitioners
- Whose professional experience is systematically engaged, compared, and critiqued in classroom and other learning experiences.
- Whose professional experience will be brought to bear on the areas of their study, finding relevance and application for principles derived from the literature.

Change Agents
- Whose knowledge of research enable them to interpret findings, make judicious applications of research, and advise others in policy positions.
- Who are able to undertake first-hand investigations of local problems using applied research and appropriate methods for generating valid and reliable results
- Who use research results and a sophisticated understanding of organizational structures, cultures, and institutional networks to foster positive reform efforts within their organizations and across educational institutions?

Self-Aware and Ethical Professionals
- Who will seek contexts and means for professional-life-long learning and connections with scholarly literature

Professionals Who Value Diversity
- Who work to shape learning communities at their sites that are more humane and responsive to all students and are open to the wider community?
- Who understand how to create collaborative environments that welcome and serve diverse members- cultural/linguistic diversity, gender, ableness, and age-span differences.
REQUIRED TEXTS


RECOMMENDED MATERIALS


Updated May 2014
Go to: http://www.wallacefoundation.org
Type Spiro in the search box and it will take you to the document.

PLANNING CHANGE

2005.

Updated May 2014

STRUCTURAL CHANGE


HUMAN RESOURCES CHANGE


Updated May 2014
CULTURAL CHANGE


POLITICAL CHANGE


LEARNING ORGANIZATIONS/ADULT LEARNING


**LEADERSHIP**


Berman, P. & Milbrey, W. (1978). Federal programs supporting educational change. [This study is fully reported in eight volumes under the general title, Federal programs supporting educational change]. Santa Monica: Rand Corporation.


**Relevant Websites**

American Education Research Journal
http://www.greq.net

American Educational Research Association-Special Interest Group (AERA-SIG)
http://educ.ubc.ca/faculty/lstanley/te/

EdSource
http://www.edsorce.org

*Updated May 2014*
ATTENDANCE

Students should attend all seminar and 2 points will be deducted from the Participation Points for each absence

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

Your grade in this course will be determined by the summative analysis of your

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Short Paper Part 1</td>
<td>10%</td>
<td>June 25</td>
</tr>
<tr>
<td>Short Paper Part 2</td>
<td>10%</td>
<td>July 2</td>
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<tr>
<td>Short Paper Part 3</td>
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<td>July 9</td>
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<td>Short Paper Part 4</td>
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<tr>
<td>Short Paper Part 5</td>
<td>10%</td>
<td>July 23</td>
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<tr>
<td>Prisoners Presentation</td>
<td>40%</td>
<td>June 18-July 9</td>
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<tr>
<td>Participation</td>
<td>10%</td>
<td>June 4-July 23</td>
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</table>
Students in the program are expected to perform at the doctoral level. Only courses in which grades of A+, A, A-, B+ or B are received may be applied toward degree requirements. Course grades of A+, A, or A- are assigned for outstanding scholarship. Grades of B+ and B are assigned for strong scholarship. Grades of B- may be accepted in partial satisfaction of degree requirements if the student has a grade point average of at least 3.0 in all courses applicable to the degree. Grades of C, D, or F will be assigned when scholarship does not meet course expectations for successful performance.

\[
\begin{align*}
98 - 100 & = A+ \\
88 - 89 & = B+ \\
78 - 79 & = C+ \\
0 - 59 & = F \\
95 - 97 & = A \\
85 - 87 & = B \\
75 - 77 & = C \\
90 - 94 & = A- \\
80 - 84 & = B \\
70 - 74 & = C
\end{align*}
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ASSIGNMENTS DESCRIPTIONS

Short Papers 1-5 50%

According to Helen Malone, “Today, we are beginning to understand in a more nuanced way the intricacies of educational change. What we have learned is that we must attend to inputs and outputs equally and address contextual factors and underlying conditions that promote student learning and educational success.” Her book is organized into Parts that explore five lines of inquiry:

Part I: “Emerging Issues in Educational Change” examines salient cross-cutting issues that play a role in shaping system-level change.

Part II: “Improving Practice” profiles strategies that build professional capacity and collective inquiry.

Part III: “Equity and Educational Justice” critically analyzes contextual factors that lead to inequitable systems of schooling and considers strategies that promote educational justice.

Part IV: “Accountability and Assessment Systems” attends to the use of internal and external accountability mechanisms as drivers for data-based decisionmaking.

Part V: “Whole-System Change” offers lessons from emerging and established models engaged in comprehensive system-level change.

Write a short paper for each part of Malone’s text, not to exceed 4-5 pages. Your paper should analyze and reflect on and present the essence of what the authors capture regarding leading educational change.

This assignment shows the practical connection with the work world and addresses the following CPSEL(s):

- CPSEL # 2 Instructional Leadership
- CPSEL # 3 Management and Learning Environment
- CPSEL # 5 Ethics and Integrity
Prisoners Presentation 40%

You have been assigned a chapter in Prisoners. There are seven Core Principles listed on p. iv and discussed in depth in Chapters 4-10.

Identify the key elements associated with the core principle you have been assigned and lead a discussion with a 1 page handout applying the essence of the learning associated with this core principle.

This assignment shows the practical connection with the work world and addresses the following CPSEL(s):

- CPSEL # 2 Instructional Leadership
- CPSEL # 5 Ethics and Integrity

LATE ASSIGNMENTS

Five (5) points will be deducted for each day an assignment is late

TECHNICAL REQUIREMENTS

Every student will maintain an email address and have access to the World Wide Web while they are enrolled in our program. The University has computing facilities that can be used to email or access the web

UNIVERSITY INFORMATION

Titanium

As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

Students with Special Needs

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

Academic Dishonesty Policy

Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.
Two week plan for distant instruction should on-campus instruction be interrupted

In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

Emergency Contact
In the event of emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

Library Support
Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.

Policy on Retention of Student Work

All student work will be returned to students and retained by the instructor.
TENTATIVE SCHEDULE

June 4  **Overview of the Change Process**
Syllabus & Handouts

June 11  **Change and Technology**
Read and peruse Donovan, L & Green, T. (2013). Making change: Creating 21st century teaching and learning environments. Donovan and Green will review the major precepts associated with the thinking in this area. Both are experts in this field.

June 18  **Creating Conditions for Change**
**Pattakos:** 1  Life Doesn’t Just Happen to Us pp. v -14 Robert  
2  Viktor Frankl’s Lifework and Legacy pp. 15-26 Ali  
3  Labyrinths of Meaning pp. 27-40 Stephanie  
**Salerno & Brock:** Introduction pp. 1-26  
   1  **Stage I:** Moving From Loss to Safety pp. 27-53 Jeff  
   2  **Stage 2:** Shifting from Doubt to Reality pp. 53-76 Aja

June 25  **Leadership and Change I**
**Pattakos:** 4  Exercise the Freedom to Choose Your Attitude pp. 41-64 Amanda  
5  Realize Your Will to Meaning pp. 65-90 Christine  
6  Detect the Meaning of Life’s Moments pp. 91-112 Robin  
**Salerno & Brock:** 3  **Stage 3** Going from Discomfort to Motivation pp. 77-100  
4  **Stage 4** Trekking from Discovery to Perspective pp. 101-1126  
**Malone:**  Part I: Emerging Issues in Educational Change pp. xi-32  
**Short Paper 1 Due**
July 2  Leadership and Change II
Pattakos:  7  Don’t Work Against Yourself pp. 113-130 Devin
  8  Look at Yourself from a Distance pp. 131-142 Theresa
  9  Shift Your Focus of Attention pp. 143-156 Leonard
Salerno & Brock:  5 Stage 5 Making Sense of What Was and What Is pp. 127-150
  6 Stage 6 Changing Beliefs pp. 151-176
Malone: Part II: Improving Practice pp. 33-58

July 9  Planning for Change
Pattakos:  10 Extend Beyond Yourself pp. 157-172 Christine
  11 Living and Working with Meaning pp. 173-186 Leon
  12 The Meaning Difference pp. 187-214 Cara
Brafman & Brafman:  Preface pp. 1-8
  1 Anatomy and Accident pp. 9-24
  2 The Swamp of Commitment pp. 25-40
  3 The Hobbit and the Missing Link pp. 41-64
Malone Part III: Equity and Educational Justice: pp. 59-84

July 16  Implementing, Monitoring Change
Brafman & Brafman:  4 Michael Jordan and the First-Date Interview pp. 65-88
  5 The Bipolar Epidemic and the Chameleon Effect pp. 89-110
  6 In France the Sun Revolves Around the Earth pp. 111-130
Malone Part IV: Accountability and Assessment Systems pp. 85-108

Updated May 2014
July 23  Scaling and Sustaining Change

Brafman & Brafman:  7  Compensation and Cocaine pp. 131-148
  8  Dissenting Justice pp. 149-169
      Epilogue pp. 109-181

Malone Part V: Whole-System Change pp. 108-132

Short Paper 5 Due