

DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

EDL 202: Educational Reform

Spring 2008

Units: 3 Semester Units

Instructor: Walter L. Buster

Office: Kremen School of Education, room 499

Office Hours: by request

Phone: 559 696 9872

Fax: 559 435 9127

Email: wbuster@csufresno.edu

Course Description

Examines change in education settings in the context of organizational theory, structure, and culture; change processes; and change leadership strategies and styles. K-12 educational settings and higher education settings are used to test theories and change strategies.

Core Elements

Systematic Educational Reform, Visionary Leadership, Complexity in Organizations, Collaborative Management, Diversity and Equity, Educational Policy Environments, Educational Accountability, School and Campus Cultures, Curriculum and Instructional Reform, Communications and Governmental Relations, Assessment and Evaluation, Research, Professional Practice.

Student Learning Objectives

- 1.1 Graduates will be able to construct a leadership vision that facilitates educational reform at either Pre-K-12 or Post-secondary education levels.
- 1.2 Graduates will be aware of competing educational interests and the effects of decisions on policy. This objective will be accomplished through forums (e.g., CVELI), and other seminars outside of regular class meetings.
- 1.3 Graduates will be able to develop a nurturing school culture in either Pre-K-12 or Post-secondary education settings that supports student learning
- 1.4 Graduates will be able to develop resource and fiscal plans that support an effective and safe learning environment.
- 2.1 Graduates will be able to conduct education evaluations and assessments in educational settings.
- 2.2 Graduates will be able to lead collaborative team building and creating solutions to problems that demonstrates sound instructional leadership.
- 3.1 Graduates will be able to access current literature.

- 3.2 Graduates will be able to write a literature review focused on reform on either the Pre-K-12 system or the post-secondary system.

Course Objectives

Students will be able to:

1. To review the organizational theory/structure/culture literature and to understand how these constructs relate to leading change and educational reform at either the Pre-K-12 or Post-secondary education level.
2. To examine literature on educational planning and reform.
3. To discuss and critique readings on planning and reform and leadership.
4. To understand the dynamics and forces behind educational reform.
5. To develop strategies and skills needed to be a leader of instructional educational reform.
6. To understand how leaders of diverse orientations lead organizations, including begin part of a collaborative team that affects student learning.
7. To use understandings of organizational planning and reform to better understand and lead in your own organizations.
8. To examine the reasons behind the successes and failures of educational reform.

Administrator Dispositions

The faculty of the KSOEHD fosters the development of the following professional dispositions: reflection, critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning. Students will increasingly reflect these dispositions in their work with students, families, and communities.

General Statements

Students with special needs addressed by the American Disabilities Act who need course materials in alternative modes should notify the instructor and immediate reasonable efforts will be made to accommodate those special needs.

Further information on policies regarding plagiarism, cheating, sexual harassment and student conduct can be found in the University Catalog and the Schedule of Courses.

In the interest of safety, students are advised to leave the building in groups. University security escorts are available by calling 278-2132.

Required Texts and Readings

Fullan, M. (2001). *Leading in a culture of change*. Jossey-Bass: San Francisco, CA.

Gold, E., Simon, E., Mundell, L., & Brown, C. (2004). Bringing community organizing into the school reform picture. *Nonprofit and Voluntary Sector Quarterly*, 33, 54S – 76S.

Senge, P. (2006). *The Fifth Discipline: The art & practice of the learning organization*.
Doubleday: NY.

St. John, E. P., Manset-Williamson, G., Chung, C., & Michael, R. S. (2005). Assessing the rationales for educational reforms: An examination of policy claims about professional development, comprehensive reform, and direct instruction. *Education Administration Quarterly*, 41, 480-519.

Supovitz, J. A. & Taylor, B. S. (2005). Systemic education evaluation: Evaluating the impact of system wide reform in education. *American Journal of Evaluation*, 26, 204 – 230.

Other readings may be provided by the instructor.

Lecture Topics

All classes are 5 to 9 p.m. Fridays and 9 to 5 Saturdays

January 25-26:

Readings: Fullan, *Leading in a Culture of Change*
Activities: Discuss class objectives, requirements and expectations.
Planning Contexts and Theory

Selection of area of study
Selection of project district

Topics: Issues of leadership and change in organizations

February 8-9:

Readings: Fullan, *Leading in a Culture of Change*
St. John, Manset-Williamson, Chung & Michael
Activities: Identifying characteristics and the nature of leadership discussed by
and implications for your selected organizations.
Effectiveness of reform on PD and instruction
Report on initial interview with your project district

March 7-8:

Readings: Senge, P. (2006). *The Fifth Discipline: The art & practice of the learning organization*.
Gold, Simon, Mundell & Brown
Supovitz & Taylor
Discussion: Organizations and their communities.
Organizational culture and the problems/opportunities for change.
SWOT Analysis (strengths, weaknesses, opportunities, and threats to organization's viability and success).
What steps are necessary in planning successful change?
Does a community plan differently based on the socio-economic status of its citizens?
Activities: Using conceptions of culture and community in planning and leading
Change (application exercise).

April 11-12:

Reading:	Senge, P. (2006). <i>The Fifth Discipline: The art & practice of the learning organization</i> .
Discussion:	The potential and realities of becoming a learning organization.
Activities:	Final Report to Districts
Guest Presenter:	David Mas Masumoto “Change as seen by a farmer and a poet”

This syllabus is subject to change. Any modification of required work for students will be announced in advance.

Grading Policy

1. Class participation as demonstrated through discussion of assigned readings and class attendance. Individual class members may be asked to lead discussions on topics related to the assigned readings. Class attendance is mandatory. Absence from class may result in the processing of an administrative withdrawal from the course with no credit given. Late arrivals and early departures from class are not appropriate – the class needs YOU for this learning experience. 40% of grade.
2. Written and oral draft presentation (4-5 pages) applying course concepts to reform to either the Pre-K-12 system or the Post-secondary education system in your selected organization 10%
3. Collaborative integrative presentation presented in class on the study conducted for your organization. 20%
4. Final paper on your organization and participation in completing journal article.
Paper Due Date: April 20

Project Detail

Select a district or institution for your study

- Woodlake School District—English Language Learners
- Madera County Office of Education—Alternative Education Programs and Pioneer Technical Center; Special Education students and the CAHSEE
- State Center Community College District—development and implementation of activities designed to select future leaders for SCCC
- Caruthers Unified School District—analysis on interventions for all students
- California State University, Fresno—the effectiveness of the design and delivery efforts of the Central Valley Educational Leadership Institute and its partnership with Springboard Schools (www.springboardschools.org).
- Anytime, Anywhere Learning Foundation (www.aalf.org) impact of one to one computing on student achievement—Corcoran Unified School District is a local case study
- Central Unified School District—developing a plan for increasing the passing rate in advanced placement courses
- Golden Valley Unified School District—MICA (Math in Careers Academy) at Liberty High School or Response to Intervention program

- Merced County Office of Education—researching the 35% county-wide attrition rate for ROP and research that could possibly reduce ROP transportation costs by creatively looking at other options.
 - Central Unified School District—impact and results of Advanced Placement curriculum
 - Fresno Unified School District—Irvine Planning Grant, Project Success
 - Clovis Unified School District—Research on the relation of the nutritional value of food served by the district food service operations and its impact on student achievement
1. Make an appointment with key personnel. Use the change model interview strategy presented in class.
 2. Meet with Dr. Buster to discuss interview plans.
 3. On February 8-9, report on the interview to the class.
 4. Working with the superintendent, determine the desired change in the district that you will study.
 5. On March 7-8, make a presentation to the class on the agreement created with the superintendent.
 6. Conduct the study and create an initial plan for implementation. Write a final paper on the work conducted for the district. The final paper must include a review of the literature.
 7. Report to the class on April 11-12. Invite key participants in your study to class to hear your presentation.
 8. Work with the class to create one document for submission to a journal.