

Course: ELED 514: Educational Change  
Instructor: Dr. Pat Cordeiro  
Office: Mann 217  
433-1713  
pcordeiro@ric.edu

### **Course Information**

#### Catalog Course Description

Applications of change models are incorporated with theories of teacher leadership in professional and educational settings. Course readings and projects explore models of educational change and reform through teachers' professional development and grantwriting experiences.

### **Extended Description**

In this graduate course, participants explore the problems, issues, and possibilities for educational change through the concepts of "teacher-as-leader" and "teachers teaching teachers." The course is focused on models for implementing change within an educational setting. Candidates consider current research on educational change, reflect on their experiences with models of reform efforts in educational and professional settings, and explore means for becoming change agents.

### **Relationship to Professional Program**

ELED 514: Educational Change is one of five required courses in the core component of the Master of Education in Elementary Education program. Course readings and projects required candidates to explore and consider applications and principles of teacher leadership and educational reform models.

### **Relationship to the FSEHD Conceptual Framework**

Through course readings and projects, candidates will plan, act, and reflect on change and reform in educational and professional practice.

### **Course Texts**

Fullan, M. (2007). *The new meaning of educational change*, 4<sup>th</sup> edition. New York: teachers College Press.

Ravitch, D. (2010). *The death and life of the great American school system: How testing and choice and undermining education*. New York: Basic.

### **Course Requirements (Evidence of Performance)**

25% Participation

25% Reading Responses (one per week for four weeks to "Reply to All" class emails)

25% Compiled bibliography of educational/ professional reform and/ or change readings

25% Compiled list of "Grants for Teachers" opportunities for your professional or educational change/ reform

<b>Assignment</b>	<b>Rhode Island Professional Teacher Standards</b>	<b>FSEHD Conceptual Framework and Advanced Competencies</b> Plan, Act, Reflect (PAR) Knowledge (K) Pedagogy (Ped) Diversity (D) Professionalism (Prof)
<b>Assigned Readings and Responses I</b>	1, 2, 8, 10, 11	Reflect, K, Prac,
<b>Assigned Readings and Responses II</b>	1, 2, 8, 11	Plan, K, Prof
<b>*Compiled list of educational/ professional reform and/ or change readings relevant to your work (Program artifact assignment)</b>	2, 4, 5, 6, 9, 10, 11	Plan, Act, K, D, Prof
<b>Compiled list of “Grants for Teachers” opportunities</b>	1, 3, 9, 11	Reflect, K, Prac, D, Prof

**For 3 Students, course presented as an Independent Study:  
Course Schedule, Topics, and Assignments -**

Class 1 July 7 campus class to get us oriented to the topic, readings, and assignments

Class 2 Tuesday July 13 — For this campus class, read and respond to Ravitch through Chapter 7 and investigate Ravitch’s position prior to 2007 on educational change

Class 3 Tuesday July 27 For this meeting, read and respond to Ravitch 7-11 and Fullan, Part 1;  
compile a short list of educational/ professional reform and/ or change readings relevant to your work (Scholargoogle.com is one useful resource)

Class 4 Tuesday August 3 For this class, finish Fullan; and compile a list of “Grants for Teachers” opportunities for your professional or educational change/ reform; print out at least one grant(s) application, if possible