

**RESTRUCTURING SCHOOLS  
EDPL 746**

**Education Policy and Leadership, Spring 2002  
Thursdays 4:15-7:00 pm, Room 1210B**

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Office hours: Wednesday 3:00-5:00, and by appointment**

**Course Description:**

The purpose of this course is to provide a practical and analytical framework for understanding school restructuring. The course looks at current educational issues that are provoking change initiatives – from curricular reform by professional associations and/or hybrid organizations like the New Standards, ACHIEVE, or the National Board for Professional Teaching Standards, to national movements that are locally based such as charter schools, professional development schools and school/community networks. The course will examine some of the federal legislation targeting school restructuring and the implementation of federal programs locally, as well as the politics of federalism in education.

A variety of factors for understanding restructuring will be presented: the culture of schools, implementation strategies, changing roles and relationships in schools, and policy implications of restructuring initiatives. Students in this course will study how the process of organizational change interacts with school and community goals, values, culture and capacity. They will analyze why some innovations succeed and others fail, and will apply their understandings to a case study of specific change efforts.

**Course Goals:**

- \*Identify the political and cultural forces that make reform or school restructuring so pervasive in American schooling.
- \*Assess various trends in restructuring and understand their impact on teaching and learning.
- \*Learn to develop, initiate and evaluate the impact of various reform efforts on schools locally, regionally and nationally.

**UMCP Notice:**

All students are expected to abide by the code of academic integrity throughout this course. Academic dishonesty, including cheating, fabrication and plagiarism will not be tolerated and will be reported to the Student Honor Council. The full text of this code is available on the web at [www.inform.umd.edu/CampusInfo/Departments/jpo/codeacinteg.html](http://www.inform.umd.edu/CampusInfo/Departments/jpo/codeacinteg.html)

**Class Readings:**

This course is organized as an advanced-seminar and requires that you have taken EDPL 642 *Management of Change in Educational Organizations* (or departmental permission). As such you should already have some familiarity with the restructuring work by Fullan, Hargreaves, Sarason, Tyack, Cuban and Elmore. Rather than reassigning previously read texts this course will revisit, critique and build on some of these seminal works, but focus on two new texts. The required texts (listed below) provide a complimentary perspective on the restructuring issues— rather than emphasizing organizational or whole school change we'll explore culture and community, professionalism and collaboration, and new ways of thinking about learning and assessment in restructuring. The assigned books are available in the university bookstore, as are many of the recommended books. Please note, some texts and reading selections are at the copy center and will also be on reserve at the library.

**Required Books:**

Ann Lieberman (Ed.) The Work of Restructuring Schools. New York: Teachers College Press, 1995.

Nancy Hoffman, Michael Reed, and Gwen Socol Rosenbluth (Eds.) Lessons from Restructuring Experiences. Stories of Change in Professional Development Schools. SUNY Press, 1997.

In addition, a variety of new unpublished materials (technical reports, program-related materials, organizational publications and web-based resources) will be introduced each week during the class. Some are available on the world-wide web, while others can be purchased directly from me or copied at the copy center.

**Recommended Books:**

Michael Fullan. The New Meaning of Educational Change (New York: Teachers College Press, 1991).

Michael Fullan and Andy Hargreaves. What's Worth Fighting For. (New York: Teachers College Press, 1994).

David Levine, Robert Lowe, Bob Peterson and Rita Tenorio. Rethinking Schools: An Agenda for Change (NY: New York Press, 1995) [www.rethinkingschools.org](http://www.rethinkingschools.org)

Ann Lieberman (Ed.) Building a Professional Culture in Schools. New York: Teachers College Press, 1988)

Seymour Sarason. Revisiting the Culture of the School and the Problem of Change. (New York: Teachers College Press, 1996).

David Tyack and Larry Cuban, Tinkering Toward Utopia. A Century of Public School Reform (Cambridge: Harvard University Press, 1995).

Nation's Report Card: National Assessment of Educational Progress (NAEP)

The Nation's Report Card is the only nationally representative and continuing assessment of what Americas students know and can do in various subject areas. <http://nces.ed.gov/nationsreportcard/>

## Course Requirements and Grading:

This course is built on the development of analytic and communication skills aimed at helping school leaders get a better understanding of how their own experiences in schools relate to broader trends in educational change and school reform. Accordingly, a large portion of your grade will depend on the preparation and discussion of the assigned material. There will also be three written assignments.

Course grades will be based on the following:

Class preparation	20%
Reflection Assignment	20%
Case Analysis	20%
Oral Presentation	20%
Final Project/Proposal	20%

**Class preparation/participation:** Students are expected to complete weekly reading assignments and are required to actively participate in class discussions. One form of class participation may involve student-led discussions each week.

**Reflection Assignment:** This is a short (5-7 page) mapping exercise. Students will be asked to describe and visually depict their ideas and beliefs about what should be done in school change initiatives. They will be asked to use cognitive maps, pie charts, tables, or graphs to illustrate and represent the following:

**1) ORGANIZATION:** show how schools should be organized to facilitate new learning environments (e.g. What does the school day look like? How is time allocated? What kinds of organizational learning/collaboration should take place? With whom? How do new ideas become operationalized?);  
**2) LEARNING:** How should restructured schools be organized to affect the learners (e.g. show what new/different learning activities look like and how time is differently allocated in a restructured school); and lastly, **3) NEW ROLES:** How are changing roles and responsibilities for teachers and administrators represented (what does the day of a teacher in a restructured school look like?).

**DUE February 21.**

**Case Analysis:** Each student will be required to research, write a brief report about and present findings on a restructuring initiative. (I have abstracts of several initiatives in my office. We will also discuss a variety of options in class, as well as use the www as a resource for ideas.) Students may work in small groups (2-3 people) on researching the programs and presenting findings, but must write and submit individual papers. In five to seven pages, the brief should describe the purpose of the reform initiative, the context in which it was developed/implemented, its impact and limitations. The brief should also include wider issues related to instructional change, new roles faculty/staff/parents/community, and the political and cultural dimensions of school restructuring. **DUE April 11.**

**Oral Presentation:** Over the course of the semester the class will prepare for and participate in analyzing and critiquing a variety of school reform initiatives. Students will be given the choice to present either their case analysis or their final project. While the presentation should focus on analysis of the selected initiative, the presenter will also be asked to draw on related readings, personal experience and comment on the broad policy conclusions regarding this initiative.

**ONGOING from April 11 – May 9.**

**Final Project/Proposal:** As a capstone to the course, students will be asked to develop a proposal for their a reform initiative. In addition to drawing on examples from related readings throughout the course, the proposal should be based on the needs of a particular school community, the requirements of the school district (as described in the proposal outline), and on the students own philosophy and experience in schools. Students are expected to write an engaging, provocative proposal that clearly articulates a vision for school restructuring, strategies for implementing it, and considerations for governance, finance, recruitment and for cultivating consent from different members of the school community. **DUE May 16.**

**Additional note about assignments and grading:** Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student's responsibility to inform the instructor as soon as possible of any intended absences for religious observances.

### Schedule of Topics

**Week 1: Introduction (Course overview, class assignments, conduct of class)**  
**January 31 Reconceptualizing School Restructuring**  
Making the case for school restructuring. What is a "restructured school"?

Readings: Hoffman, et als. Lessons (Intro only)  
Lieberman Work (Chapter 1)

School Based Reform: Lessons from a National Study 1996  
Please read Sections I, II and III (appx. 40 pages): I – Overview and Federal Legislation on School Reform; II - Practical Advice: Key Features of Successful Reform; and III - Examples of School-based Reform Efforts. Available on the web at:  
<http://www.ed.gov/pubs/Reform/index.html>

Start browsing through the Catalog of School Reform Models.  
<http://www.nwrel.org/scpd/catalog/index.shtml>

The Catalog of School Reform Models was designed to help educators find an external model that meets the needs of their school. It provides descriptions of 32 entire-school models plus additional entries on reading/language arts, mathematics, science, and "other" models. This will help give you some ideas about a reform initiative that you will select for your case study assignment.

Related readings:

Tyack and Cuban (Chapters 1-2)  
M. Fullan (Chapters 1-3, pgs 1-38)

**Week 2: Processes of Restructuring**  
**February 7 Introduction of national restructuring initiatives. Clarifying means and definitions.**

Readings: Linda Darling Hammond, Ann Lieberman and Lynne Miller "Restructuring in Policy and Practice" (NCREST, 1992)  
Jane David. "What it takes to Restructure Education." Educational Leadership 48(8);1991.  
"What is School Restructuring?" in Issues in Restructuring Schools (Newsletter). Center on Organization and Restructuring of Schools, University of Wisconsin, Madison.

Related readings:

S. Sarason. (Chapter 14,16)  
M. Fullan (Chapters 4,5,6)

**HANDOUT: LISTS OF RESTRUCTURING INITIATIVES FOR CASE STUDY RESEARCH**

**PART I THE REORGANIZATION OF SCHOOLS: SYSTEMIC CHANGE**

Restructuring schools requires changes in the organization and structure of the school day, the allocation of resources and financial incentives, as well as, new forms of leadership, management and governance. These changes require taking a hard look at the shared values and expectations, and the ability to confront many of the different assumptions and beliefs that exist within the school community. Restructured schools emphasize continual learning for all members of the school community and include new roles for faculty, parents and community members.

**Week 3: Creating a Learning Community**  
**February 14 Understanding School as a Culture/Social System**

Readings: Hoffman, et als. Lessons (Chapter 2)  
Stolp, S. and Smith, S. "School Culture and Climate: Role of the Leader" OSSC Bulletin 37(5) 1994.

Related Readings:

R. Barth. "A Community of Leaders" in A. Lieberman (ed.) Building a Professional Culture in Schools. New York: Teachers College Press, 1988)  
Sarason (Chapters 1- 6)

Visit the Coalition of Essential Schools website: <http://www.essentialschools.org/>  
The Coalition of Essential Schools (CES), founded in 1985, is a national network of schools, support centers and a national office engaged in restructuring schools to promote better student learning and achievement. Read about the philosophy, school design and organizational practices, classroom practices, leadership and community engagement.

**Week 4: Personal and Organizational Learning**  
**February 21 REFLECTION/MAPPING EXERCISE DUE**

Readings: Hoffman, et als. Lessons (Chapters 1, 3,4& 5)  
Lieberman Work (Chapters 1 & 2)

Lieberman, A. and McLaughlin, M. "Networks for Educational Change" Phi Delta Kappan, November 1992.

Spreen, CA and Lucas, T. "Systemic Change in the Dewey Network". (NCREST Publication: Teachers College, Columbia University, New York)

For additional readings go to the National Clearinghouse website and look at professional development and reform literature:

<http://www.goodschools.gwu.edu/csrl/browsetopic/profdev/prosd/prosd.htm>

FYI: The Clearinghouse is at GWU in DC.

**Week 5: Leadership, Management and Governance**  
**February 28**

Readings: Hoffman, et als. Lessons (Chapter 6)  
Lieberman Work (Chapters 3, 4, 5 & 6)

Malan, B., Ogawa, T. and Kranz, J. "What do we know about site-based management?" In Clune, W. and Whitte, J. (Eds) Choice and Control in American Education, Vol 2. (New York: Falmer Press, 1990)

Bryk, A. et als. "The State of Chicago School Reform" Phi Delta Kappan, Sept., 1994.

**Week 6:**  
**March 7** **No class – CIES Conference in Orlando <http://www.indiana.edu/cies2002> . Feel free to meet as a group to discuss the case studies or schedule an individual consultation with me on your final essay.**

**Week 7:**  
**March 14** **New Models for Building Learning Communities**  
Hoffman, et als. Lessons (Chapter 2, 13)  
Lieberman Work (Chapter 7)

Lieberman et als Early Lessons in Restructuring. NCREST Publication.

Lieberman et als. Early Lessons in Restructuring: Case Studies of Schools for Today...Tomorrow. NCREST Publication.

## Part II CHANGES IN LEARNING EXPERIENCES

How does restructuring create new learning environments in schools? How is the curriculum organized? What are the different options for approaching instruction and assessment that ensures that all students can and will succeed? What are some of the equity-driven restructuring initiatives? This section of the course takes look at changes in content and the development of curriculum frameworks, performance-based assessment initiatives and outcomes-based education. It also introduces initiatives that address different methods for grouping, tracking, rewards and penalties for academic work.

### **Week 8: Rethinking the Curriculum and Instruction** **March 21**

Readings: Hoffman, et als. Lessons (Chapter 8,9,10)  
Lieberman Work (Chapter 6)

Initiatives Promoting Excellence for All Students in the DEWEY Network. (NCREST Publication: Teachers College, Columbia University, New York)

Levine, R. "Rethinking the Curriculum" (pp 49-60) in Levine, et als. (Eds) Rethinking Schools. (1995)

Related readings:

"Reforming Schools and Rethinking Classrooms" 4.1: 6-7

In Rethinking Schools (Newsletter) <http://www.rethinkingschools.org/index.html>

### **Week 9: No class – Spring Break** **March 28**

**Week 10: No Class – AERA Conference in New Orleans for information see: <http://www.aera.net/>**  
**April 4**

**Week 11: Rethinking Standards and Assessment**  
**April 11 CASE STUDIES DUE -- Class presentations begin today.**

Readings: Hoffman, et als. Lessons (Chapters 11 & 12)

Darling-Hammond, L. "Standards and Assessment: Will they improve education?"  
NCREST Publication.

"Pathways to School Improvement: Assessment"

Discussion of critical issues in assessment including equity, reform, integration into the curriculum, how to report results, and appropriate evaluation.

<http://www.ncrel.org/sdrs/areas/as0cont.htm> and the NCREL article in

Critical Issue: "Rethinking Assessment and Its Role in Supporting Educational Reform"

NCREL Publication: <http://www.ncrel.org/sdrs/areas/issues/methods/assment>

## **HANDOUT: STATE CONTENT AND STUDENT PERFORMANCE STANDARDS**

### Related readings:

State Standards-Setting and Public Deliberation: The Case of California  
<http://cresst96.cse.ucla.edu/CRESST/Summary/506mcdonnell.htm>  
CSE Technical Report 506, 1999

Final Report: Perceived Effects of the Maryland School Performance Assessment Program, CSE Technical Report 409, 1996 (read report online or printout entire report)  
<http://cresst96.cse.ucla.edu/CRESST/>

The ABC's of School Testing (Joint Committee on Testing Practices, 1993) available online in the previous article. : <http://www.ncrel.org/sdrs/areas/issues/methods/assment>

### **Part III            MAPPING THE RESTRUCTURING LANDSCAPE FROM LOCAL TO NATIONAL REFORMS**

**Week 12:            Examining Local or School-based Initiatives**  
**April 18**            Class presentations.

Lieberman Work (Chapters 5 & 6)

**Week 13:            Examining District-wide and State Restructuring Initiatives**  
**April 25**            Class presentations.

**Week 14:            National Restructuring Policies and Initiatives**  
**May 2**                Class presentations

“No Child Left Behind Act 2001” Federal Education Policy See: [www.ed.gov/nclb](http://www.ed.gov/nclb). And  
<http://www.ed.gov/PressReleases/01-2002/01082002.html>

**Week 15:            The relationship Between Policy and Practice**  
**May 9**

Lieberman Work (Chapter 8)  
Fullan, New Meaning (Chapter 13)

L. Darling-Hammond. “Transforming School Reform: Policies and Practices for Democratic Schools.” (NCREST publication)

Final Presentations

**FINAL PAPER Due May 16.**