



SCHOOL *of* EDUCATION
and HUMAN DEVELOPMENT

EDLF 2050: What the Innovators Do

Strategies to Transform the Lives of Youth

Education Leadership, Foundations, & Policy
3 Credit Hours
Spring 2021

February 3 - May 5, 2021
Wednesday, 3:30-6:00 PM
Online Synchronous

Course Information	
Instructor	Andy Malone abm5s@virginia.edu
Office Hours	By appointment <i>In an effort to be flexible and accommodate your schedules, office hours will be by appointment. Please don't hesitate to message or email me to set up a time to meet.</i>
Graders	Catalina Perez cvp2fk@virginia.edu Andrew Prince acp8ww@virginia.edu
Zoom	EDLF 2050 Weekly Zoom Link!
Canvas Platform	Please note that UVA School of Education uses Canvas, not Collab. All course materials and assignments will be posted on Canvas, so please check the site regularly. You can log on to Canvas using Netbadge at http://curryvirginia.instructure.com .

COURSE OVERVIEW

Description, Learning Objectives, Instructional Methods & Policies

COURSE DESCRIPTION

Most educators, parents, and students agree that U.S. schooling needs an upgrade. Traditional, industrial models of education have persisted in our country for over a century; and they have persisted while our social, political, and economic fabric has evolved. Increasingly, there is wide recognition that such models fail to (a) engage and nurture students in the present; (b) prepare students for the 21st-century workforce; (c) achieve truly equal educational outcomes for all students.

In response, education innovators - be they students, caregivers, teachers, programmers, writers, or entrepreneurs - work to reimagine and reconstruct U.S. education. This course critically examines the field of education innovation (EI). We begin by reviewing both the contemporary and historical landscapes of education reform, asking: what *is* EI, anyway? What purposes has EI sought to achieve? What purposes *should* it achieve moving forward? We specifically examine the concept of educational equity through an intersectional lens, preparing to analyze the degree to which various EIs deliver on this imperative outcome.

From there, we conduct a robust survey of both pedagogical and program innovations. Each week, we meet a different corner of the EI world, ranging from social-emotional learning to deeper learning to abolitionist pedagogy, and from K-12 schools to postsecondary programs to non-profits. While surveying broad EI trends and movements, we also analyze multiple individual EIs as case studies. We conclude the course with an exploration of how disruptions in educational power and decision-making - i.e., the elevation of student, family, and teacher voice - can function as meaningful and impactful innovations.

The course features a number of incredible guest speakers, including leaders of urban school districts, non-profit founders, education scholars, and a range of teachers, school leaders, students, and parents. These speakers will broaden and deepen our understanding of EI as it manifests where it counts: in schools and communities. Alongside these guest speakers, you will work weekly in a course Learning Team. In this group of four to six, you will prepare and share case studies, discuss weekly readings and speakers, and work together to maximize the quality of one another's learning journeys.

Course assignments position you as thoughtful, critical analysts of both individual EIs and the field of EI overall. In Unit I, you develop your own tool for assessing the value and merit of an EI. In Units II and III, you use your tool and ongoing course learning to formally evaluate a pedagogical and program innovation. To conclude the course, you offer an original assessment of EI and COVID-19, highlighting trends and perspectives regarding the extent to which education innovation has - or has not - furthered excellence and equity during this global pandemic and its resultant schooling crisis.

LEARNING OBJECTIVES

As a result of participation in this course, you will be able to:

- Define *education innovation* (EI), articulate the limits of your definition, and discuss the complexity of defining EI as a concept and field;
- Identify and analyze the various purposes that EI has sought to achieve, both historically and as a contemporary field;
- Form a perspective as to the most imperative purposes that EI ought to achieve;
- Develop, revise, and continuously evolve a set of criteria by which to assess the value and merit of an EI;
- Use your criteria and additional sources of evidence to analyze and evaluate multiple EIs;
- Define intersectionality; deploy intersectionality as a lens through which to examine educational equity and the extent to which EIs do/do not achieve equitable outcomes;
- Identify, describe, and analyze the major “subfields” of EI, including: the SEL movement, the deeper learning movement / deeper learning pedagogies, culturally responsive, sustaining, and abolitionist pedagogies; k-12 school design; postsecondary programming; non-profit organizations and partnerships;
- Analyze the relationship between educational power and educational innovation; consider specifically the role of student, family, and teacher voice and agency in education reform movements;
- Present clear, compelling analyses and examinations of EI using multiple formats and media.

INSTRUCTIONAL METHODS

I have designed this course to support your learning, meaning-making and growth - and your mastery of the above objectives - through a variety of instructional methods. An overview of these methods can be found below. For details on the specific methods, see [Weekly Assignments](#).

Method	Purpose
<i>Readings</i>	Every module lists both required and optional readings. These readings provide you with an <i>overview</i> of key themes, trends, and issues related to that week's EI topic.
<i>Learning Teams</i>	Your learning team is a group of 4-6 peers that will meet weekly throughout the course. The learning team (aptly named) is critical to your learning experience. As a group, you will discuss case studies (see below), readings, and guest speakers. These small group discussions will help you to process the course content, both within and across modules.
<i>Case Studies</i>	Most weeks, you will prepare a brief case study of an EI. You'll summarize and analyze an innovation of your choice related to that week's topic. Then, you'll present your innovation to your learning team. In this way, you'll acquire deep knowledge about a series of EIs that are interesting and meaningful to you, while also building your broader knowledge of the EI landscape, as your peers present their various EIs.
<i>Guest Speakers</i>	Our (fantastic!) guest speakers join us to share their experiences of EI where it matters most: in the field. They will enrich and complicate our understanding of course topics and themes by discussing how they manifest in schools and communities.
<i>Reflection Posts</i>	Every week, you will end the module by posting a reflection (written or filmed). The purpose of these reflections is to provide a regular space in which you can codify and synthesize your developing understandings.
<i>Unit Tasks and Final Projects</i>	The unit tasks and final project provide an opportunity for you to apply your course learnings to real, relevant, and complex contexts. You will also strengthen your ability to communicate sophisticated perspectives and arguments about EI, using a wide variety for media.
<i>Office Hours and Consultations</i>	We are a large course community! Please take advantage of office hours and 1x1 consultations to personalize your experience. View the office hours and consultations as an opportunity to further discuss specific topics of interest; to clarify areas of misunderstanding; and to workshop case studies, unit tasks, and your final project.

COURSE POLICIES

A NOTE ON TEACHING AND LEARNING DURING THESE TRYING TIMES

We seek to learn together at a very challenging moment. Our country is in pain, facing unprecedented political divisiveness and unrest; engaged in an overdue reckoning for racial justice and the dismantling of white supremacy; amidst the COVID-19 pandemic, which wears on, collapsing much of our world into a cold, remote two dimensions.

As a teacher, this context brings about two big thoughts, which are in some ways complementary and in other ways competitive. The first is, **I am fully committed to meeting your needs as a learner - but more importantly, as a person - throughout this course.** I also recognize that these needs may be more unique and pronounced than usual, give our challenging circumstances. You will find, in me, a flexible teacher who is willing to respond and adapt to his students' needs. My hope for this course is that you learn the content well and that you have a rich experience doing so; you know, far better than I, how to make that happen for yourself. **My cardinal expectation, here, is that you communicate proactively and openly with me regarding your needs, especially when something is inhibiting your learning or enjoyment.**

My second big thought is that, in many ways, we need great learning experiences more than ever; that rich, dialogic, engaged communities can be (must be!) a gift, and a salve, for trying times like this. I'm biased, of course, but the content of this course strikes me as particularly imperative. The reimagination of U.S. education is, no doubt, one of the most critical levers we have to improve our society. So, both in content and in form, **I am fully committed to providing, - for all of us - a productive, positive, and engaging learning environment.** Part of that is ensuring that you, individually, have what you need as a person and learner. Another part is designing, cultivating, and endorsing classroom conditions that will promote a positive learning journey. These include, for example, preparing your case studies on time, so that your learning team can learn well from you; and having your camera on, whenever possible, to mitigate the isolating effects of Zoom, especially in your small groups and when we have guest speakers.

That's where this can get a little tricky. I imagine that, by and large, you will understand, appreciate, and make every effort to subscribe by the course policies below, all of which I have designed toward the goal of maximizing the quality of our shared learning experiences. But, there may be times when your individual needs or circumstances do "compete" with the policies as stated. At these times, **I ask that you communicate proactively and openly,** knowing that I will make every possible effort to support you as an individual while considering the needs of the broader community.

I look forward to working with you to co-construct the individual and shared conditions that will maximize the quality of this course for all of us. I intend for EDLF 2050 to be a (very!) bright spot at what can be a very dim and trying time. Thank you in advance for working with me, and one another, to make that happen!

STATEMENTS OF CARE

I recognize and value the many perspectives our students bring to the classroom. Many factors—social identities, visible and invisible disabilities, family circumstances, physical location, mental health, access to the internet—all influence the experiences that every individual can have in courses this and every semester. I am committed to building an environment to support your learning, one in which you will be supported and rewarded for going out on a limb to communicate and defend your ideas.

I acknowledge that racism and white supremacy are baked into both the history of UVA as an institution and the history of our nation and education as a whole. I believe that pedagogical philosophies and practices can either reinforce inequities or work to eliminate them. I am committed to continuously working to design and learning experiences that are increasingly disruptive of systemic injustices that disadvantage BIPOC students and colleagues in and out of the classroom; and to advocating for and implementing anti-racist educational practices. I will hold myself accountable toward these important aims; I encourage you to both support and hold me accountable as well; and I invite you to join me in this imperative work.

Students of all immigration statuses are welcomed and valued in this classroom, including undocumented students, students from mixed-status families, and students with Temporary Protected Status. I aim to create a learning environment that respects and affirms the diversity of students' experiences and perspectives. If your status is impacting your success in the course, please reach out to discuss things I can do to accommodate you (assignments, attendance, etc.). I pledge to keep your status confidential unless required by judicial warrant.

DISCUSSION AND COLLABORATION NORMS

Discussion and collaboration, both in large and small groups, is central to the design of this course. To support a productive, respectful, and learning-focused discussion, I ask that you participate with the following classroom norms:

- Listen respectfully. Comments that you make (whether asking for clarification, sharing critiques, or expanding on a point) should reflect that you have paid attention to the previous speakers' comments.
- Be open to changing your perspectives based on what you learn from others. Understand that we are bound to make mistakes in this space, as anyone does when approaching complex tasks or learning new skills. Strive to see your mistakes and others' as valuable elements of the learning process.
- Understand that your words impact others; speak with care.
- Understand that others will come to these discussions with different experiences from yours. Be careful about assumptions and generalizations you make based only on your own experience.
- Understand that there are different approaches to solving problems. If you are uncertain about someone else's approach, ask a question to explore areas of uncertainty.
- Differentiate between opinion--which everyone has--and informed knowledge, which comes from sustained experience, study, and practice. Hold your opinions lightly and with humility.

KEY EXPECTATIONS

KEY EXPECTATIONS	
<i>Attendance</i>	<ul style="list-style-type: none"> ● As a synchronous course, attendance is required for each of our 14 sessions, held Wednesdays from 3:30-6:00 PM. ● Class starts promptly at 3:31 PM. ● <i>If you anticipate any issues with attendance for a course session, please email me as soon as possible.</i> ● See Course Grading for specifics on how attendance factors into your course grade.
<i>Participation</i>	<ul style="list-style-type: none"> ● Your active participation in whole-group sessions, small-group learning teams, and guest speaker talks is <i>the most important factor</i> contributing to your learning experience and to the learning experience of your peers. Participate consistently and thoughtfully throughout all course structures. ● See Course Grading for specifics on how participation factors into your course grade.
<i>Zoom Cameras</i>	<ul style="list-style-type: none"> ● Please make every effort to keep your camera on, <u>especially</u> during learning teams and when we have guest speakers. Blank screens can, as you know, diminish the quality of a collaborative learning community. ● That said, I remain understanding of “zoom fatigue,” tech issues, and other variables, so “cameras on” is not a hard-and-fast expectation for this course.
<i>University Email</i>	<ul style="list-style-type: none"> ● Please check your UVA email consistently to stay abreast of University and course communications.
<i>Canvas</i>	<ul style="list-style-type: none"> ● Please check Canvas frequently as I intend to use the platform for all course communications and updates. I recommend adjusting your Canvas setting so that platform messages forward to your UVA email.
<i>Course Texts</i>	<ul style="list-style-type: none"> ● All course articles and readings are either (a) accessible by direct links in the syllabus; (b) provided to you as PDFs through canvas; or (c) available as e-texts through the University library. Said otherwise, you don’t need to purchase any books for this course :)

ADDITIONAL SUPPORTS, RESOURCES, AND POLICIES

<i>Communication of Covid-19 Related Illness</i>	<ul style="list-style-type: none"> I encourage you to have a plan for communicating with instructors in case you become ill. In the event that I become ill, I will contact a colleague and/or my department chair and advisor to communicate with you about how our course will proceed. Please pay close attention to email communications and/or Canvas announcements throughout this semester.
<i>Online Learning Tips and Commitments</i>	<ul style="list-style-type: none"> Whether or not your camera is on, your active participation in the course is essential (see Key Expectations). Please show initiative, active listening, and courtesy through the following: <ul style="list-style-type: none"> Use a headset or earbuds to be sure you can hear and be heard easily when speaking Use the chat to ask questions, report problems, or whenever directed as part of a class activity. Keep chat messages respectful, concise, and relevant. Your grammar will not be judged, but remember you're writing in an academic environment, even in the chat box. If our meeting is recorded, the public chat is included. The private chat can be accessed by the meeting host. Use the 'reactions' buttons (clapping, thumbs up) if appropriate! Keep your mic muted when you aren't speaking, to lessen distractions. Know that when two people talk at the same time in Zoom, neither can be easily heard. It takes a while, but we'll get into a rhythm of leaving time between speakers. In this online environment, you may be "cold-called" more often than you would in person. It can be hard to know who is ready to speak, so you may be called on when you're not expecting it. If you need to 'pass' on a question once or twice, that's OK. Be sure to use your UVA email to access all Zoom sessions.
<i>Class Recordings</i>	<ul style="list-style-type: none"> We intend to record our live sessions for the sake of students who are unable to attend. Recordings are available on Canvas, in the Zoom navigation tab. Recordings cannot be shared or moved, and will always be password protected. The default settings in Zoom only record the face of the active speaker. During class, we may pause recording at times to allow for everyone to feel comfortable discussing sensitive topics. We encourage you to contact the instructor with any concerns about recordings.
<i>Technology and Accessibility</i>	<ul style="list-style-type: none"> To effectively engage in this course, you will need regular use of a computer and higher-speed (not dial-up) Internet. If you require assistance, please see Additional Student Support resources below. For Canvas tools, the following browsers are recommended: Google Chrome (no reported issues), Mozilla Firefox (no reported issues), and Microsoft Edge (few reported issues).

	<ul style="list-style-type: none"> ● All students enrolled in Fall 2020 courses, and who have successfully completed a FAFSA for the 2020-2021 academic year, can request funding for expenses related to the disruption of fall campus operations due to the pandemic, including technology-related expenses. For information on CARES Act Student Emergency Funding, Bridge Scholarships, and Emergency Loans, please visit Student Financial Services Operational Updates. ● All the tools we use will be linked in our course Canvas site. Please log in and have a look around, to locate the syllabus and the modules. Canvas has help resources and assistance via email during regular business hours. It is our goal to create a learning experience that is as accessible as possible—all videos will be captioned and synchronous meetings will have multiple ways for you to engage (voice, chat, video). Please meet with the instructor to explore your options if you anticipate any challenges meeting course requirements or interacting with the course materials. ● If you need assistance using any of the tools for our class, I am happy to work with you. You can also find resources for each below: <ul style="list-style-type: none"> ● ITS (Technical Support) <ul style="list-style-type: none"> ○ Priority phone support will be given via 434-924-HELP for students who are in an online class or attempting to connect to one that is starting soon. If you are not in an online class, contact the ITS Help Desk (chat, email, online). ● Zoom Support ● Canvas Student Support ● Live sessions will be held via Zoom, which you access via the Canvas site. While this platform is generally stable, problems might arise. If you have trouble accessing class or lose your connection, please take these steps: <ul style="list-style-type: none"> ● Try again to reconnect to class, using the Zoom link OR the phone number that you can access when you view the course meeting invitation in Canvas. ● If you get stuck in the waiting room, text a classmate so they can let me know that you are trying to reconnect. ● If you're still unable to access class, plan to watch the class recording. Recordings are usually available on Canvas within 3 hours of the end of class time, in the Recordings module.
<p><i>Student Supports (COVID-19 Online Learning)</i></p>	<p>Online learning differs from classroom learning in important ways. It's a good idea to gauge your preparation for online learning before the semester begins, so that you can identify areas where you may need more support.</p> <ul style="list-style-type: none"> ● Online Learning Readiness Self-Check: Are you ready for online learning? Use this survey to understand your preparedness to use technology, be self-motivated, manage your time, and seek out help in online coursework. ● UVA Total Advising has resources about preparing to be a remote student and effective communication as a remote student. <p>Additional academic support is available to you: COVID-19: Student Resources.</p>

<p><i>Special Needs</i></p>	<p>It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note taking, etc.), should contact the Student Disability Access Center (SDAC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student’s responsibility to follow up with the instructor about logistics and implementation of accommodations.</p> <p>If students have difficulty accessing any part of the course materials or activities for this class, they should contact the instructor immediately. Accommodations for test taking should be arranged at least 14 business days in advance of the date of the test(s). Students with disabilities are encouraged to contact the SDAC: 434-243-5180 (Fax - 434-243-5188); Email: SDAC@Virginia.edu; Website: http://www.virginia.edu/studenthealth/sdac/sdac.html.</p>
<p><i>Mental Health & Well-Being</i></p>	<p>As members of the Curry School of Education faculty, we are concerned for your safety and support a caring and violent-free environment on Grounds. We concur with the University’s intolerance of power-based violence and encourage all of us to maintain a safe community.</p> <p>If you are feeling overwhelmed, stressed, or isolated, there are many individuals here to help. The Student Health and Wellness Center offers <u>Counseling and Psychological Services (CAPS)</u> for its students; call 434-243-5150 to speak with an on-call counselor and/or schedule an appointment. If you prefer to speak anonymously, you can call Madison House’s <u>HELP Line</u> at any hour of any day: 434-295-TALK. Alternatively, you can call or text the <u>Disaster Distress Helpline</u> (1-800-985-5990, or text TalkWithUs to 66746) to connect with a trained crisis counselor; this is toll free, multilingual, and confidential, available to all residents in the US and its territories.</p> <p>All students enrolled in Fall 2020 courses, and who have successfully completed a FAFSA for the 2020-2021 academic year, can request funding for expenses related to the disruption of fall campus operations due to the pandemic. For information on CARES Act Student Emergency Funding, Bridge Scholarships, and Emergency Loans, please visit <u>Student Financial Services Operational Updates</u>. You might also be eligible for an <u>Honor Loan</u>.</p> <p>There is also support if you or someone you know experiences stalking, partner violence or sexual assault. Resources can be found at http://www.virginia.edu/sexualviolence and www.virginia.edu/justreportit/confidential_resources.pdf. We believe everyone in our community plays a role in preventing violence and isolation. We all need to make choices to reach out to others.</p>

<p><i>Classroom Civility Statement</i></p>	<p>Students are asked to refrain from conducting private conversations (both in-person and electronically) in class, and are requested to use appropriate language and behavior that are not demeaning or disruptive to either the instructor or the other members of the class. See http://www.virginia.edu/president/speeches/12/message120621.html</p>
<p><i>Regarding Communication with Faculty</i></p>	<p>Members of the University Faculty are required to report bias and threats made to students or by students. If you disclose information regarding violence or assault to me, whether it be in person or part of an assignment (reflection paper, diary, journal, etc.), I am required to report it to the Title IX Office and the <i>Just Report It</i> system. Just Report It. (JRI) http://justreportit.virginia.edu/ is the University's online system for reporting:</p> <ul style="list-style-type: none"> ● Sexual and Gender-Based Harassment and Violence ● Bias and Discrimination/Harassment ● Hazing ● Clery Act Compliance (by CSAs) ● Interference with Speech Rights <p>If a report is made, you will be contacted and offered support if you desire. You are not required at that time to report anything or accept any assistance. The system is designed to support you. You may access Confidential Resources if you wish to discuss a concern or incident without reporting to the University at this time. Information you share with Confidential Resources will not be disclosed to University officials or any other person except in extremely limited circumstances.</p>
<p><i>Drop or Withdraw from a Course</i></p>	<p>All distance education courses currently follow UVA School of Education Policy: https://curry.virginia.edu/drop-withdrawal-and-refund-policy-curry-grounds. In order to avoid getting an W or F for the course, it is your responsibility to officially withdraw from the class prior to the deadline.</p>
<p><i>UVA Honor Code</i></p>	<p>All work should be pledged in the spirit of the Honor System of the University of Virginia. The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: "I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)". The pledge must be signed by the student. For more information please visit http://www.virginia.edu/honor/.</p>

LEARNING PLAN

UNIT I

Education Innovation - *What is it all for?*

Four Weeks (Monday 2/1 - Sunday 2/28)

Unit Summary	<ul style="list-style-type: none"> We open the course by tackling some big questions: What IS education innovation? And what is it for? Throughout the unit, we interrogate the nature and purpose of EI, taking neither its definition nor merit for granted. We examine contemporary and historical EI case studies, building our vision for what EIs are and what they have been; and considering the educational problems that EIs have attempted to solve. We then examine the concept of educational equity as an intended outcome of many EIs. We leverage intersectionality as a lens by which to examine the design and impact of EIs on diverse student populations.
Unit Questions	<p><i>What is the purpose of education innovation?</i></p> <ul style="list-style-type: none"> What is an educational innovation? What education problems do EIs seek to solve? What problems have they sought to solve historically? How do we assess the value of an EI? What is educational equity? What are the opportunities - and limitations - of EI to achieve educational equity?
Unit Task	<p><i>Design an Education Innovation Evaluation Tool</i></p> <ul style="list-style-type: none"> <i>Part I:</i> Based on the course readings, case studies, lectures, discussions, and guest speakers, construct an Education Innovation Evaluation Tool. This tool can be used to assess the value and merit of an education innovation. Sample formats include a checklist (“Does the innovation...”); a survey (“To what extent does the innovation...”); or a rubric. However, I encourage you to think flexibly about the format and design of your tool. <ul style="list-style-type: none"> Your EI Tool should demonstrate both your engagement with the course material and your own developing perspective. Through the tool, I want to see what you are thinking about when it comes to EIs. When we look at an EI, what questions should we be asking? What should we be looking for? How can we best assess its value and merit? <u>To submit:</u> Your tool, with a max 1p. commentary on the thinking that went into its design. Instead of the 1p commentary, you may choose to submit a second, annotated copy of the tool (i.e., a second google

	<p><i>document marked up with comments).</i></p> <ul style="list-style-type: none">● Part II: <i>Try out your EI tool by applying it to three EIs. You can use EI case studies from the syllabus and/or find EIs of your own. As you apply the EI tool, pay attention both to (a) how your tool shapes the way that view and understand the EIs; (b) how the process of applying your tool shapes the way that you view and understand it (what are the values, biases, strengths, weaknesses of your tool?); (c) how this whole task has evolved your thinking about the nature and purpose of EI.</i><ul style="list-style-type: none">○ <u>To submit:</u> <i>3-5 pages of informal (though clear and thoughtful) writing, describing your application of your EI tool and reflections. Potential sections could be (I) Application to first EI; (II) Application to second EI; (III) Application to third EI; (IV) Reflections on the tool; (V) Broader reflections on the nature and purpose of EI.</i>
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Module 1

Wednesday, 2/3

Course Introduction		
Required Readings	Session Plan	
Course Syllabus: EDLF 2050 Syllabus	I	Course Introduction and Welcomes (Whole-Class Zoom)
	II	Learning Exercise: Innovation Highs and Lows
	III	Assignment Review (including Unit 1 and Final Project) Preparing for Week 2: Education Innovation, Now and Then
	Assignments	
	Due: 2/5, 6:00 PM	Introductory Survey Available in canvas or here: 2050 Intro Survey
	Due: 2/5, 6:00 PM	Reflection Post <i>Record your reflections from this week's learning exercise. Capture ideas-in-progress and outstanding questions. Include any questions about the syllabus.</i>

Module 2

Wednesday, February 10th

Education Innovation, Now and Then		
Required Readings	Session Plan	
For your case study assignment: Review the HundrED 2021 Global Collection of educational innovations. Review U.S. Education Timelines <ul style="list-style-type: none"> • History & Trends In American Ed • Making Schools Work • History of Ed - 20th Century • American Educational History Background Readings: <ul style="list-style-type: none"> • The solution revolution in education • The 'dirty secret' about educational innovation • "Innovation in Education" Check out GettingSmart and Tom Vander Ark to prep for our guest speaker! Optional, but recommended: Education - Education in the 20th century . See Canvas for priority sections.	I	Learning Team Launch!
	II	Guest Speaker: Tom Vander Ark, <i>Getting Smart</i> , 4:30-5:30pm EST
	III	Preparing for Week 3: Innovating for Equity (Reading Week)
	Assignments	
	Due: 2/10 3:00 PM	Case Study Post: Contemporary and Historical Innovation <ul style="list-style-type: none"> • <i>Select ONE contemporary innovation from the HundrED 2021 collection. Prepare a summary and analysis of the innovation to present to your learning team. In addition, explain why this innovation struck you!</i> • <i>Select ONE historical innovation by reviewing the U.S. education timelines. Prepare a summary and analysis of the innovation to present to your learning team. Explain why you found this innovation interesting.</i>
	Due: 2/12 6:00 PM	Reflection Post <i>Record your reflections from your group case study discussions. Capture ideas-in-progress and outstanding questions. And/or: begin to capture</i>

		ideas for your Education Innovation Tool. What questions or criteria will you definitely include? What ideas are you still struggling with?
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Module 3-4

Wednesday 2/17 to Sunday 2/28

Innovating for Equity		
Required Readings	Session Plan (Wed 2/24; note NO class session 2/17)	
<p>Overview</p> <ul style="list-style-type: none"> • Equality of Educational Opportunity (Stanford Encyclopedia of Philosophy) <p>Intersectionality</p> <ul style="list-style-type: none"> • Intersectionality 101 • Intersectionality as a Prism... • A Primer on Intersectionality <p>Examining Many Inequities</p> <ul style="list-style-type: none"> • Unequal Opportunity: Race and Education • Categorical inequalities between Black and white students are common in US schools—but they don't have to be • Responding to Educational Inequality • How our education system undermines gender equity • Discrimination Against LGBT Youth in US Schools HRW • GENDER NONCONFORMING YOUTH: • LGBTQ YOUTH OF COLOR: • How Schools Are Responding to Migrant Children • Education inequalities at the school starting gate: Gaps, trends, and strategies to address them • Almost all students with disabilities are capable of graduating on time. Here's why they're not • Solving the Rural Education Gap: Experts Weigh In on New Report's Findings Tying Gap to Prosperity <p>Preparing for Guest Speaker: Commissioner Infante-Green</p> <ul style="list-style-type: none"> • Angélica Infante-Green Confirmed as Commissioner of Education • Johns Hopkins Report Offers 'Devastating' Findings for Providence Schools, Sparking Talk of State Takeover • Providence Public School District: A 	I	Equity Case Studies & Discussions
	II	
	III	Guest Speaker: Angelica Infante-Green, Commissioner of RI State Education
	Assignments	
Due 2/24 3:00 PM	<p>Case Study Post: EI Through an Equity Lens</p> <ul style="list-style-type: none"> • <i>Locate two innovations that are designed to address an educational inequity. The innovation can be any form: curriculum, an organization, a tech platform, etc. It can also seek to address a particular inequity or an intersectional inequity. Analyze the cases by thinking through these questions:</i> <ul style="list-style-type: none"> ○ Why did you select this innovation? What drew you to it? ○ What inequity is innovation trying to solve? ○ How effective is the innovation? How do we know? ○ How do the core readings (philosophy of educational equity; intersectionality) influence your read/analysis of the innovation? 	
Due 2/26 6:00 PM	<p>Reflection Post</p> <ul style="list-style-type: none"> • <i>How has your thinking evolved regarding the relationship between equity, innovation, and education? Explain how the course readings, your learning team, and/or the guest speaker have informed your thinking.</i> 	
Due 3/7 11:59 PM	Unit I Task Due	

Review June 2019 (Skim)		
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UNIT II
Innovating Pedagogies
 Five Weeks (Monday 3/1 - Sunday 4/4)

Unit Summary	<ul style="list-style-type: none"> In this unit, we will study the ways in which contemporary educators are innovating the <i>what</i>, <i>why</i>, and <i>how</i> of student learning. We'll examine significant, broad movements in pedagogical innovation and, through case studies, also study numerous individual examples of innovative pedagogies. Throughout, we will continue to think about the nature and purpose of EI, and the ways in which - and degree to which - EIs are delivering on visions of educational excellence and equity.
Unit Questions	<p><i>Why, how, and how well are educators innovating pedagogies?</i></p> <ul style="list-style-type: none"> <i>What educational problems do these innovations seek to solve?</i> <i>Why are these innovations finding receptive audiences in educators today?</i> <i>To what extent are these innovations actually innovative?</i> <i>How effective are these innovations? How do we know?</i> <i>To what extent have these, and can these, innovations advance educational excellence and equity?</i>
Unit Task	<p>Analyze a pedagogical innovation of your choice.</p> <ul style="list-style-type: none"> Part I: <i>Using your EI tool from Unit 1, and your additional learnings throughout this unit, perform a formal analysis of an innovative pedagogy of your choosing. This can be a case study that you looked at earlier in the unit, or a new EI of your choice. In your analysis, you should:</i> <ol style="list-style-type: none"> <i>Describe the key/defining attributes of the EI</i> <i>Explain the educational problems that the EI seeks to solve</i> <i>Assess the major strengths and weaknesses of the EI, with evidence and clear reasoning</i> <i>Provide an overall assessment of the value and merit of the EI</i> <i>Make 1-3 concrete recommendations for revisions to the EI, and/or uses and non-uses for the EI.</i> <p><i>To Submit: For Part I, you may compose a paper / memo (3-5pp.) or create and record a presentation (5 minutes max).</i></p> Part II: <i>Write a 1 page max reflection on how this task has evolved your</i>

thinking regarding the nature and purpose of EI. What new ideas or questions has the task raise for you? What prior ideas has it affirmed or strengthened? Do you want to revise your EI tool - if so, how and why?

Module 5

Wednesday, 3/3

Neuroscience & Pedagogical Innovation		
Required Readings	Session Plan	
<ul style="list-style-type: none"> ● Review asynchronous module launch ● Cozolino Teaching-Tolerance-Spring-2014.pdf ● Nine Things Educators Need to Know About the Brain ● 10 Ways That Neuroscience Can Change Education ● Hammond, Z. (2015). <i>Culturally Responsive Teaching and the Brain</i>. Chapter 3 (available as e-book in UVA Library) ● 10.16 - The Five Key Ingredients in Quality Neuroscience-Based Learning Programs ● Big Thinkers: Judy Willis on the Science of Learning 	I	Case study discussions: Innovations through the lens of neuroscience
	II	Module 6 Launch: SEL
	III	Guest Speaker: Dr. Lou Cozolino, Professor of Psychology, Pepperdine University; author, <i>The Social Neuroscience of Education</i> (5pm-6pm EST)
	Assignments	
	Due 3/3 3:00 PM	Case Study Post: <i>Select an innovation to evaluate through the lens of neuroscience. You might select an innovation that has been designed deliberately with neuroscientific principles in mind. Or, analyze its strengths/ weaknesses using neuroscience as a lens.</i>
	Due 3/5 6:00 PM	Reflection Post <i>How has your thinking evolved over the course of this module? Explain how the course readings, your learning team, and/or the guest speaker have informed your thinking.</i>
	Due 3/7 11:59 PM	UNIT 1 TASK DUE

Module 6

Wednesday, 3/10

Social-Emotional Learning		
Required Readings	Session Plan	
<ul style="list-style-type: none"> • Handbook of SEL Chapter 1.pdf • Read the executive summary from Nation at Hope; also explore their website: http://nationathope.org/report-from-the-nation/. Be sure to check out the videos (great source for your case studies). • Did You Know that SEL Emerged Because of A Black Man? The True History of SEL • Explore the CASEL website, starting with https://casel.org/what-is-sel/. • What Social and Emotional Learning Needs to Succeed and Survive • When SEL is Used as Another Form of Policing 	I	Weeks 7-8 Preview: Deeper Learning Projects Course Feedback Survey
	II	Guest Speaker: Wendy Kopp, Founder, Teach for America; CEO, Teach for All (4pm-5pm EST)
	III	SEL Case Study Discussions
	Assignments	
	Due 3/10 3:00 PM	Case Study Post: <i>Prepare a case study of an innovation designed to promote social-emotional learning.</i> <ul style="list-style-type: none"> ○ Why did you select this innovation? What drew you to it? ○ What do view as strengths and weaknesses for this innovation? ○ How innovative do you think this innovation is? Why?
Due 3/12 6:00 PM	Reflection Post <i>How has your thinking evolved over the course of this module? Explain how the course readings, your learning team, and/or the guest speaker have informed your thinking.</i>	

Module 7

Wednesday, 3/17

The Deeper Learning Movement, Wk 1		
Required Readings	Session Plan	
<ul style="list-style-type: none"> • In Search of Deeper Learning, Chapter 1 • Read about New Pedagogies for Deep Learning and brows their video bank here: Deep Learning: Engage the World Change the World • Deeper Learning: Education Policy Center • Deeper Learning Has a Race Problem (Opinion) 	I	Learning Team Collaboration Time: Deeper Learning Jigsaw Projects
	II	
	III	Guest Speaker: Jal Mehta, Harvard Graduate School of Education, author <i>In Search of Deeper Learning</i>.
	Assignments	
	Due 3/17 3:00 PM	Case Study Post: <i>Summarize the most important learnings from your independent research on your assigned pedagogy. You'll use these notes as a springboard for your collaborative team time during class.</i>
N/A	Reflection Post <i>NO reflection post this week - continue to work on your DL projects</i>	

Module 8

Wednesday, 3/24

The Deeper Learning Movement, Wk 2		
Required Readings	Session Plan	
<ul style="list-style-type: none"> Read about the work of Transcend Education in preparation for our Guest Speaker: <ul style="list-style-type: none"> Overview of the 10 Leaps and Deeper Dives (with examples) for each one * A paper we published last year about the imperative for innovation that this moment presents to schools * A paper we published 2 weeks ago about 6 Tensions that communities must reconcile as they work on recovery and reinvention * A blog series on how schools across the country are recovering in ways that sow the seeds for reinvention 	I	Deeper Learning Prep Time
	II	Guest Speakers: Jeff Wetzer & Jennifer Charlot, Transcend Learning (4-5pm EST)
	III	Deeper Learning presentations !
	Assignments	
	N/A	Case Study Post: <i>No case study post this week</i>
	Due 3/26 6:00 PM	Reflection Post <i>Reflect on your own research and collaboration experience as you worked on this project. What did you learn about yourself as a learner, worker, collaborator? Person? What were strengths and growth areas in your learning teams' process? What big ideas and lingering questions do you have about deeper learning pedagogies?</i>

Module 9

Wednesday, 3/31

Culturally Responsive, Sustaining, and Abolitionist Pedagogy		
Required Readings	Session Plan	
<ul style="list-style-type: none"> Culturally Responsive Teaching (Read SECTIONS 1-3)) Hammond, Zaretta. <i>Culturally Responsive Teaching and the Brain</i>, Chapter 1. Module 17: Culturally Sustaining Pedagogy – Project READY: Reimagining Equity & Access for Diverse Youth Love, Bettina. <i>We Want to do more than Survive</i>. Chapter 1 	I	Guest Speakers: Desiree Hunter & Jill Glassbrook, Founders, Future Leaders Incubator; Pranoo Kumar, Founder, DivHERse
	II	Case Study Discussions
	III	Preview Unit III and Week 10: Innovative School Models
	Assignments	
	Due 3/31 3:00 PM	Case Study Post: <i>Prepare a case study of an innovation that seeks to promote culturally responsive, sustaining, and/or abolitionist teaching; or select any educational innovation and analyze through the lens of CRP, CSP, and/or abolitionism. Reflect on how these lenses shift the way you understand and evaluate the innovation.</i>
	Due 4/2 6:00 PM	Reflection Post <i>What big ideas and lingering questions do you have about culturally responsive/sustaining pedagogies and abolitionist teaching? How has this module shifted your thinking about justice, equity, innovation, and</i>

		<i>education?</i>
	Due 4/4 11:59 PM	Unit II Task

UNIT III
Innovating Programs
 Three Weeks (Monday 4/5 - Sunday 4/25)

Unit Summary	In this unit, we will build on our study of innovative pedagogies and consider the design, role, and efficacy of more holistic and synthetic innovative programs. These include innovative school models (both K-12 and postsecondary) and organizations (nonprofits in particular). Throughout, we will continue to think about the nature and purpose of EI, and the ways in which, and degree to which, EIs are delivering on visions of educational excellence and equity.
Unit Questions	<p>Why, how, and how well are programs (schools, organizations) innovating on behalf of students?</p> <ul style="list-style-type: none"> ● What innovative models exist for K-12 and postsecondary schooling? ● What educational problems do these innovations seek to solve? ● Why are these innovations finding receptive audiences in educators today? ● To what extent are these innovations actually innovative? ● How effective are these innovations? How do we know? ● To what extent have these, and can these, innovations advance educational excellence and equity?
Unit Task	<p>Analyze a program innovation of your choice.</p> <ul style="list-style-type: none"> ● Part I: <i>Using your EI tool from Unit 1, and your additional learnings throughout this unit, perform a formal analysis of an innovative program of your choosing. This can be a case study that you looked at earlier in the unit, or a new EI of your choice. In your analysis, you should:</i> <ol style="list-style-type: none"> 1. <i>Describe the key/defining attributes of the EI</i> 2. <i>Explain the educational problems that the EI seeks to solve</i> 3. <i>Assess the major strengths and weaknesses of the EI, with evidence and clear reasoning</i> 4. <i>Provide an overall assessment of the value and merit of the EI</i> 5. <i>Make 1-3 concrete recommendations for revisions to the EI, and/or uses and non-uses for the EI.</i> <p><i><u>To Submit:</u> For Part I, you may compose a paper / memo (3-5pp.) or create and record a presentation (5 minutes max).</i></p> ● Part II: <i>Write a 1 page max reflection on how this task has evolved your thinking regarding the nature and purpose of EI. What new ideas or questions has the task raise for you? What prior ideas has it affirmed or strengthened? Do you want to revise your EI tool - if so, how and why?</i>

Module 10

Wednesday, 4/7

Innovative School Models, K-12		
Required Readings	Session Plan	
<ul style="list-style-type: none"> • Alternative Education Models and Strategies • Alternative Schooling - Types of Alternative Schools, Alternative School Models, International Alternative Schools, Conclusion • The Rise of AltSchool and Other Micro-schools • In Pandemic's Wake, Learning Pods and Microschools Take Root 	I	Guest Speaker: Innovative Principal Panel
	II	Learning Teams: Case Studies and Discussion
	III	Week 11 Preview: Innovations in Postsecondary Programs
	Assignments	
	Due 4/7 3:00 PM	Case Study Post: <i>Prepare a case study of an innovative school model! Focus on ONE innovative school to discuss in your (new!) learning teams :)</i>
Due 4/9 6:00 PM	Reflection Post <i>Of the school models you read and heard about, which do you most wish had been part of your k-12 journey? Why?</i>	

Module 11

Wednesday, 4/14

Innovative School Models, Postsecondary		
Required Readings	Session Plan	
<ul style="list-style-type: none"> • Higher Education: Gaps in Access and Persistence Study - Executive Summary • First-Generation Students: College Access... • Academic Innovation Has Failed to Tackle Higher Education's Biggest Challenge • Why Colleges Are So Hard to Change • Reimagining Higher Education 	I	Learning Teams: Case Studies and Discussion
	II	Guest Speaker: Doug McCurry, Opportunity College
	III	Week 12 Preview: Innovations through Non-Profits
	Assignments	
	Due 4/14 3:00 PM	Case Study Post <i>Prepare a case study of a program that seeks to improve college access and/or persistence rates, either en masse or for a specific student population (first-generation, BIPOC, low-income, learning differences, etc.); or that seeks to reimagine the concept of postsecondary education.</i>
Due 4/16 6:00 PM	Reflection Post <i>What big ideas and lingering questions do you have about innovating the post-secondary experience? Are there any innovations you found to be exceptionally inspiring, or ones that gave you more pause/caution? Why?</i>	

Module 12

Wednesday, 4/21

Innovative Nonprofits		
Required Readings	Session Plan	
<ul style="list-style-type: none"> • Education Nonprofit Organizations Shape Schools Worldwide • Best Education Nonprofits Working With Schools • 15 Inspiring Nonprofits and Student Advocacy Groups Transforming Lives 	I	Guest Speaker: Dr. Lora Hodges, ED, <i>Responsive Classroom</i>
	II	Learning Teams
	III	Week 12 Preview: Innovation and Power Disruption
	Assignments	
	Due 4/21 3:00 PM	Case Study Post: <i>Prepare a case study of a non-profit seeking to innovate on behalf of youth. What problem is the non-profit seeking to address? To what degree do you find it to be effective? How do you know? What ideas, questions, recommendations, or concerns come to mind having studied the program?</i>
	Due 4/23 6:00 PM	Reflection Post <i>What big ideas and lingering questions do you have about non-profits and educational innovation? Which program you studied or heard about would you most want to work at? Why? Do you have any ideas for an innovative non-profit of your own?</i>
	Due 4/25 11:59 PM	Unit III Task Due

UNIT IV
Innovating Power
 Two Weeks (Monday 4/26 - Sunday 5/9)

UNIT IV	
Unit Summary	<ul style="list-style-type: none"> In this final unit, we consider the role of educational power dynamics in EI. We learn about innovators who seek to disrupt traditional privileged dynamics in educational design and decision-making. We consider, specifically, how elevating student, family, and teacher voice and agency can function as an instrument of innovation. We consider ways in which historical and contemporary EI movements have, or have not, centered power and privilege in their work, and to what effect.
Unit Questions	<p><i>What is the relationship between education innovation and disruption in educational power dynamics?</i></p> <ul style="list-style-type: none"> <i>What innovations seek to elevate student and family voice, agency, and power?</i> <i>What innovations seek to elevate teacher and school leader voice, agency, and power?</i> <i>What impact have these innovations had on school design and management?</i> <i>To what extent are these innovations actually innovative?</i> <i>How effective are these innovations? How do we know?</i> <i>To what extent have these, and can these, innovations advance educational excellence and equity?</i>
Unit Task	<ul style="list-style-type: none"> N/A - See Final Project.

Module 13

Wednesday, 4/28

Elevating Student Agency & Voice			
Required Readings	Session Plan		
<p>Student Voice</p> <ul style="list-style-type: none"> ○ Elevating Student Voice in Education ○ Student Voice: MA Report ○ Read about the work of StuVoice at www.stuvoice.org and read the Student Bill of Rights. <p>Parent and Family Voice</p> <ul style="list-style-type: none"> ○ EdSource: The Power of Parents ○ Peruse The New Teacher Project's Parent Voice Blog and A Parent's Bill of Rights. ○ Read about the work of the National Parent Leadership Institute 	I	Guest Speaker: StuVoice Panel	
	II	Learning Teams: Discussion Groups	
	III	Learning Teams: Final Project Workshop Day 1	
	Assignments		
	Due 4/28 3:00 PM (No post)	No case study this week. Instead, read through the peer critique protocol for your final project workshops	
	Due 4/30 6:00 PM	Reflection Post <ul style="list-style-type: none"> ● <i>Record your reflections from your readings, case studies, and guest speakers this week. Capture your ideas-in-progress and outstanding questions.</i> ● <i>Reflect on the peer critique process. How has the process evolved your thinking about innovation in COVID-19 and your own project?</i> 	

Module 14

Wednesday, 5/5

Elevating Teacher Agency & Voice			
Required Readings	Session Plan		
<ul style="list-style-type: none"> ● The Importance of Teacher Voice ● The Teacher Equity Project ● Teacher Voice innovations 	I	Guest Speaker: Teacher Voice and Innovation Panel	
	II	Learning Teams: Discussion Groups	
	III	Learning Teams: Final Project Workshop Day 2	
	Assignments		
	Due 5/5 3:00 PM (No post)	No case study this week. Instead, read through the peer critique protocol for your final project workshops	
	Due 5/7 6:00 PM	Reflection Post <ul style="list-style-type: none"> ● <i>Record your reflections from your readings, case studies, and guest speakers this week. Capture your ideas-in-progress and outstanding questions.</i> ● <i>Reflect on the peer critique process. How has the process evolved your thinking about innovation in COVID-19 and your own project?</i> 	
Due 5/9 11:59 PM	Final Project Due		

WORK CADENCE / WEEKLY FLOW

In an attempt to streamline and simplify your work and experience in the course, I have designed assignment due dates to follow a predictable cadence.

- All modules begin on Wednesday and conclude the following Friday (9 days).
- During our weekly sessions, we will spend the last 15-20 minutes launching the next week’s module. **During module launches, we will:**
 - Examine the module’s themes and topics.
 - Discuss the readings and speakers.
 - Review the week’s assignments and tasks.
- **From Thursday to Friday**, you have two major workstreams:
 - First, close out the current module by completing a weekly reflection post (see below). These weekly posts are **due each Friday by 6:00pm**.
 - Begin to work on the next week’s readings and case studies (see below).
- **From Monday to Wednesday**, your focus should be to prepare for the next class session.
 - Continue the required readings.
 - Enjoy optional readings of interest :).
 - Complete your weekly case study post. These posts are **due each Wednesday by 3:00pm**. You do not need to review your peers’ posts before class; you’ll do this during your learning team meetings.

The calendar below helps to visualize the weekly workflow.

	WEEK 1					WEEK 2				
	M	T	W CLASS	R	F	M	T	W CLASS	R	F
Module 1	Finish Readings & Prepare Case Study		Case Study Post; Due @ 3PM	Prepare Reflection Post; Due Fri @ 6PM Module closes						
Module 2			Launch module during class	Start readings & case study		Finish Readings & Prepare Case Study		Case Study Post; Due @ 3PM	Prepare Reflection Post; Due Fri @ 6PM Module closes	
Module 3								Launch module during class	Start readings & case study	

ASSIGNMENT DESCRIPTIONS

WEEKLY ASSIGNMENTS

<i>Before Class</i>													
Readings	Every module contains a list of required and optional readings. The readings help to build your knowledge and understanding for the unit and course themes.												
Case Studies	<p>Most weeks, you will complete an EI case study as your pre-work for class. For these case studies, you will select an EI of interest that is related to the weekly content (i.e., during social-emotional learning week, you'll select an innovative curriculum or program that focuses on social-emotional learning). Your case study post should:</p> <ul style="list-style-type: none"> ○ Explain <i>what</i> the innovation is (key features, attributes) ○ Discuss <i>why</i> the innovation exists (what educational problem does it try to solve/improve?) ○ Provide your concise evaluation of the innovation (strengths, weaknesses, overall value/merit) ○ Articulate 1-2 connections to readings/ideas from the course/unit ○ Pose 1-2 questions for your learning team to spark discussion <p>The format for your weekly case study is flexible. You can write a canvas post, attach a page of notes (typed or handwritten), post a slide / infographic, etc. I want to see that you have studied the innovation, thought about it critically, and prepared to share and discuss the innovation with your group. If helpful, you can use this template.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tbody> <tr> <td style="width: 40%; padding: 5px;">What is the innovation?</td> <td style="width: 60%;"></td> </tr> <tr> <td style="padding: 5px;">Why does it exist? What problem does it seek to solve?</td> <td></td> </tr> <tr> <td style="padding: 5px;">Evaluation (strengths, weaknesses, value, merit)</td> <td></td> </tr> <tr> <td style="padding: 5px;">Course Connections</td> <td></td> </tr> <tr> <td style="padding: 5px;">Discussion Questions</td> <td></td> </tr> <tr> <td style="padding: 5px;">Images / artifacts to aid group discussion</td> <td></td> </tr> </tbody> </table> <p>Case study posts are due in Canvas by 3:00 PM on the day of that lecture.</p>	What is the innovation?		Why does it exist? What problem does it seek to solve?		Evaluation (strengths, weaknesses, value, merit)		Course Connections		Discussion Questions		Images / artifacts to aid group discussion	
What is the innovation?													
Why does it exist? What problem does it seek to solve?													
Evaluation (strengths, weaknesses, value, merit)													
Course Connections													
Discussion Questions													
Images / artifacts to aid group discussion													

<i>During Class</i>	
<i>Whole Class</i>	Though most of your time will be spent in your learning teams and engaging with our guest speakers, we will spend some time together as a whole class. During these big-group moments, I'll be using platforms like Nearpod and the Zoom chat to facilitate discourse and engagement; and at times, we'll take the plunge and just talk as a big group of 60! Please consistently and thoughtfully participate.
<i>Learning Team</i>	The learning team is the most critical component of your course experience. You will collaborate with this group of 4-6 peers throughout the course. Together, you will present and discuss your innovation case studies; reflect on course readings and speakers; and workshop one another's final projects. It is <i>so important</i> that you invest (with my support!) in building and maintaining a safe, productive, and fun learning team. Your preparation and participation in learning team is imperative.
<i>Guest Speakers</i>	Most weeks, we are lucky to welcome to our course a fantastic suite of education leaders and innovators. To prepare, required readings will include 1-2 articles related to our speakers' work; be sure to read these to prepare for their talks and discussions. The majority of the guest speaker sessions will be spent in Q+A, so please come prepared with thoughtful questions, which we will collect through Nearpod at the beginning of class during our check-ins :)
<i>After Class</i>	
<i>Reflection Posts</i>	You'll close each module with a brief, informal reflection post, due the Friday after class by 6:00pm EST. You can write your reflection or you can post a video sharing your thoughts. See the weekly modules for specific reflection prompts. The goal here is to be <i>concise</i> , yet clear, in how your learning team and the guest speaker evolved your thinking that week. (When in doubt, a great prompt to start your reflection is "I used to think... now I think...").

UNIT TASKS

While working on your weekly assignments (above), you will also work on longer-term tasks during Units I, II, and III. We will review expectations for these tasks at the start of each unit during class.

Unit I Task: Education Innovation Tool

DUE: February 28, 2021, 11:59 PM EST

Part I

- Based on the course readings, case studies, lectures, discussions, and guest speakers, construct an **Education Innovation Evaluation Tool**. This tool can be used to assess the value and merit of an education innovation. Sample formats include a checklist (“Does the innovation...”); a survey (“To what extent does the innovation...”); or a rubric. However, I encourage you to think flexibly about the format and design of your tool.
- Your EI Tool should demonstrate both your engagement with the course material and your own developing perspective. Through the tool, I want to see what you are thinking about when it comes to EIs. When we look at an EI, what questions should we be asking? What should we be looking for? How can we best assess its value and merit?
- **To submit:** Your tool, with a max 1p. commentary on the thinking that went into its design. Instead of the 1p commentary, you may choose to submit a second, annotated copy of the tool (i.e., a second google document marked up with comments).

Part II

- Try out your EI tool by applying it to three EIs. You can use EI case studies from the syllabus and/or find EIs of your own. As you apply the EI tool, pay attention both to (a) how your tool shapes the way that you view and understand the EIs; (b) how the process of applying your tool shapes the way that you view and understand it (what are the values, biases, strengths, weaknesses of your tool?); (c) how this whole task has evolved your thinking about the nature and purpose of EI.
- **To submit:** 3-5 pages of informal (though clear and thoughtful) writing, describing your application of your EI tool and reflections. Potential sections could be (I) Application to first EI; (II) Application to second EI; (III) Application to third EI; (IV) Reflections on the tool; (V) Broader reflections on the nature and purpose of EI.

Unit II Task: Analysis of a Pedagogical Innovation

DUE: April 4, 2021, 11:59 PM EST

- **Part I:** Using your EI tool from Unit I, and your additional learnings throughout this unit, perform a formal analysis of an innovative pedagogy of your choosing. This can be a case study that you looked at earlier in the unit, or a new EI of your choice. In your analysis, you should:
 - (1) Describe the key/defining attributes of the EI
 - (2) Explain the educational problems that the EI seeks to solve
 - (3) Assess the major strengths and weaknesses of the EI, with evidence and clear reasoning
 - (4) Provide an overall assessment of the value and merit of the EI
 - (5) Make 1-3 concrete recommendations for revisions to the EI, and/or uses and non-uses for the EI.

To Submit: For Part I, you may compose a paper / memo (3-5pp.) or create and record a presentation (5 minutes max).
- **Part II:** Write a 1 page max reflection on how this task has evolved your thinking regarding the nature and purpose of EI. What new ideas or questions has the task raise for you? What prior ideas has it affirmed or strengthened? Do you want to revise your EI tool - if so, how and why?

Unit III Task: Analysis of a Program Innovation

DUE: April 25, 2021, 11:59 PM EST

- **Part I:** Using your EI tool from Unit 1, and your additional learnings throughout this unit, perform a formal analysis of an innovative program of your choosing. This can be a case study that you looked at earlier in the unit, or a new EI of your choice. In your analysis, you should:
 - (1) Describe the key/defining attributes of the EI
 - (2) Explain the educational problems that the EI seeks to solve
 - (3) Assess the major strengths and weaknesses of the EI, with evidence and clear reasoning
 - (4) Provide an overall assessment of the value and merit of the EI
 - (5) Make 1-3 concrete recommendations for revisions to the EI, and/or uses and non-uses for the EI.

To Submit: For Part I, you may compose a paper / memo (3-5pp.) or create and record a presentation (5 minutes max).
- **Part II:** Write a 1 page max reflection on how this task has evolved your thinking regarding the nature and purpose of EI. What new ideas or questions has the task raised for you? What prior ideas has it affirmed or strengthened? Do you want to revise your EI tool - if so, how and why?

FINAL PROJECT

- The final project represents the synthesis and meaningful application of all your thinking and work in the course.

Final Project: Education Innovation and COVID-19

DUE: May 9, 2021, 11:59 PM EST

- **Overview:** Create an analysis and assessment of educational innovation during the COVID-19 crisis:
 - What have been the trends, assumptions, strengths, and weaknesses of COVID-era innovations?
 - What has ed innovation accomplished, failed to accomplish, during this international crisis?
 - Discuss at least three specific innovations as case studies illustrating your broader arguments.
 - Select a presentation mode that best fits your voice and findings (paper, op-ed, podcast, presentation).
- **Notes**
 - This project is deliberately open-ended to provide you maximal flexibility and authenticity as you tailor it to your interests, strengths, and developing thinking and research throughout the course.
 - We will discuss the final project periodically. You can also reach out to me at any time for 1x1 consultations on your project ideas or works in progress.
 - During Weeks 13-14, you will bring a draft for at least one portion of your final project to your learning team. You and your peers will collaborate to critique one another's drafts during those close sessions.
- **Additional food for thought**
 - You will likely want to narrow this broad topic. For example, you might focus on COVID innovations that focus on reading, mathematics, performing arts, athletics; or early childhood vs. higher education; or innovations driving toward a particular equity gap.

- There is no “right” balance when presenting strengths, weaknesses, recommendations, etc. in your analysis. You may find that you have a largely positive or largely critical assessment of your topic; you may find that you run 50/50 for positives and negatives. The most important thing is that your analysis is authentic to what you found.
- It’s okay - great, actually - to leave the project with as many questions as conclusions. You don’t need to live a complex endeavor like this with air-tight, logical arguments and claims. Feel free to openly share where you have outstanding questions, where you ran up against “walls” and dilemmas in your research, etc.
- Embrace the flexibility of presentation format. I welcome whatever mode will best achieve a clear, compelling portrait of your findings. Play to your interests and strengths!
- If you’re not having fun, you’re not doing the project correctly :) At every turn, you should be leaning into your genuine interests, curiosities, and concerns. If the project feels like a “drag,” please reach out for a consultation so we can work together to make this work for you!

GRADING PLAN

GUIDING PRINCIPLES

- It is my goal - and my belief - that all of you can thrive as learners and contributors in this course, and that your final grade will reflect the strength and depth of your learning journey.
- You will do well in this course if you:
 - **Engage authentically in course discussions** (*especially* your learning team and our guest speakers), by completing the reading and preparing thoughtful case studies.
 - **Make your thinking visible in all assignments**, including discussion posts. I want to see that *you are thinking about your thinking*. What ideas from the course are inspiring, challenging, confusing, captivating you? Why? How is your thinking changing over time? (A favorite prompt of mine is: “I used to think...now I think...”).
 - **Approach the Unit Tasks and Final Project with purpose and passion.** Please take advantage of the flexibility built into these assignments; pursue areas of genuine curiosity, and present your work in a way that is clear, compelling, *and* personal. This is not only to make sure that you are happy and thriving in the course (as you should be!); but also to make sure that you are honoring the complexity and importance of the course material. It is my personal/professional belief that innovating to improve children’s educational experiences is among the most urgent, important, and joyful of human endeavors. I am genuinely thrilled and honored that you have enrolled in this course to explore ed innovation. At the same time, please know that I fully expect you to bring your full, authentic investment and care to this very important subject matter.

CATEGORIES AND WEIGHTING

<i>Weight</i>	<i>Category</i>	<i>Key Assignments</i>
20 %	Attendance and Participation	<ul style="list-style-type: none"> ● Timely log-in for weekly sessions ● Participation during whole-groups sessions and learning teams
30 %	Weekly Posts	<ul style="list-style-type: none"> ● Weekly case studies ● Weekly reflection post
30 %	Unit Tasks	<ul style="list-style-type: none"> ● Unit I: EI Evaluation Tool (10%) ● Unit II: Pedagogy Innovation Analysis (10%) ● Unit III: Program Innovation Analysis (10%)
20 %	Final Project	<ul style="list-style-type: none"> ● Ed Innovation and COVID-19: Assessment and Analysis

GRADING SCALE

Students in EDLF 2050 are expected to complete all assignments and will be graded according to the following scale:

A+	100 – 99 points
A	98 – 95 Points
A-	94 – 90 point
B+	89 – 88 points
B	87 – 85 points
B-	84 – 80 points
C+	79 – 78 points
C	77 – 74 points
C-	73 – 71 points
D	70 – 65 points
F	65 or lower points

SPECIFIC GRADING PLAN

Attendance & Participation (20%)	
<p><i>How your attendance and participation will be graded</i></p>	<ul style="list-style-type: none"> ● You start the course with a 20/20 for participation :). This grade assumes that you fulfill the following expectations on a weekly basis. If you do fall short of meeting an expectation, you'll lose 1 point from your participation grade. <ul style="list-style-type: none"> ○ On-time attendance (log-in) to weekly course sessions. <i>Class starts promptly at 3:31, but I offer a five minute grace period before tardiness impacts your grade. Please notify me by EOD Tuesdays if you anticipate any conflict for your course attendance the next day.</i> ○ Responses to prompts within course sessions. <i>Throughout whole-group discussions and guest speaker series, we will use Nearpod and the Zoom chat feature to share ideas, questions, and reactions. You're expected to respond to prompts throughout sessions. If you don't respond to a majority of prompts during the course session, you'll lose a participation point. Please reach out to me by email if there were mitigating circumstances during the session (tech issues, etc.).</i> ○ Learning team participation. <i>It's so important that you prepare and participate actively during learning team. To support this for all learners in the course, I will periodically administer pulse-check surveys during the course session. You're expected to complete the survey within the course session (this way you don't have any additional work outside of class, and I can get the feedback/data I need!). If you don't respond to the survey, you'll lose a participation point. Again, please reach out to me by email if there were mitigating circumstances during the session (tech issues, etc.).</i>

Weekly Posts (30%)											
<p>Case Studies (15%)</p>	<ul style="list-style-type: none"> Your weekly case studies count for 20% of your final grade in the course ($\frac{2}{3}$ of this category). Your weekly case submissions will be graded on a 3 point scale (see below). <i>The goal of the case study is for you to prepare to brief your learning team. Submissions should be informal and concise, yet clear. See Weekly Assignments for details.</i> <ul style="list-style-type: none"> 0-1 point for on-time submission 0-2 points for accurate summary, thoughtful analysis, and clear presentation. Case Study Rubric: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f4a460;">3</th> <th style="background-color: #f4a460;">2</th> <th style="background-color: #f4a460;">1</th> <th style="background-color: #f4a460;">0</th> </tr> </thead> <tbody> <tr> <td>Meets all indicators for a 2 and is submitted by 3PM EST on the due date.</td> <td> <p>*Summary: clearly and accurately describes the EI's key attributes and aims.</p> <p>*Analysis: articulates and supports at least two evaluative claims about the EI (i.e. strength, weakness, uses, non-use).</p> <p>*Presentation: Post is concise and clear, such that readers can understand and discuss the EI without further research or explanation</p> </td> <td> <p>*Summary: Describes the EI's key attributes and aims; descriptions may be vague or hard to understand.</p> <p>*Analysis: articulates and supports at least one evaluative claim; claims or evidence may be vague or hard to understand.</p> <p>*Presentation: Post is mostly concise and clear, but readers may need additional explanation to understand and discuss the EI</p> </td> <td> Summary and/or Analysis is missing or incomplete OR Presentation is insufficient; does not prepare readers to understand or discuss the EI OR Post is not submitted </td> </tr> </tbody> </table> 	3	2	1	0	Meets all indicators for a 2 and is submitted by 3PM EST on the due date.	<p>*Summary: clearly and accurately describes the EI's key attributes and aims.</p> <p>*Analysis: articulates and supports at least two evaluative claims about the EI (i.e. strength, weakness, uses, non-use).</p> <p>*Presentation: Post is concise and clear, such that readers can understand and discuss the EI without further research or explanation</p>	<p>*Summary: Describes the EI's key attributes and aims; descriptions may be vague or hard to understand.</p> <p>*Analysis: articulates and supports at least one evaluative claim; claims or evidence may be vague or hard to understand.</p> <p>*Presentation: Post is mostly concise and clear, but readers may need additional explanation to understand and discuss the EI</p>	Summary and/or Analysis is missing or incomplete OR Presentation is insufficient; does not prepare readers to understand or discuss the EI OR Post is not submitted		
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<p>Extended Case: Deeper Learning Project (5%)</p>	<ul style="list-style-type: none"> Note that in Weeks 7-8, you will prepare a group project for a deeper learning pedagogy. Your group project accounts for 5% of your final course grade ($\frac{1}{4}$ of the case study category). Your project includes both an in-class presentation and one-page executive summary. Each will be graded out of 10 points, as follows: <ul style="list-style-type: none"> 0-3 points for accurate summary 0-3 points for thoughtful analysis 0-3 points for clear, compelling presentation 1 point for good measure :) Project Rubric: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f4a460;">Category</th> <th style="background-color: #f4a460;">3</th> <th style="background-color: #f4a460;">2</th> <th style="background-color: #f4a460;">1</th> <th style="background-color: #f4a460;">0</th> </tr> </thead> <tbody> <tr> <td>Summary</td> <td>Accurately describes the DL pedagogy, emphasizing key attributes and their purpose</td> <td>Describes most of the DL pedagogy's key attributes and their purpose; some descriptions may be vague/unclear</td> <td>Describes the DL pedagogy, but multiple key attributes are not addressed</td> <td>Summary is missing or inaccurate</td> </tr> </tbody> </table> 	Category	3	2	1	0	Summary	Accurately describes the DL pedagogy, emphasizing key attributes and their purpose	Describes most of the DL pedagogy's key attributes and their purpose; some descriptions may be vague/unclear	Describes the DL pedagogy, but multiple key attributes are not addressed	Summary is missing or inaccurate
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<p>Reflection Posts (10%)</p>	<ul style="list-style-type: none"> Your weekly reflection posts count for 10% of your final grade in the course. Your weekly reflections will be graded on a 3 point scale (see below). <i>The goal of the reflection is to share concise, authentic, specific ideas and questions that you are taking away from the module. Written or video posts are acceptable. See Weekly Assignments for details.</i> <ul style="list-style-type: none"> 0-1 point for on-time submission 0-2 points for specific reflections that demonstrate deep thinking Reflection Rubric <table border="1" data-bbox="500 1081 1409 1789"> <thead> <tr> <th data-bbox="500 1081 727 1138">3</th> <th data-bbox="727 1081 954 1138">2</th> <th data-bbox="954 1081 1182 1138">1</th> <th data-bbox="1182 1081 1409 1138">0</th> </tr> </thead> <tbody> <tr> <td data-bbox="500 1138 727 1789">Meets all indicators for a 2 and is submitted by 6PM EST on the due date.</td> <td data-bbox="727 1138 954 1789"> <p>*Specificity: Reflections on the weekly content are specific, with concrete examples, ideas, and questions.</p> <p>*Depth: Reflections demonstrate deep thinking; i.e.: student draws connections within and across modules; student connects personal experiences to module content; student traces how their thinking is changing (used to think...now I think); student develops personal thinking jobs and tasks for future modules (I hope to learn...I'll be thinking about...)</p> </td> <td data-bbox="954 1138 1182 1789"> <p>*Specificity: Most reflections on the weekly content are specific, but one or more may be lacking in concrete examples, ideas, and questions.</p> <p>*Depth: Reflections mostly demonstrate deep thinking; but one or more may be more descriptive than reflective; student does not fully explain or illustrate how their thinking is changing as a result of engaging with the module.</p> </td> <td data-bbox="1182 1138 1409 1789">Reflection does not address module content OR Post is not submitted</td> </tr> </tbody> </table> 	3	2	1	0	Meets all indicators for a 2 and is submitted by 6PM EST on the due date.	<p>*Specificity: Reflections on the weekly content are specific, with concrete examples, ideas, and questions.</p> <p>*Depth: Reflections demonstrate deep thinking; i.e.: student draws connections within and across modules; student connects personal experiences to module content; student traces how their thinking is changing (used to think...now I think); student develops personal thinking jobs and tasks for future modules (I hope to learn...I'll be thinking about...)</p>	<p>*Specificity: Most reflections on the weekly content are specific, but one or more may be lacking in concrete examples, ideas, and questions.</p> <p>*Depth: Reflections mostly demonstrate deep thinking; but one or more may be more descriptive than reflective; student does not fully explain or illustrate how their thinking is changing as a result of engaging with the module.</p>	Reflection does not address module content OR Post is not submitted		
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Major assignments: Unit Tasks (30%) and Final Project (20%)

How your major assignments will be graded

- You have three major assignments in the course: the Unit I EI tool, the Unit II Pedagogical Innovation Analysis, the Unit III Program Innovation Analysis, and the Final COVID-19 Innovation Assessment.
- Each project will be graded in three categories: Analysis, Reflection, and Presentation. The specific rubric content will vary slightly for each assignment, but rubric ratings will remain consistent:
 - 0-3 points for Summary
 - 0-3 points for Analysis
 - 0-2 points for Reflection
 - 0-2 points for Presentation
- **Note:** On-time submission is important for your major assignments. If you anticipate missing a deadline or need to request more time for completion, please reach out to me at least one week before the assignment is due. You will lose 1 point for each day the assignment is late.
- Major Assignment Rubric:

Category	3	2	1	0
Summary	Accurately describes the innovation(s), emphasizing key attributes and their purpose.	Describes most of the innovation’s key attributes and their purpose; some descriptions may be vague/unclear.	Describes innovation, but multiple key attributes are not addressed.	Summary is missing or inaccurate.
Analysis	Articulates and supports at least three evaluative claims about the innovation (i.e. strength, weakness, use, non-use). Evidence is specific, aligned, and convincing. Alternate perspectives are considered and addressed.	Articulates three evaluative claims; evidence for one claim may be lacking, unclear, or unconvincing.	Articulates two to three evaluative claims; evidence for more than one claim may be lacking, unclear, or unconvincing.	Articulates or supports fewer than two evaluative claims.
Reflection		Reflections are specific, with concrete examples, ideas, and questions. Reflections include connections to course content and personal experiences, clearly demonstrating how	Most reflections on are specific, but one or more may be lacking in concrete examples, ideas, and questions. Reflections mostly demonstrate deep thinking; but one or more may be more	Reflection not included; difficult to understand; or not clearly connected to task content/process.

			the student's thinking has changed as a result of engaging with the task.	descriptive than reflective; student does not fully explain or illustrate how their thinking is changing as a result of engaging with the task.	
	Presentation (Quality and style of writing; grammar; formatting)		Presentation is clear; effectively communicates key summary, analysis, and reflection points.	Presentation is mostly clear, but one or two key points may be vague or hard to understand.	Presentation is not sufficiently clear, hindering reader/audience understanding of key points.