

COURSE SYLLABUS Spring, 2015

EDD 1004 School and Community: Policy and Practices (3 DOCTORAL CREDITS)

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Course Weekday and Hours: Mondays, 7:00- 8:50 pm

Course Description

This course draws on the knowledge and understanding of policy analysis and effective change strategies, focusing on the diverse social and cultural aspects of a community and how these aspects influence teaching and student learning goals. Students will develop strategies for learning about and communicating with the community, a community that operates within local, state, national, and international contexts. The course will acquaint students with the political forces that propel and shape public education at multiple levels, and with the social issues that impact the operation of schools and school districts. Students will gain an understanding of community relations, writ large, and will be able to employ collaborative strategies and processes of communication in order to explore emerging issues and trends that potentially influence their school and community.

LEARNING OUTCOMES

Learning outcomes are what you are able to do as a result of the activities, e.g., readings, instruction, that will occur during this course. These also connect to the overall expectations the EdD program has for you. Assignments and activities related to these outcomes are described in this syllabus. In general, student learning outcomes for this course will be demonstrated through individual and group projects, class discussions, research papers, online postings, and course professionalism. The student learning outcomes for this course are the following:

The student will:

- Demonstrate an understanding of the politics of school and community education enterprise through class discussions, online posting, curated boards, and research papers
- Demonstrate an understanding of state, federal, and international perspectives that affect P- 16 education through website development, class discussions, online postings, curated boards, and research papers

- Demonstrate an understanding of political issues and forces that directly or indirectly impact school and community education and how to communicate this knowledge effectively through website development, class discussions, online postings, curated boards, and research papers
- Demonstrate an understanding of how culturally and economically diverse groups affect the course of school and community education in school communities and society through website development, class discussions, online postings, curated boards, and research papers
- Demonstrate an understanding of strategies for working with such groups as the business community, community agencies, and parent groups through website development, class discussions, online postings, curated boards, and research papers
- Demonstrate an understanding and analysis of controversial issues and policies in school and community education and discuss their significance through website development, class discussions, online postings, curated boards, and research papers
- Demonstrate an understanding of the structure of policy writing through website development, class discussions, online postings, and research papers
- Demonstrate an understanding of the skills of policy writing, policy review, and policy analysis through website development, class discussions, online postings, curated boards, and research papers
- Demonstrate an understanding of the interdisciplinary nature of psychology, sociology, technology, and policy

SUGGESTED COURSE TEXTS

THESE TEXTS ARE SUGGESTED TEXTS FOR THE COURSE. THEY ARE NOT REQUIRED TO BE PURCHASED. YOU MAY OBTAIN THEM FROM ANY SOURCE (WEB SITE, BOOKSTORE ETC.) YOU WISH. I DO SUGGEST PURCHASING THE APA STYLE MANUAL SINCE THIS WILL BE UTILIZED THROUGHOUT YOUR DOCTORAL STUDIES.

1. Fowler, F.C. (2013). *Policy studies for educational leaders* (4th ed.) Boston: Pearson.

<http://www.mypearsonstore.com/bookstore/policy-studies-for-educational-leaders-an-introduction-9780132678117>

<http://www.coursesmart.com/policy-studies-for-educational-leaders-an/frances-c-fowler/dp/9780132786263>

Note: Amazon (www.amazon.com) has a Kindle version as well as one which may be rented. <http://tinyurl.com/d32yrx3>

2. American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed). Washington, D.C.: Author

<http://www.apastyle.org/manual/index.aspx>

There are also tutorials available on the APA web site to help familiarize you with the Style Manual:

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

<http://www.apastyle.org/>

Make sure you purchase the third printing or above of the APA manual in soft cover, hardcover, or spiral bound format.

3. Internet websites throughout the course containing hypertexts of various readings in school policy and practice. Online articles, distributed learning tools, and supplementary readings provided by instructor. These reading assignments will be periodically updated on the course website.

Supplementary Reading

4. Cooper, B., Cibulka, J.G., & Fusarelli, L. (Eds.) (2008). *Handbook of education politics and policy*. New York: Routledge.

<http://www.routledge.com/books/details/9780805861129/>

Amazon: <http://www.amazon.com/Handbook-Education-Politics-Policy-Cooper/dp/0805861122>

SUPPLEMENTARY RESOURCES

One effective way for professionals in the field to keep up is by reading *Education Week* at <http://www.edweek.org/> I would also like students to consider getting an online subscription to *Education Week*. You can find additional information at:

http://www.edweek.org/offer_stud_prof.html?cmp=profess10

I would also like you to sign-up to daily *Smart Briefs* from ASCD. These briefs summarize some major news stories on education. There is no charge for this. It's automatically sent to an e-mail address you specify. For further information go to:

<http://www.smartbrief.com/ascd/>

5. Finally, you may find it useful to review the following two publications to keep up with issues, trends, and practices in education policy and practice. There are digital editions customized for tablets and other devices as well as available apps:

Educational Leadership (from [ASCD](#))

<http://www.ascd.org/publications/educational-leadership.aspx>

Kappan (from [Phi Delta Kappan](#))

<http://www.kappanmagazine.org/>

COURSE APPROACH

This course mirrors a 21st Century, interdisciplinary approach to learning by varying learning conditions throughout the semester. Because of this, sessions will be conducted in the Computer Lab (LIB 230). There will be the conventional lecture format, hands-on experiences, videos, podcasts, webinars, and class discussions. To enhance the overall learning experience, there will be student presentations as well as (tentative) guest speakers. Some lectures will be augmented by PowerPoint, Prezi, and other mixed-media presentations.

All students should come to each class with all reading assignments completed for that week. Preparing these readings with your own questions and insights is an important component to the overall success of the course. It is also expected that students will bring their own experiences (both professional and life) into classroom discussions, presentations, and projects. Generally, one focus issue will comprise the agenda for each class and students will be responsible for introducing the issue and leading discussion on it. Since events in education also occur spontaneously, you should also be prepared to discuss issues that may arise during the course of the semester.

The course will make extensive use of the Internet with a good portion of hypertext reading assignments able to be accessed online. In addition, students are expected to infuse as much technology-informed strategies as possible in both learning the course material and developing the assignments that are part of the course. For each week's assignments, you will see a variety of readings and websites, some required, some recommended. The fact that many of the readings in the course are web-based should add to their ease of access and availability.

We will also make use of webinars during the semester using the conferencing software www.gotomeeting.com. We will schedule some class sessions using this conferencing software. Additional details will be presented in class.

Throughout the course, I welcome your input on the effectiveness and usefulness of this approach.

E-Mail

The preferred method of communication to me is through e-mail. In order to keep e-mail correspondence organized, please use the following e-mail address: joseph.piro@liu.edu

If you e-mail me through the joseph.piro@liu.edu address, please make certain your name is in the subject line of the mail so that it may be identified as sent from a student in the class.

I will also ask you to provide a working e-mail account as well through which we will communicate during the semester. This e-mail account must be one that you check frequently (including weekends and holidays), if not daily. If your e-mail address changes during the course, please send me an e-mail from the new account immediately, so that I can change your address in my records and can stay in touch with you via e-mail during the course. Please understand that you will not be excused from responsibility for course requirements or other course changes/announcements due to a failure to check your e-mail regularly or to inform me of changes in your email address

Technology Policy

As present (and future) leaders in education, it is important that you develop a working familiarity with multiple aspects of technology in order to meet the increasing challenges of education in the 21st century. To this end, we will utilize technology in a multiple ways in order to increase personal and professional productivity and expertise. First, we will follow a **BYOD** policy, that is "Bring Your Own Device," to weekly sessions. This can be a tablet, netbook, or iPad. Even though we are meeting in a computer lab where you will have access to a desktop, these portable devices will be useful. We will also be using Blackboard as a course management site. You will be required infuse technology into your presentations and projects. We will also be conducting occasional webinars where we will meet online and not in campus using <http://www.gotomeeting.com>. For these virtual meetings, it is suggested that you have a headphone available as well as (high speed) Internet access. You might also perform a "browser test" to ensure that your present browser is the most recent version.

From past experience, I am fairly certain that there will be a range of technology proficiency within the class so you should not feel uncomfortable if your skills are at the developing stage. These skills will be greatly improved throughout the course and, by the close of the semester, you should see a noticeable "bump" in your level of technological skills as well as your confidence in using technology and knowledge of technological resources that can be integrated into teaching and learning.

Some Suggested Apps: Common Core, Idea Flight, Newspapers, Notes, Keynote, Popplet, Evernote

Twitter

Social media is changing how students learn at all levels of education. When employed properly, these media can enhance communication of ideas and depth of learning. Because of this, I would like all students to follow my microblog Twitter feed which is @profpiro. We will discuss details about this during the first week of class. This Twitter feed will update you on articles, websites, data etc. on topics related to your doctoral studies as well as education at large. Providing access to this type of information will serve to keep you informed about related developments concerning topics we are exploring in class.

Twitter: <http://twitter.com/>

How to sign up for Twitter: <http://tinyurl.com/29sr875>

Google Alert

I would like every student to create a Google Alert and a Google Scholar Alert on a topic related to education policy (you can personalize this alert with any number of descriptors you would like) so that you receive alerts throughout the duration of the course on the this topic of relevance to your work. These will also be useful for your content curation.

Google Alert: <http://www.google.com/alerts>

Google Scholar Alert: <http://scholar.google.com/>

Blogs

You might also want to consult or subscribe to the following educational policy blogs:

- <http://larryferlazzo.edublogs.org/>
- <http://www.shankerblog.org/>

Education Week also offers a number of blogs as well. Here are some of their suggestions for blogs related to independent schools:

http://blogs.edweek.org/edweek/independent_schools/2013/06/independent_school_voices_a_blog_sampler_part_iv.html

You can subscribe to these blogs individually or through an RSS feed.

Online Library Resources

Online library resources for the course are available through <http://tinyurl.com/edlibrary>

COURSE WEBSITE

This course will make use of a website uploaded to LIU’s Blackboard address that will contain a variety of information related to the course. It is important that you check the website at least once a day to keep up with any news, announcements, messages etc. related to the course. You should also check your Blackboard e-mail from the course for any other updates I will provide.

EdD Interdisciplinary Studies:

<http://www.liu.edu/CWPost/Academics/Schools/CEIS/Dept/Doctoral.aspx>

COURSE REQUIREMENTS

Student involvement in the course will take the following five forms:

- Fast Facts Paper
- Policy Brief & Curated Board
- Student Website
- Course Professionalism

COURSE GRADING POLICY

Course grades will be an accumulation of points over the semester calculated as follows:

ASSIGNMENT	PERCENT	DUE DATE(S)
1. Fast Facts Policy Brief	15%	March 23 rd
2. Policy Paper (30%) and Curated Board (10%)	40%	May 4 th
3. Student Website	35%	by April 27 th
4. Course Professionalism	10%	Ongoing throughout the course

Grade Scale Used in Course*			
95-100	A	77-79	C+
90-94	A-	73-76	C
87-89	B+	70-72	C-
83-86	B	65-69	D
80-82	B-	Below 65	F

COURSE ASSIGNMENTS

- **Fast Facts Policy Brief**

This assignment is connected to the policy paper you will be composing for the course. This policy paper takes a position on a policy issue and discuss its meaning, importance, and implication for your community and, when relevant, the education field, in general. As doctoral students, as well as present and future leaders in the field, you should begin to develop various analytical perspectives on issues in education. This assignment will help you focus on this and clarify your thinking on issues and ideas that will probably concern you in your education practice, present and future.

For this assignment you will be asked to create a **one page** "Fast Facts" paper that offers a position on policy issue that is written for "general consumption," that is a non-specialized audience. As policy writers, one of the skills that you will find important is to communicate policy issues in as a direct and coherent manner as possible. This assignment will afford practice for this skill set.

Some suggestions for policy issues will be provided to you. During the early part of the semester, we will discuss these issues, as well as others you suggest, to help you make your choice of issue one that interest you and relates to your present professional interests. Examples of "Fast Facts" will also be provided as well as a template for its completion. More information on this assignment will be available on the website. This assignment is due on **Monday, March 23rd**.

- **Policy Paper, Presentation, & Curated Board**

The final project will focus on the production of a "Position Paper" directly related to the issue you have selected to examine throughout the semester, and which you have experienced in your community setting. These can span the spectrum from school finance to technology in education, to globalism and its impact on the local community. You can also feel free to suggest your own issue, one that impacts upon policy and practice in your own professional community. This project is the end point along the investigative continuum that begins with Google/ Google Scholar alert and class discussions and proceeds then to the Fast Facts, culminating with a policy analysis in your Position Paper.

In the paper you will define a policy, take a position on it, briefly describe its history, and examine a range of potential alternatives, improvements, and expansions for future implementation. In this process, you should consider the potential financial costs as well as the economic, political, ecological, technological, cultural, and social feasibility of your proposal, and any ethical issues that may arise. Policy analyses are generally written with a particular audience in mind and, in this case, it should be your local community and, if possible, "community" writ large. Here is where you might expand out to "action" sources for your policy investigation. In addition to books, periodicals, and web sites, you may wish to speak to "primary players" who are involved in the policy issue you're examining. See what their perspectives are and try to incorporate these into your analysis.

The length of the Policy Paper should be 15-20 pages (including title page, abstract, text, figures and tables, and bibliography). It will be assessed both on its content as well as its final presentation. Your policy paper should, at minimum: (1) present an overview of the policy setting and intended audience and its present state and include a statistical context; (2) describe how is it supported by data and the critical literature; (3) identify the participants (stakeholders, policy "actors," and their actions; (4) present your policy points, suggestions etc.; (5) explain the risks and benefits of the policy as well as the costs; (6) list some of your own specific policy recommendations for improvement, expansion etc.; (8) discuss its potential impact and advise how it will be assessed. Additional information will be available on the course web site. **The Policy Paper and Curated Board are due on Monday, May 4th.**

Content Curation

To accompany your policy paper, you will also create a digital product in the form of a content-curated board to which are attached articles of interest from various digital sources related to your topic you have encountered during the semester for all "constituents" to use. For this you will turn to the social networking websites www.pinterest.com or <http://www.scoop.it>. Here is an example of a socially curated board by ASCD on common core: <http://pinterest.com/officialascd/common-core-state-standards/> and one that I have begun to curate on iPads in education:

<http://www.scoop.it/t/ipads-in-education-by-joseph-piro>

A link to some guides for using Pinterest:

<http://larryferlazzo.edublogs.org/2012/01/05/the-best-guides-to-figuring-out-pinterest/>

When you look at a curated board you might pay attention to the number of pins and the number of followers each contains as well.

Ed Tech Sample Boards: <http://pinterest.com/shellyterrell/>
<http://pinterest.com/erinklein/edutech-resources/>
<http://pinterest.com/marylirette/all-things-technology/>
<http://pinterest.com/kbrynteson/ed-tech/>

Sample School Policy and Reform Boards:

<http://www.pinterest.com/jbeducation/leadership-school-reform/>
<http://www.pinterest.com/bethlockhart1/school-reform/>
<http://www.pinterest.com/plumwalk2/education-reform-is-it-real-or-a-hoax/>

List of other content curation sites- feel free to experiment with any of these:

<http://www.teachthought.com/learning/55-content-curation-tools-to-discover-and-share-digital-content/>

We will discuss specifics related to this during the semester. We will also allocate class time for each student to present his/her policy paper and curated Board during the final two class sessions. You may select any modality to present your work. These can take the form of a PowerPoint, Prezi, Slide rocket, website, podcast, video, iMovie, documentary, etc.

- **Student Website**

Because of the continuing emphasis on the role of technology in education, one of the major instruments of communication that helps to “brand” you within your professional community is a website. This website can be valuable in getting across to “constituencies” and other policy “actors,” some of your thinking about education policy. To this end, you will be required to begin constructing a website which archives the products you create for this class, as well as other relevant information sources you think important for your policy “network” to know. This can include anything from papers you have written to your recommendations for timely education books and articles. We will accomplish this by using various platforms including Google sites, Weebly, Homestead or any other platform with which you are familiar and comfortable. We will discuss this at the beginning of the course and continue to address it during the semester. This website will be scalable and portable as well, that is you will continue to use it throughout your doctoral studies. **Websites are due by Monday, April 27th.**

Resources for constructing websites (free):

<https://sites.google.com>
<http://www.squarespace.com>
<http://www.webs.com/>
<http://www.weebly.com/>
<http://www.wix.com/>
<http://wordpress.com/>

- **Course Professionalism**

Each class is more than a meeting-- it is an exchange of thoughts and ideas. These types of exchanges lead to a course with energy and vitality. As professional educators you may know there are certain markers to indicate students are learning. Among these markers, I believe, are engagement in discussion, the posing of interesting questions, and demonstrating a connection with course content. This course will use similar markers to assess student engagement level. Participation in large and small group form discussions is also required. Participation does not just mean talking in class. Its components include careful listening, meaningful attempts to interpret what is being discussed, active involvement, and critical thinking-- in summary, informed and enthusiastic participation.

Excessive absence and lateness, especially if unexplained, will result in reduction of grade. Thus, please make every effort to notify the instructor of any impending absence. All work missed through any absences must be made up pending discussion between student and instructor. All applicable policies and procedures of LIU Post and the Doctoral Program in Interdisciplinary Educational Studies will be observed in this course. See the *Graduate Bulletin* and the *Doctoral Program Handbook*. The University follows federal and state guidelines regarding students with disabilities, and I will gladly make reasonable accommodations. It is, however, your responsibility as the student to inform me as your instructor early in the course of any disability that may require an accommodation. I will gladly work out a plan of reasonable accommodations and may refer you to the appropriate staff and resources.

COURSE ASSESSMENT

The quality of your class participation will be assessed on: (a) evidence of reading and preparation before each class; (b) active participation in and informed contributions to class discussions, and exercises; (c) thoughtful, relevant questions and observations in class reflecting critical thinking and intellectual engagement in lectures, activities, and class discussions. These will be assessed using all class assignments.

One strategy of effective teaching, you may know, is to inform students of expectation levels by sharing performance rubrics with them. One strategy of effective teaching, you may know, is to inform students of expectation levels by sharing performance rubrics with them. The performance rubrics for class participation are as follows:

Excellent Contributor	Contributions reflect outstanding thought and thorough preparation. Substantive ideas offered and frequent references made to assigned readings to support points of view. Offers exciting direction for the class.
Good Contributor	Contributions reflect meaningful thought processes and preparation. Usually provides substantive ideas with occasional references made to assigned readings to support points of view. Offers good direction for the class.
Fair Contributor	Contributions reflect adequate thought and preparation. Some references made to assigned readings but these are generally vague and random. Offers adequate direction for the class.
Non-Contributor	Contributions to the class are non-existent.
Unsatisfactory Contributor	Contributions reflect inadequate preparation. Ideas are not substantive and usually off topic. Offers no direction for the class.

Additional rubrics customized for various course assignments will be available via the course website.

Miscellaneous Course Items

Computer Lab Protocol: Acceptable Use Policy

We will be spending a considerable amount of time in the Computer Lab located in the Library. It is expected that students understand and follow the appropriate procedures when participating in those classes. Remaining on-task and focused on the activities happening in the lab is a good way for future teachers to understand the self-discipline and commitment required when classes are held in a variety of learning environments. As per University rules, no food or drink is allowed in the labs.

Flash Drive: You might consider bringing a flash drive to class to store any documents, web sites etc. you create, add to, or use during class.

Emergency Notifications, Campus News, Class Cancellations and Campus Closings

For information on class cancellations and campus closings at C. W. Post, you may telephone 516-299-EMER (3637) or 516-299-2000 or check <http://www.weatherclosings.com> (using "Brookville, NY" as the City/State) or the main page of the C. W. Post Campus web site at <http://www.liu.edu/cwpost>.

You should also be aware of the Emergency Notification System at LIU-Post to which you can subscribe to receive alerts in case of an emergency. Here is a link to the web page with this information:

<http://www.liu.edu/CWPost/About/Offices/Public-Safety/Emergency-Mgmt/Alerts>

You might want to follow LIU-Post on Twitter or Facebook as well for up-to-date campus news.

Facebook: <https://www.facebook.com/LIUPost> **Twitter:** <https://twitter.com/LIUPost>

GENERAL CLASS POLICIES

1. All work submitted for this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases, websites etc.) must be properly documented. Please see me if you have any questions about your use of sources. **Also, you may wish to check this website (on the Post Library web page:**

<http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Prevent.aspx>

2. All applicable policies and procedures of Long Island University, C. W. Post Campus and the Doctoral Program in Interdisciplinary Educational Studies will be observed in this course. See the *Graduate Bulletin* and the *Doctoral Program Handbook*.
3. **No Blackberries, beepers, or cell phones.** If you have these items turn them off or to Vibrate/quiet mode, so as to not disrupt other students during class.
4. **Students with documented disabilities:** In accordance with the Americans with Disabilities Act of 1990 and in order to facilitate learning for all students, students with disabilities or those requiring special arrangements should speak directly with the professor at the beginning of the semester. Further, please contact the Academic Resource Center (516-299- 2937) so that steps can be taken to develop an appropriate education plan.
5. This syllabus is only a guide and, as such, it is subject at any time to change by the instructor. Any changes will be announced in class, through e-mail, and/ or on Blackboard, it is your responsibility to be aware of all such changes.

COURSE SCHEDULE

(Topics may be revised during the semester.)



Video Link



Audio Link

Week One January 26th Introductions, Course Overview and Expectations; The Role of Statistical Information in Education Policy
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Required

Public Education- Basic Facts CEP

<http://www.cep-dc.org/displayDocument.cfm?DocumentID=390>
(click on download)

OECD- Your Better Life

<http://www.oecdbetterlifeindex.org>

IES

<http://nces.ed.gov/fastfacts/display.asp?id=372>

Annie E. Casey 2014 "Kids Count" Databook

<http://www.aecf.org/m/databook/aecf-2014kidscountdatabook-embargoed-2014.pdf>

Kids Count Data Center

<http://datacenter.kidscount.org/>

Characteristics of Public School Districts in the United States

<http://nces.ed.gov/pubs2013/2013314.pdf>

<http://www.edweek.org/ew/section/multimedia/charts-a-new-majority-in-k-12.html>

America's Children: Key National Indicators of Well-Being, 2013

http://childstats.gov/pdf/ac2013/ac_13.pdf

Weeks Two & Three February 2nd & 9th

What is policy; Research and its Role in Education Policy, Process, & Practice; What is Critical Analysis? What is educational policy and how do we critically study it?

Required

Haddad, Wadi. (1995.) *Education policy-planning process: an applied framework*. Paris. International Institute for Educational Planning. See especially pages 15-39.

http://www.unesco.org/education/pdf/11_200.pdf

What does it mean to “critically analyze?”

<http://liberalarts.iupui.edu/uwc/uploads/docs/Critical+Analysis+of+W132+Argument.pdf>

American Educational History

<http://www.cloudnet.com/~edrbsass/educationhistorytimeline.html>

Case Study: New York State School Report Cards

<https://reportcards.nysed.gov/>

Long Island Index- 2009 – *Why Boundaries Matter*

<http://www.policyarchive.org/handle/10207/bitstreams/95995.pdf>

Weeks Four & Five February 17th (Note this is a Tuesday) & 24th

What is Policy?; What is a ‘Policy Brief’ and what does it accomplish?; Building Personal Websites

Required

Demographic data and policy

<http://tinyurl.com/pn6nkv6>

<http://www.brookings.edu/blogs/the-avenue/posts/2014/12/12-majority-minority-nation-2044-frey>

William Frey- website of a demographer

<http://www.frey-demographer.org/>

Demographic Timeline for the US

<http://www.edweek.org/ew/section/multimedia/timeline-demographic-changes-in-schools.html>

For Browsing:

Educational Policy Organizations

http://www.schoolfunding.info/policy/pol_national.php3

Center for Evaluation and Education Policy (Fast Facts)

http://ceep.indiana.edu/projects/PDF/PB_V7N4_FastFacts.pdf

Consortium for Policy Research in Education

<http://www.cpre.org/index.php>

RAND Corporation

<http://www.rand.org>

Center on Education Policy

<http://www.cep-dc.org/>

General Policy Organizations

<http://www.policyalmanac.org/directory/General-Organizations.shtml>

National Education Policy Center (at the University of Colorado)

<http://nepc.colorado.edu/>

US Government Websites

<http://thomas.loc.gov/>

<http://edworkforce.house.gov/>

<http://www.ed.gov/index.jhtml>

Data Reference Sites (for background statistics)

Education at a Glance: The OECD

[http://www.oecd.org/edu/eag2013%20\(eng\)--FINAL%2020%20June%202013.pdf](http://www.oecd.org/edu/eag2013%20(eng)--FINAL%2020%20June%202013.pdf)

Census Scope

<http://www.censuscope.org/>

Social Science Data Analysis Network (SSDAN)

<http://www.ssdan.net/>

The Measure of America

<http://www.measureofamerica.org/>

Forward Mapping

KnowledgeWorks Map of Future Forces Affecting Education
<http://knowledgeworks.org/future-of-learning>

Concept Mapping

<https://bubbl.us/>

Mindmeister: <http://www.mindmeister.com/>

Week Six March 2nd Learning Sciences and a Bridge to NeuroPolicy
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Required

Moffitt, T.E., Arseneault, L., Belsky D., Dickson N, Hancox, R, Harrington, H. L., Houts, R., Poulton, R., Roberts, B., Ross, S., Sears, M., Thomson, W. M., & Caspi, A. (2011). A gradient of childhood self-control predicts health, wealth, and public safety. *Proceedings of the National Academy of Sciences (PNAS)*, 108, 2693-2698.
<http://www.pnas.org/content/108/7/2693>

National Bureau of Economic Research
<http://www.nber.org/>

Federation of Associations in Behavioral & Brain Sciences
<http://www.fabbs.org/contributions/>

Week Seven March 9th No Classes- Spring Break

Weeks Eights & Nine March 16th & 23rd High- Stakes Testing and the Increasing "Surveillance Society"

Required

NAEP: The Nation's Report Card
<http://nces.ed.gov/nationsreportcard/>

Additional Resources:

Au, W. (2011). Teaching under the new Taylorism: High-stakes testing and the standardization of the 21st century curriculum, *Journal of Curriculum Studies*, 43(1), 25-45.

Ellison, S. (2012). From within the belly of the beast: Rethinking the concept of the 'Educational Marketplace' in the popular discourse of education reform. *Educational Studies*, 48(2), 119-136.

Foucault, M. (1975). *Discipline and punish: The birth of the prison* pp. 195-228. NY: Vintage Books.

Rutkowski, D., & Prusinski, E. (2011). The limits and possibilities of international large-scale assessments. Center for Evaluation and Education Policy (CEEP), Education Policy Brief, 9(2). http://www.ceep.indiana.edu/projects/PDF/PB_V9N2_Spring_2011_EPB.pdf

Smith, M. et al (2012). NAEP background and questions: An underused national resource. A report to the national governing board by the expert panel on strengthening the NAEP background questions. <http://www.nagb.org/content/nagb/assets/documents/publications/expert-panel-naep-bq-report.pdf>

Rand Policy Brief-2014: Can New Tests Lead to Better Teaching and Deeper Learning? http://www.rand.org/pubs/research_briefs/RB9766.html

Weeks Ten & Eleven March 30th & April 6th Knowledge and Innovation for Competitiveness: The Community and the Globe
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Required

Partnership for 21st Century Skills
<http://www.p21.org/>

Organisation for Economic Co-operation and development (OECD)
<http://www.oecd.org/>

PISA
<http://www.oecd.org/pisa/>

Additional Resources:

Boix-Mansilla, V., & Jackson, A. (2011). Educating for global competence: Preparing our youth to engage the world. New York: The Asia Society.
<http://asiasociety.org/files/book-globalcompetence.pdf>

Carpenter, D., Ramirez, A., & Severn, L. (2006). Gap or gaps? Challenging the singular definition of the achievement gap. *Education and Urban Society*, 39, 113-127.

Kail, R., McBride-Chang, C., Ferrer, E., Cho, J.R., & Shu, H. (2013). Cultural differences in the development of processing speed. *Developmental Science*, 16:3, 476- 483.

United States Report from OECD

<http://www.oecd.org/edu/highereducationandadultlearning/48685294.pdf>

(scroll down to Country Notes: United States)

Comparability of educational achievement and learning attitudes across nations

<http://www.tandfonline.com/doi/pdf/10.1080/13803611.2012.750443>

World Economic Forum- American Competitiveness- Global Competitiveness Report

<http://www.weforum.org/reports/global-competitiveness-report-2014-2015>

Education Innovation Institute at UNC

http://www.unco.edu/eii/pdf/policy_brief_social_promotion.pdf

UNESCO Statistical Report

<http://www.uis.unesco.org>

World Bank Education for Global Development Blog

<http://blogs.worldbank.org/education/>



Schools in South Korea

http://www.pbs.org/newshour/bb/education/jan-june11/koreaschools_01-21.html

Weeks Twelve & Thirteen April 13th & 20th

Nationalized Curriculum and Common Core Standards: The Community and the Nation

Required

Common Core State Standards Initiative

<http://www.corestandards.org/>

Policy Document:

Eitel, R., Talbert, K., & Evers, W. (2012). *The road to a national curriculum: The legal aspects of the Common Core Standards, Race to the top, and conditional waivers*. Boston, MA: The Pioneer Institute.

<http://pioneerinstitute.org/tag/bill-evers/>

(Scroll down and click on download)

Additional Resources:

Center for Education Policy: Common Core State Standards: Progress and Challenges in School Districts' Implementation

<http://www.cep-dc.org/displayDocument.cfm?DocumentID=374>

Doll, W. *The four Rs of Curriculum* (excerpts)

<http://ojs.library.ubc.ca/index.php/tci/article/view/9/16>

Freire, P. (2006). The banking model of education. *In Eugene F. Provenzo Jr. (Ed). Critical Issues in Education: An Anthology of Readings* (pp. 105-117). Thousand Oaks, CA: Sage Publications, Inc.

<http://www.webster.edu/~corbetre/philosophy/education/freire/freire-2.html>

<http://www.scribd.com/doc/4811889/Paulo-Freire-Pedagogy-of-Oppressed>

Mathis, W. (2010). The "common core" standards initiative: An effective reform tool? Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit.

<http://nepc.colorado.edu/publication/common-core-standards>

New York State Standards

<http://www.nylearns.org/#>

<p>Weeks Fourteen & Fifteen April 27th & May 4th Final Project Presentations</p>
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Notable Education Books
(from the publication *Education Next*)

How Children Succeed by Paul Tough

The One World Schoolhouse by Salman Khan

Creating Innovators by Tony Wagner

Exam Schools by Chester Finn and Jessica Hockett

Diverse Schools Dilemma by Michael Petrilli

The Urban School System of the Future by Andy Smarick

The Best Teachers in the World by John Chubb

Getting Smart by Tom Vander Ark

Born to Rise by Deborah Kenny

Mission Possible by Eva Moscovitz

Practice Perfect by Doug Lemov

Leverage Leadership: A Practical Guide to Building Exceptional Schools by Paul Bambrick-Santoyo and Doug Lemov

Republic of Noise by Diana Senechal

President Obama and Education Reform by Bob Maranto and Mike McShane

From the publication *Education Next*

Recommendations for Influential Books on Education from 2000-2010

1. Diane Ravitch- *The Death and Life of the Great American School System* (2010)
2. E. D. Hirsch- *The Knowledge Deficit* (2006)
3. Linda Darling Hammond- *The Flat World and Education* (2009)
4. Karin Chenoweth- *It's Being Done* (2007)
5. Daniel Willingham- *Why Don't Students Like School* (2009)
6. Deborah Meier- *In Schools We Trust* (2002)
7. Clayton Christensen, Curtis John & Michael Horne- *Disrupting Class* (2008)
8. Anthony Bryk et al.- *Organizing Schools for Improvement* (2010)
9. Joe Williams- *Cheating our Kids* (2005)
10. Tony Wagner- *The Global Achievement Gap* (2010)
11. Yong Zhao- *Catching up or leading the way: American education in the age of globalization* (2009)

Influential Books before 2000

Jonathan Kozol- *Death at an Early Age*
 Neil Postman & Charles Weingartner- *Teaching as a Subversive Activity*
 Charles Silberman- *Crisis in the Classroom*
 E. D. Hirsch- *Cultural Literacy*
 John Chubb & Terry Moe- *Politics, Markets, and America's Schools*
 Jay Greene- *Education Myths*
 William Howell & Paul Peterson- *Education Gap*
 Eric Hanushek & Alfred Lindseth- *Schoolhouses, Courthouses, and Statehouses*
 Frederick Hess- *Common Sense School Reform*
 Terry Moe & John Chubb- *Liberating Learning*
 Paul Peterson- *Saving Schools*
 Richard Rothstein- *Class and Schools*
 Daniel Koretz- *Measuring Up*

SOME SCHOOL & COMMUNITY POLICY TOPICS

- **Adopting standards and assessments that prepare students to succeed in college, the workplace and the global economy**

21st century learning and curriculum
Economics, Technology, and the Arts in the 21st Century
Common Core Standards
Standards-based learning
Assessment in learning
Federalism in education
Governance and the new "Managerialism"
Scaling up best practices
STEM Initiatives
Virtual Schools
New ELL Curriculum
International Comparisons (PISA, PIRLS, TIMSS)

- **Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction**

Data-driven instruction
Value-added assessments
Effective Accountability Models
Best Practices Data Models
High Stakes testing

- **Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most**

Teacher-education programs
Mentoring in teaching
Staff development
Clinically-based teacher training
Incentive-based teaching
Teacher Quality and Performance
Teacher Merit Pay
Teacher Preparation: Attracting and Retaining a Work Force
Alternative Routes to Teaching

- **Turning around our lowest-achieving schools**

CMO (Charter Management Organization)
Magnet Schools, Theme Schools, Home schooling
Privatization in learning
Entrepreneurship in education
Teacher unionism
Narrowing the achievement gap
EMO (Education Management Organization) and School Reorganization
Inclusion Learning
Early Childhood Education
Comprehensive School Reform