

# COURSE SYLLABUS

## EDD 1206

### Summer, 2015

*School Reform: Instructional Leadership in Pre-K– 16 Settings (Section 2)*  
(3 DOCTORAL CREDITS)



Winslow Homer, *The Country School*, 1871. St Louis Art Museum, St. Louis, Missouri

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Skype: ProfPiro  
Course Weekday and Hours: Thursday- 5:00- 9:30 pm

*And in the self-direction...nothing counts as much as the school, for, as Horace Mann said, "Where anything is growing, one former is worth a thousand re-formers."*

John Dewey, *School and Society*

### **Course Description**

*This course examines school reform through an interdisciplinary perspective and through the lens of building- level leadership in the Pre-K –16 context. It will include a study of the tasks, functions and roles of the principal, assistant principal, department head, building coordinator and other related leadership positions influencing change in schools and other educational organizations. Students will expand their knowledge of research, theory, current practice and educational innovations in the following areas: leadership, curriculum, supervision, instructional competence, school organization, and personnel and management. They will also explore the educational, political, economic and social forces that shape the reform agenda, with a special emphasis on the working relationships among administrators, faculty, staff, parents, students and community in an era of rapid change.*

### **Course LEARNING OUTCOMES**

Learning outcomes are what you are able to do as a result of the activities, e.g., readings, internet browsing, class 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:

You will increase your competencies in:

- applying historical, theoretical, philosophical, and practical perspectives on the school reform debate to understand how the school's problems are *constructed* or *framed* by political actors by use of course assignments, class discussions, and research projects
- understanding key goals of reform in K- 16 American education through the perspectives of sociological, political, economic, and cultural change by use of course assignments, class discussions, and research projects
- expanding knowledge and understanding of key issues, major policies, strategies, frameworks, structures and systems in K-16 school reform by use of course assignments, class discussions, and research projects
- understanding the role of policy think tanks and their reports providing data shaping a global perspective on education reform
- identifying, articulating and enhancing personal beliefs and perspectives on a variety of K- 16 school reform policies by use of course assignments, class discussions, and research projects

- enhancing the skills of professional critique, analytical thinking, and critical writing on reform topics to prepare for leadership in education reform and its components by use of course assignments, class discussions, and research projects

### **COURSE APPROACH**

As might be appropriate for a course that is part of a doctoral-level Interdisciplinary education program, its approach will also be interdisciplinary and involve the use of (hyper)text, internet websites, film, and artworks which have influenced the reform debate. All of these formats will underscore major themes, ideas, and concepts presented in the course and help us examine school reform from multiple perspectives. The course is designed to develop a variety of critical thinking skills including reflection, inquiry, analysis, synthesis, brainstorming and decision-making. Through course assignments, class discussion, and individual readings, it is the intent of the course to assist in advancing the development of transformational leaders who will become effective change agents in multiple sectors of society.

### **COURSE TEXTS**

1. There is no assigned course text. All readings will be able to be accessed using Blackboard (blackboard.liu.edu) or supplied by the instructor. There is also a list of books on the topic of education reform provided at the end of the syllabus for your reference and information.

2. *Education Week* will be an important part of course activities <http://www.edweek.org/> I would like students to arrange for online subscription to *Education Week* (monthly subscriptions that overlap the course calendar are fine). You can find additional information at:

[http://www.edweek.org/offer\\_stud\\_prof.html?cmp=profess10](http://www.edweek.org/offer_stud_prof.html?cmp=profess10)

I would also like you to sign-up for 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. You can subscribe to any Smart Briefs that interest you. For further information go to:

<http://www.smartbrief.com/topic/3/education#.U02NufldWSo>

3. American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> 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>

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

4. Internet websites throughout the course containing hypertexts of various readings in school reform; online articles, distributed learning tools; and supplementary readings provided by instructor.
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/>

### **Technology Policy**

We will utilize technology in a multiple ways in order to increase personal and professional productivity and expertise. We will follow a **BYOD** policy that is “Bring Your Own Device,” to weekly sessions. This can be a tablet, netbook, or iPad. We will also be using Blackboard as a course management site. You will be required infuse technology platforms into your presentations and projects.

The course will be 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.

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](mailto:joseph.piro@liu.edu)

When you e-mail me through this address, please make certain your name or a reference 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 an official LIU e-mail account as well through which we will communicate during the semester. 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

### **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 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>

### **Twitter Feeds on School Reform**

<https://twitter.com/SchoolReform>

<https://twitter.com/dcschoolreform>

<https://twitter.com/CatalystChicago>

<https://twitter.com/ReformLAUSD>

<https://twitter.com/rickhess99>

### **Google Alert**

I would like every student to create a Google Alert on school reform (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 topic of school reform of relevance to your work.

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/reform blogs:

<http://larryferlazzo.edublogs.org/>  
<http://www.shankerblog.org/>  
<http://larrycuban.wordpress.com/>  
<http://dianeravitch.net/>  
<http://pasisahlberg.com/category/english/>  
<http://www.ed.gov/blog/>

*Education Week* also offers a number of blogs as well. Here are some of their blog options:

<http://www.edweek.org/ew/section/blogs/index.html?intc=thed>

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

**Library Resources**

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

**COURSE REQUIREMENTS**

Requirements for the course will take the following four forms:

<i>ASSIGNMENT</i>	<i>PERCENT</i>	<i>DUE DATE(S)</i>
1. Vision Statement on Education Reform	15%	May 28, 2015
2. Class Rapporteur Presentation	30%	Ongoing throughout the course
3. Research Paper	40%	June 25, 2015
4. Course Professionalism	15%	Ongoing throughout the course

**COURSE ASSIGNMENTS****1. Vision Statement**

At its core, this course is about the concept of *change*. To this end, we will begin by asking you to explore this theme of change in education by reflecting on and expressing your personal vision of change and how you would make it happen. The first assignment will be the crafting of a *Vision Statement* that encapsulates and articulates your vision for and commitment to school reform at both macro- and micro- levels and also serving as a foundational essay. A Vision Statement has been described by some as a “declaration of a dream.” Vision statements, especially 21<sup>st</sup> century statements, should do more than this. They should provide specifics about what needs to be done,

how this work should proceed, how success will be measured, and how outcomes can become long-term and sustainable. Vision Statements are direct, compelling, describe intended change, and guide action. They are usually relatively brief but laser-clear. This Vision Statement will tell us something about your prior beliefs, dispositions, and understandings about education reform how this affects your behavior as both a doctoral student and education leader.

Your first task, then, will be to reflect on, outline, and share your vision for school reform as it sits for you and your stakeholders in the digital age and how this affects your practice. You can take one specific topic, say learning standards, and create a Vision Statement related to this, or you take the field of education *writ large* and compose a Vision Statement that more broadly addresses systemic reform initiatives in areas such as technology, pedagogical models, and the like, and promotes a course of action that requires and advances an ambitious assembly and application of resources for large-scale change across multiple zones (school district, state, country) requiring large-scale buy-in by assorted actors and shared vision.

Whatever course of action is selected, the Vision Statement should be no longer than **two** pages.

## **2. Team Rapporteurs: Policy Précis and Critique**

For the first part of the Rapporteur assignment, each week, each student will be responsible for leading part of the class, generally about 45-60 minutes in length, discussing a policy report or research article assigned for the class that week. They will serve as a “rapporteur,” or an individual who reports back to a group with information on various topics to promote better understanding of these topics. To this end, each student will take the assigned text, read and review it, and present their findings to the class. They will be responsible for summarizing, discussing, and critiquing the article or report so that its major points are identified, its arguments interpreted, understood, and analyzed, and its suggestions for education reform elucidated.

The Rapporteur will accompany the report with any visual form they choose, e.g. PowerPoint, Keynote, Prezi, Slide Rocket, iMovie, podcast, curated board (Pinterest, Scoop.it), microblog (Twitter), Infographic, e-poster, Padlet, Blendspace, Storify, etc. as talking points to accompany the presentation. You may also utilize a *cross-platform format* where you combine elements of several across presentation modalities and, using these, structure your précis and critique so as to illustrate its perspective in various media outlets. Using this kind of “journalistic” format enables you to demonstrate how the issue has been handled in multiple media “systems.”

Whatever modality you choose for your presentation, it must clearly and comprehensively explain the major education reform topics and issues contained in the work, and how various actors in education such as teachers, principals, parents, students, and administrators at various levels have been affected. You should also discuss some brief background material of the author(s) and his or her place within the reform movement.

### 3. Research-Based Policy Paper

Because we will be reading, discussing, and analyzing a number of policy reports, papers, and reviews, one of the course requirements is to create a comprehensive policy-related paper (15-20 pages approximately) taking an issue of your choice and, using a thematic or conceptual approach as well as differential background sources explains that issue using one of the following conceptual frameworks:

- a) **Position Paper-** a position paper does just that—takes a position on a policy issue, explaining where you stand. It includes background statistics, examples of ongoing social, political, economic, ecological (etc.) importance to society on multiple levels, what the present state of the issue is, and using evidence you have researched, what you feel would be the most desired course of action to address the issue you present—in other words, some outcomes. For example, if you are advocating for the staff development to build teacher capacity for differentiated learning, you would place the issue within this type of framework. It should include background for the issue, a rationale for the course of action you advocate, some capacity-building suggestions, the outcomes you expect and why this course of action would be a best fit for the issue.
- b) **Impact & Innovation Analysis-** an impact/innovation analysis generally is conducted before a reform is initiated. It is done to look at the impact and innovative potential of an action across various individuals, groups, organizations etc. to ensure outcomes which are beneficial. A defensible impact analysis generally contains the following components:
  - *Action statement.* This describes how your proposal will help resolve the issue and why you want to address it in the first place. It also is clear about to whom the impact statement is being addressed, e.g. a school board, local government councils, state or federal legislators and their advisors and legislative aides. What innovative ideas and strategic planning are included in the reform proposal that makes it different?
  - *Impact* - the benefits. The impact of your works is in the answer to the question "What is the payoff?" and "Who will benefit?" An impact could range anywhere from improved test scores, to safer schools, to more effective STEM programs at the K-12 level. Not all impacts need to be quantitative; some can improve the quality of life in a school and community, or a change in attitudes or aspirations of actors and stakeholders. Impacts and innovations should also be discussed both in short and long terms as well as institutional transformations. Will this reform be sustaining or disruptive? Or both.
  - *Innovation*-using criteria regarding innovation from various sources (OECD, UNESCO, IMF, P21 reports, and relevant surveys) highlight why this reform would be considered innovative and what innovative best practices would be included.



- *Assessment*- How will your impact be assessed?
- *Generalizability*- In what settings and to what populations will your results be applicable?
- *Sustainability*- How will the policy and its innovative aspects be sustained?

Some examples of reform issues that might be discussed about their perceived impact include merit pay, standards-based education, and online learning.

- c) Background Analysis**- this approach involves a more historically-based and journalistic methodology. For a background analysis, a contemporary reform issue is selected and then presented within the context of its development using an annotated timeline to show its social, political, or economic evolution from one period to the next and how its viability and popularity either increased or diminished. This approach lends itself particularly to the use of a variety of social media and its components, almost employing a “storyfied” approach. For example, you can take the issue of market competition and charter schools and look at its growth and development over the past few decades amplifying the topic by tracing this growth and development as it has appeared on blogs, websites, and other web resources. This approach generally is more factually-based but can contain elements of critical analysis as well. A platform such as [www.blendspace.com](http://www.blendspace.com) might be useful for this assignment.

We will discuss these approaches during class and continue to work on their implementation.

#### 4. 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.

Edd Interdisciplinary Studies:

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

### COURSE ASSESSMENT

The quality of your course participation/professionalism 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.

<b>Excellent Contributor</b>	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.
<b>Good Contributor</b>	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.
<b>Fair Contributor</b>	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.
<b>Non-Contributor</b>	Contributions to the class are non-existent.
<b>Unsatisfactory Contributor</b>	Contributions reflect inadequate preparation. Ideas are not substantive and usually off topic. Offers no direction for the class.

## Miscellaneous Course Items

### Emergency Notifications, Campus News, Class Cancellations, and Campus Closings

For information on class cancellations and campus closings at C. W. Post, you also 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 wish 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-Post and the Doctoral Program in Interdisciplinary Educational Studies will be observed in this course. See the *Graduate Bulletin* and the *Doctoral Program Handbook* for more information.

3. **No active 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 or through e-mail. It is your responsibility to be aware of all such changes.

**COURSE SCHEDULE****Week One May 14**

*Introductions, Course Overview, and Expectations; Foundations of School Reform through Multiple Lenses*

**Required**

\*Katz, M., & Rose. M. (2013). What is education reform? In *Public education under siege* (pp. 221-237). Philadelphia: University of Pennsylvania Press.

\*Shannon, P. (2012). School reform in the United States: Frames and representations. *Reading Research Quarterly*, 47(1), 109–118.

When Is School Reform Not Enough?

[http://www.edweek.org/ew/articles/2014/02/05/20debernard\\_ep.h33.html?qs=school+reform](http://www.edweek.org/ew/articles/2014/02/05/20debernard_ep.h33.html?qs=school+reform)

OECD- Education Policy Outlook 2015: *Making Reform Happen*

<http://www.oecd.org/publications/education-policy-outlook-2015-9789264225442-en.htm>

Read the above OECD report online

[http://www.keepeek.com/Digital-Asset-Management/oecd/education/education-policy-outlook-2015\\_9789264225442-en#page2](http://www.keepeek.com/Digital-Asset-Management/oecd/education/education-policy-outlook-2015_9789264225442-en#page2)

Scroll down to ‘Compare your country’ on the OECD report

<http://www.oecd.org/publications/education-policy-outlook-2015-9789264225442-en.htm>

**Recommended**

Why make reform so complicated?

[http://www.edweek.org/ew/articles/2014/01/15/17schmoker\\_ep.h33.html](http://www.edweek.org/ew/articles/2014/01/15/17schmoker_ep.h33.html)

School reform fails the test

[https://theamericanscholar.org/school-reform-fails-the-test/#.VQJBX\\_nF\\_h5](https://theamericanscholar.org/school-reform-fails-the-test/#.VQJBX_nF_h5)

**Resources**

Ed Reform Glossary

<http://edglossary.org/about/>

<http://www.eds-resources.com/educationhistorytimeline.html>

Classic Texts and Manuscripts in Education

[http://carbon.cudenver.edu/~mryder/itc\\_data/etexts.html](http://carbon.cudenver.edu/~mryder/itc_data/etexts.html)

Primary Sources Report

<http://www.scholastic.com/primarysources/teachers-on-the-common-core.htm>

**Week Two May 21-27**

*The Historical Backdrop for School Reform;*

*Education Policy Trends- Neoliberalism, Managerialism, & Urban Regime Theory*

**Required.**

\*Hursh, D. W. & Henderson, J. A. (2011) Contesting global neoliberalism and creating alternative futures. *Discourse: Studies in the cultural politics of education*, 32:2,171-185,

\*Shipp, D. (2008). *Urban regime theory and the reform of public schools: Governance, power and leadership*, In Cooper, B. S., Cibulka, J. G., & Fusarelli, L. D. (Eds.). *Handbook of education politics and policy* (pp. 89- 108). New York: Routledge

Neoliberalism

<http://eepat.net/doku.php?id=neoliberalism>

Managerialism

[http://eepat.net/doku.php?id=managerialism\\_and\\_education](http://eepat.net/doku.php?id=managerialism_and_education)

Knowledge Works (click on the Infographic in the lower right-hand corner)

<http://knowledgeworks.org/strategic-foresight>

**Weeks Three and Four May 28/ June 4**

*School Reform in the US: 'Every Child Achieves'*

**Required**

\*Castro, A. J. (2014). Visionaries, reformers, saviors, and opportunists: Visions and metaphors for teaching in the urban schools. *Education and Urban Society*, 46(1), 135– 160. (Week Three)

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\*Lipman, P. (2013). Economic crisis, accountability, and the state's coercive assault on public education in the USA. *Journal of Education Policy*, 28(5), 557–573. (Week Four)

*A Nation at Risk*

<http://www2.ed.gov/pubs/NatAtRisk/index.html>

Every Child Achieves Act

[http://www.help.senate.gov/imo/media/S\\_EveryChildAchievesActof2015.pdf](http://www.help.senate.gov/imo/media/S_EveryChildAchievesActof2015.pdf)

<http://www.thirdway.org/memo/how-the-every-child-achieves-act-changes-no-child-left-behind>

<http://blogs.edweek.org/edweek/campaign-k>

[12/2015/04/where\\_do\\_stakeholders\\_stand\\_on.html?cmp=ENL-EU-NEWS2](http://blogs.edweek.org/edweek/campaign-k/12/2015/04/where_do_stakeholders_stand_on.html?cmp=ENL-EU-NEWS2)

<http://www.help.senate.gov/newsroom/press/release/?id=4cea5b0a-0acb-448c-bad9-d3fa00de0e66&groups=Chair>

Website of Senator Lamar Alexander (R- Tennessee)

<http://www.alexander.senate.gov/public/index.cfm/?p=no-national-school-board>

Website of Senator Patty Murray (D-Washington)

[http://www.murray.senate.gov/public/index.cfm/newsreleases?ContentRecord\\_id=0e97b71b-e905-41d9-af41-da623a847844](http://www.murray.senate.gov/public/index.cfm/newsreleases?ContentRecord_id=0e97b71b-e905-41d9-af41-da623a847844)

### **Case Study: New York**

\*Hursh, D. (2013) Raising the stakes: high-stakes testing and the attack on public education in New York, *Journal of Education Policy*, 28:5, 574-588. (Week Four)

NY State Opt out

<http://tinyurl.com/qej7lk3>

### **Case Study: Louisiana**

[http://www.politico.com/magazine/story/2015/01/louisiana-common-core-john-white-114207\\_Page3.html#.VS2Hr\\_nF\\_h5](http://www.politico.com/magazine/story/2015/01/louisiana-common-core-john-white-114207_Page3.html#.VS2Hr_nF_h5)

### **Case Study: Minnesota**

Minnesota Charter School Reform

<http://www.leg.state.mn.us/lrl/issues/issues.aspx?issue=charter>

<http://www.prwatch.org/news/2014/11/12673/hedge-fund-managers-push-alec-agenda-minneapolis-school-board-election>

### **Recommended**

No Child Left Behind

<http://www2.ed.gov/nclb/overview/intro/execsumm.html>

<http://www2.ed.gov/nclb/landing.jhtml>

Race to the Top

<http://www.whitehouse.gov/the-press-office/fact-sheet-race-top>

### **Week Five June 11**

*Private Interests/ Public School*

### **Required**

\*Cobo, C. (2013) Skills for innovation: Envisioning an education that prepares for the changing world. *The Curriculum Journal*, 24:1, 67-85.

\*Hess, F., Palmieri, S., & Scull, J. (2010). America's best (and worst) cities for school reform: Attracting entrepreneurs and change agents. Washington, DC: Thomas B. Fordham Institute.

<http://www.edexcellence.net/publications/americas-best-and-worst.html>

Policy Report: The new role of business in global education: Shared Value Initiative

<http://sharedvalue.org/resources/new-role-business-global-education>

When is competition between schools beneficial?

[http://www.oecd.org/pisa/pisaproducts/pisainfocus/PISA-in-Focus-N42-\(eng\)-FINAL.pdf](http://www.oecd.org/pisa/pisaproducts/pisainfocus/PISA-in-Focus-N42-(eng)-FINAL.pdf)

Are Corporate Education Reformers Like Young Earth Creationists?

[http://blogs.edweek.org/teachers/living-in-](http://blogs.edweek.org/teachers/living-in-dialogue/2014/02/are_corporate_education_reform.html?qs=school+reform)

[dialogue/2014/02/are\\_corporate\\_education\\_reform.html?qs=school+reform](http://blogs.edweek.org/teachers/living-in-dialogue/2014/02/are_corporate_education_reform.html?qs=school+reform)

Everybody Hates Pearson

<http://fortune.com/2015/01/21/everybody-hates-pearson/>

Better data, better decisions

<http://www.aei.org/wp-content/uploads/2014/11/Better-Data-Better-Decisions-4.pdf>

**Resources**

Diane Ravitch (blog)

<http://www.dianeravitch.com/>

National Equity Project

<http://nationalequityproject.org/>

Charter Schools

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

Small Schools

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

US Charter Schools

[http://www.uscharterschools.org/pub/uscs\\_docs/o/index.htm](http://www.uscharterschools.org/pub/uscs_docs/o/index.htm)

Common Core Initiative

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

**Weeks Six & Seven- June 18 & June 25**

*Global Education Reform Movement (GERM) and its (G)Local Impact*

**Required**

\*Zhao, Y. (2009). Catching up or leading the way: American education in the age of globalization.

Chapter One: *Recent Education Reform in the United States*

<http://www.ascd.org/publications/books/109076/chapters/Recent-Education-Reform-in-the-United-States.aspx> (Week Six)

\*Täht, K. & Must, O. (2013) Comparability of educational achievement and learning attitudes across nations, *Educational Research and Evaluation: An International Journal on Theory and Practice*, 19:1, 19-38. (Week Seven)

\*World Economic Forum Outlook on the Global Agenda 2015

[http://www3.weforum.org/docs/GAC14/WEF\\_GAC14\\_OutlookGlobalAgenda\\_Report.pdf](http://www3.weforum.org/docs/GAC14/WEF_GAC14_OutlookGlobalAgenda_Report.pdf) (Week Six)

\*Rand Institute- Trend Data- Individual Empowerment

[http://www.rand.org/pubs/research\\_reports/RR920z3.html](http://www.rand.org/pubs/research_reports/RR920z3.html) (Week Seven)

Charmie, J. For better planning, watch global demographic trends- Yale Global Online

<http://yaleglobal.yale.edu/content/better-planning-watch-global-demographic-trends>



Verger, A., & Altinyelken, H. K. (2013). Global education reforms and the new management of teachers: A critical introduction, (pp. 1- 18), In Verger, A., Altinyelken, H., & de Koning, M. *Global managerial education reforms and teachers: Emerging policies, controversies and issues in developing contexts*. Brussels: Education International.

<http://tinyurl.com/qchzasj>

### **Resources**

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)

World Bank Education for Global Development Blog

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

The Asia Society- Global Cities Education Network

<http://asiasociety.org/education/learning-world/global-cities-education-network>

How the world's best schools keep getting better

<http://mckinseysociety.com/how-the-worlds-most-improved-school-systems-keep-getting-better/>

Opinion: Why the West's Influence on Global Higher Education Is Waning

<http://chronicle.com/article/Opinion-Why-the-Wests/145681/>

2020 Forecast Knowledge Works

<http://knowledgeworks.org/sites/default/files/2020-Forecast.pdf>

Bloomberg Global Innovation Index- 2015

<http://www.bloomberg.com/graphics/2015-innovative-countries/>

CERI- Measuring Innovation in Education

(Click on the Executive Summary and 'United States' under 'Country Notes')

<http://www.oecd.org/edu/cei/measuring-innovation-in-education.htm>

CERI Paper (read points 27- 35)

[http://www.oecd.org/edu/cei/CERI%20Conference%20Background%20Paper\\_formatted.pdf](http://www.oecd.org/edu/cei/CERI%20Conference%20Background%20Paper_formatted.pdf)

**Interdisciplinary Organizer**



**Books on Education Reform**

Arum, J. (2010). *Academically adrift: Limited learning on college campuses*. Chicago: University of Chicago Press.

Berliner, D.C., Glass, G. V., & Associates. (2014). *50 myths and lies that threaten America's public schools: The real crisis in education*. New York: Teachers College Press.

Berliner, D. C., & Biddle, B. J. (1995). *The manufactured crisis: Myths, fraud, and the attack on America's public schools*. New York: Perseus Books.

Cody, A. (2014). *The educator and the oligarch: A teacher challenges the Gates foundation*. New York: Garn Press.

Goldstein, D., (2014). *The teacher wars: A history of America's most embattled profession*. New York: Doubleday.

Gorski, P., & Zenkov, K. Eds. (2014). *The big lies of school reform: Finding better solutions for the future of public education*. New York: Routledge

McDonald, J. (2014). *American school reform: What works, what fails, and why*. Chicago: The University of Chicago Press.

Mehta, J. (2013). *The allure of order: High hopes, dashed expectations, and the troubled quest to remake American schooling*. New York: Oxford University Press.

Mehta, J., Schwartz, R. B., & Hess, F. Eds. (2012). *The futures of school reform*. Cambridge, MA: Harvard University Press.

Payne, C. M. (2012). *So much reform, so little change: The Persistence of failure in urban schools*. Cambridge, MA: Harvard University Press.

Ravitch, D. *Reign of error: The hoax of the privatization movement and the danger to America's public schools*. (2013). New York: Alfred A. Knopf.

Sahlberg, P. (2011). *Finnish lessons: What can the world learn from educational change in Finland?* New York: Teachers College Press.

Tienken, C., & Orlich, D. (2013). *The school reform landscape: Fraud, myth, and lies*. Lanham, MD: Rowman & Littlefield Publishers, Inc.

Tough, P. (2008). *Whatever it takes: Geoffrey Canada's quest to change Harlem and America*. New York: Houghton-Mifflin.

Tyack, D. & Cuban, L. (1995). *Tinkering toward utopia: A century of public school reform*. Cambridge, MA: Harvard University Press.

Zhao, Y. *Who's afraid of the big bad dragon: Why China has the best (and worst) education system in the world*. (2014). San Francisco: John Wiley & Sons

### Course Resources

#### Think Tanks

General Policy Organizations

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

Center for Educational Reform

<http://www.edreform.com/>

Annenberg Institute for School Reform at Brown University

<http://annenberginstitute.org/>

Thomas B. Fordham Institute

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

Educational Policy Organizations

[http://www.schoolfunding.info/policy/pol\\_national.php3](http://www.schoolfunding.info/policy/pol_national.php3)

Consortium for Policy Research in Education (CPRE)

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

RAND Corporation

<http://www.rand.org>

Center on Education Policy

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

**Publications**

*Edutopia*

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

*Education Next*

<http://educationnext.org/>

*University World News*

<http://www.universityworldnews.com/>

**Reform Programs**

Great Schools

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

Core Knowledge

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

Expeditionary Learning

<http://elschools.org/>

Success for All

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

**Research Institutes**

Harvard GSE

<http://www.gse.harvard.edu/about/administration/careers/learning/reform.html>

NYU

<http://steinhardt.nyu.edu/iesp/>

NBPTS

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

New Teacher Project

<http://tntp.org/>

National Bureau of Economic Research

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

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NCES

<http://nces.ed.gov/>

NCEE

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

### **Reform & Reformers**

Diane Ravitch

<http://www.dianeravitch.com/>

Fred Hess (you can find others at the AEI site)

<http://www.aei.org/scholar/frederick-m-hess/>

Learning Matters TV

<http://learningmatters.tv/>

Philadelphia School Reform

<http://www.edweek.org/ew/section/multimedia/the-peope-behind-the-effort.html>

Washington Post section on reform

<http://www.washingtonpost.com/blogs/answer-sheet/wp/tag/school-reform/>

**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

*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*