

SYLLABUS

updated 10/9/09

Education Doctorate Program

EdD 602 | Fall 2009

POLICY AND PRACTICE FOR EDUCATION LEADERS I

Dr. Su Jin Jez

The best way to reach me: jez@csus.edu or at office hours (see below)

Other ways to reach me: o 916.278.5955 | c 415.786.8846

Meeting times and locations:

Friday 10/9 at AIRC 3004, 5:30p-9:30p

Saturday 10/10 at AIRC 3006, 8a-5:30p

Friday 10/23 at AIRC 3004, 5:30p-9:30p

Saturday 10/24 at AIRC 3006, 8a-5:30p *** after lunch break at 1p, meet at the Library Instruction Lab
#2024 on the 2nd floor of the library***

Friday 11/6 at AIRC 3004, 5:30p-9:30p

Saturday 11/7 at AIRC 3004, 8a-5:30p

Office hours:

Wednesdays 12:15p-1:15p and 3:30p-4:30p

Fridays 4:30p-5:30p during class weeks

And by appointment

Office: Tahoe 3035

Course goals:

National, state, and local policy have increasingly focused attention on improving educational attainment and achievement. Effective educational leaders must be skillful in understanding and analyzing the role of public policy on school systems and know how they can shape and implement policy to best support their educational environments.

This course develops skills for informed analysis of policy in preK-12 and community college settings. In addition to studying the economic, administrative, and political perspectives pertaining to educational policy and reform, students will investigate the past and proposed future delivery of preK-12 and community college education in California.

Learning Objectives:

At the end of EdD 602, a student who successfully completes the course will be able to:

- (1) Critically analyze a problem definition;
- (2) Critically delineate options;
- (3) Think about and understand economic concepts and analysis;

- (4) Think about and understand socio-political environment and analysis;
- (5) Understand the federal and California policy context; and
- (6) Understand the role of public, private, non-profit sectors in education

Course requirements: During the course of the semester, you are expected to actively participate in in-class discussions, submit seven short responses to discussion questions, complete a Criteria-Alternatives-Matrix (CAM) analysis, and write a literature review on the policy topic of your choice. You are encouraged to work together, but must turn in individual assignments.

Seven short responses – 30%

Problem statement – 30%

CAM analysis – 30%

Attendance – 10%

Short responses: For each four-hour class session (i.e. Friday evening, Saturday morning, and Saturday afternoon), you will be asked to write a short (no more than 1-page) response to a discussion question based on the reading. In addition to the specific reading addressed, be sure to draw upon other readings (if relevant) and your own professional experience in answering the discussion questions. *Please do not just summarize readings; critical, analytical responses are sought.*

Your short response is due in-class on the day of the meeting you attend (I will send out the questions about a week before they're due). I will look them over and return them to you by the next class meeting with either a check minus, check, or check plus assigned based upon not just a "right or wrong" answer, but the writing style (grammar, punctuation, organization, etc.), thought, effort, and thoroughness of your answer. I will assign a plus if both information and writing are well done. I will assign a check if there is weakness in either the information or writing. I will assign a minus if there is weakness in both information and writing. Your overall grade on these discussion questions is based on your highest seven assigned grades (out of a possible nine). Please feel free to turn in the full nine requested. I will only count your best seven grades, but I will not accept late or early submissions. ***One of these responses is due at first meeting.***

Problem definition paper: You will be asked to write a problem statement. You will receive more information on this assignment during class.

CAM analysis: You will be asked to complete a CAM analysis. You will receive more information on this assignment during class.

Attendance: Students are expected to attend all course session and to be active participants in class. As students of educational leadership, your ability to understand and *speak* with authority about policy is an extremely important skill. As scholars of education, your ability to converse comfortably with other scholars about educational issues, in research or in practice, is of the utmost importance. As such, this course will emphasize discussion in class.

Policies and logistics:

[note: this is a living contract]

- Please complete all readings listed for the class date prior to coming to class.
- Please review the University's policies on academic honesty. Students will be held to the highest level of honesty and integrity.
- B- is a failing course grade in the EdD program. If you receive a B- in a course, you will have to retake it.
- The problem definition paper and CAM analysis must be submitted via e-mail. Late papers will be marked down a third of a grade each day it's late (e.g. 1 day late drops a B+ to a B; 2 days late drops a B+ to a B-)
- The short response will be turned in in-class. I will not accept early or late short responses.
- Attendance is graded on whether or not you are in class and participate. Each four-hour session missed will result in a whole grade reduction for this portion of your grade (e.g. from A to B).
- If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with me after class or during my office hours early in the semester.
- Please no cell phones or web surfing in class. If laptops are being abused in class, I may prohibit their use for all.

Getting help:

If there are concepts or ideas covered in a class session that you do not understand, it is important to your overall success in the course that you get these misunderstandings resolved *before the next time we meet*. You can do this by talking to your fellow classmates (I encourage you to form study groups or electronic study networks), visiting me in office hours, sending an e-mail question to address listed above (please do not send through SacCT because I check that less often), or phoning me at the number listed above. My promise to you is that if I am not in the office, I will respond to your Monday through Thursday e-mail or call within 24 hours. Questions, comments, and discussion about material assigned for a class are always encouraged during that class. Other questions will be answered in the manner discussed above. Office hours are also open for suggestions on how I teach, a general discussion of preK-12 or community college education policy, the Doctorate in Educational Leadership Program at Sacramento State, or your career plans. As part of your consideration on your course participation grade and to write your literature review, please plan on stopping by to visit me at least once during office hours. If this is not possible, we can chat during a class break.

SacCT:

This course requires that you have access to the World Wide Web and SacCT. I will show how to use SacCT in the first class. Additional readings, grades, and all class messages will be sent out via SacCT, including discussion questions to which you must respond to for each class. SacCT also allows e-mails to fellow students and chat room participation with them.

Required books:

[A Practical Guide to Policy Analysis: The Eightfold Path to More Effective Problem Solving](#), Eugene Bardach, Third Edition, CQ Press. ISBN-10: 0872899527; ISBN-13: 978-0872899520
To order from amazon.com, [click here](#)

[note: this is a living contract]

Studying Educational and Social Policy: Theoretical Concepts and Research Methods, Ronald H. Heck, Lawrence Erlbaum Associates, Inc., Publishers, ISBN-10: 0805844619; ISBN-13: 978-0805844610

To order from amazon.com, [click here](#)

Naked Economics: Undressing the Dismal Science, Charles Wheelan, W.W. Norton & Co., ISBN-10: 0393324869; ISBN-13: 978-0393324860

To order from amazon.com, [click here](#)

I encourage you to buy online and purchase a used, softcover version to save money. I have also asked the Sac State Bookstore to stock these titles. If you wish to purchase there, please call for availability.

Be aware that you should get all books ASAP and begin reading ahead. There are also supplemental readings assigned throughout the semester. These are in the schedule below. Copies of these readings are either available directly from the Internet (an electronic link is provided below) or at the library's reserve room. (I apologize for the need for you to copy documents from the reserve room, but I have done this in order to save you the expense of having to buy entire books.)

Note that there is more assigned reading at the start of the course and less at the end. I have done this for two reasons:

1. By reading the Heck book for the first weekend (a bulk of your early reading!), you will start the course with a strong foundation, allowing us to jump into the juicy stuff of policy analysis, critically review policy research, and hold a rich class discussion.
2. You will have to do a fair amount of your own research and reading in writing your CAM analysis. So, while your *assigned* reading may taper off, your reading for your CAM analysis will pick up.

COURSE SCHEDULE

Class 1: 10/9/09

Welcome, administrative items, and a primer on government and policy

- Dr. Mary Kirlin teaches SQ4R
- Introductions
- Review syllabus
- SacCT

Readings for class:

Heck: Part I: An Overview of the Policy Process (80pp)

Bardach: Appendix B: Things Governments Do (10pp)

Civics reading on SacCT

- *Three Things Government Does* by Mary Kirlin
- *The Sectors in Modern Society: Public Private and Non-Profit* by Mary Kirlin

Learning objectives achieved:

(5) *Understand the federal and California policy context; and*

(6) Understand the role of public, private, non-profit sectors in education

Class 2: 10/10/09

Morning session: What is a problem statement? | College access and success

Readings for class:

Heck: Chapters 4 and 5 (50pp)

Bardach: Part I (65pp)

College access and success reading on SacCT:

- *Betraying the College Dream: How Disconnected preK-12 and Postsecondary Education Systems Undermine Student Aspirations* by Andrea Venezia, Michael Kirst, Anthony L. Antonio (49)

Learning objectives achieved:

- (1) Critically analyze a problem definition;
- (3) Think about and understand economic concepts and analysis;
- (4) Think about and understand socio-political environment and analysis;
- (5) Understand the ~~federal~~ and California policy context

Afternoon session: Evidence and Criteria | College access and success

- Problem definition assignment passed out (due 10/17)

Readings for class:

Heck: Chapters 6 and 7 (60pp)

College access and success, the postsecondary role readings on SacCT

- *Beyond the Open Door: Increasing Student Success in California's Community Colleges (2007)* by Colleen Moore, Nancy Shulock with Miguel Ceja, David Lang (41)

Learning objectives achieved:

- (1) Critically analyze a problem definition;
- (2) Critically delineate options;
- (3) Think about and understand economic concepts and analysis;
- (4) Think about and understand socio-political environment and analysis;
- (5) Understand the ~~federal~~ and California policy context; and

Class 3: 10/23/09

Alternatives | Early childhood education

- Review problem definition paper

Readings for class:

Bardach: Parts II and III: Assembling Evidence and "Smart (Best) Practices" Research

- *The Promise of Preschool for Narrowing Readiness and Achievement Gaps Among California Children (2007)* by RAND (4)
- *Room for Improvement in the Use of High-Quality Preschool Programs for California's Children (2008)* by RAND (4)
- *Where Do Head Start Attendees End up? One Reason Why Preschool Effects Fade Out (1995)* by Valerie Lee, Susanna Loeb (20)

Learning objectives achieved:

- (1) *Critically analyze a problem definition;*
- (2) *Critically delineate options;*
- (3) *Think about and understand economic concepts and analysis;*
- (4) *Think about and understand socio-political environment and analysis;*
- (5) *Understand the federal and California policy context; and*
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Class 4: 10/24/09

Morning session: The full eight steps | Accountability (K-12 and higher ed)

- CAM analysis assignment passed out (due 11/10)

Readings for class:

Accountability readings on SacCT

- *School Accountability and Administrator Incentives in California (2009) by S. Eric Larson (PPIC) (29)*
- *NAEP and the California Standards Tests: A Case of Apples and Oranges (2008) by EdSource (12)*
- *The Grades are In – 2008: Is California Higher Education Measuring Up? (2009) by Colleen Moore, Nancy Shulocke (27)*

Learning objectives achieved:

- (1) *Critically analyze a problem definition;*
- (2) *Critically delineate options;*
- (3) *Think about and understand economic concepts and analysis;*
- (4) *Think about and understand socio-political environment and analysis;*
- (5) *Understand the federal and California policy context; and*
- (6) *Understand the role of public, private, non-profit sectors in education*

Afternoon session: Using the library to assemble evidence | Teachers and leaders

*****Meet in Library Instruction Lab #2024 on the second floor of the library at 1p*****

- Presentation by library staff, include tour of study rooms (especially individual study rooms)

Readings for class:

Wheelan: Chapters 1 through 5

Teaching labor market readings on SacCT

- *The Quality Teacher and Education Act in San Francisco: Lessons Learned (2009) by Heather Hough (10)*
- *Superintendents and Principals: Charting the Paths to School Improvement (2007) by EdSource (16)*
- *The Impact of Leadership on Achievement (2007) by Michele Lawrence and Laura Preston (6)*

Learning objectives achieved:

- (1) *Critically analyze a problem definition;*
- (2) *Critically delineate options;*
- (3) *Think about and understand economic concepts and analysis;*
- (4) *Think about and understand socio-political environment and analysis;*
- (5) *Understand the federal and California policy context; and*
- (6) *Understand the role of public, private, non-profit sectors in education*

Class 5: 11/6/09

Financing public education in California

Professor Rob Wassmer from PPA to guest lecture

*** note that you have a memo due this day in lieu of the response questions ***

Readings posted on SacCT

Learning objectives achieved:

- (1) Critically analyze a problem definition;*
- (2) Critically delineate options;*
- (3) Think about and understand economic concepts and analysis;*
- (4) Think about and understand socio-political environment and analysis;*
- (5) Understand the federal and California policy context; and*
- (6) Understand the role of public, private, non-profit sectors in education*

Class 6: 11/7/09

Morning session: The Master Plan

Readings for class:

Wheelan: rest of book

Master plan readings on SacCT

- *The California Master Plan for Education by Joint Committee to Develop a Master Plan for Education (151) ***clearly, just scan this!****
- *The California Master Plan for Higher Education in Perspective by UCOP (1)*
- *Does California's Master Plan Still Work? (2009) by Pam Burdman (8)*
- *California Higher Education, The Master Plan, and the Erosion of College Opportunity (2009) by Patrick Callan (39)*

Learning objectives achieved:

- (1) Critically analyze a problem definition;*
- (2) Critically delineate options;*
- (3) Think about and understand economic concepts and analysis;*
- (4) Think about and understand socio-political environment and analysis;*
- (5) Understand the federal and California policy context; and*
- (6) Understand the role of public, private, non-profit sectors in education*

Afternoon session: Choice (charters, vouchers, magnets)

Readings for class:

Choice readings on SacCT

- *Does School Choice Work? Effects on Student Integration and Achievement (2006) by Julian R. Betts, Lorien A. Rice, Andrew C. Zau, Y. Emily Tang, Cory R. Koedel for Public Policy Institute of California (100)*

Learning objectives achieved:

- (1) Critically analyze a problem definition;*
 - (2) Critically delineate options;*
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- (3) Think about and understand economic concepts and analysis;*
 - (4) Think about and understand socio-political environment and analysis;*
 - (5) Understand the federal and California policy context; and*
 - (6) Understand the role of public, private, non-profit sectors in education*
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