

SYLLABUS

updated 11/4/09

Education Doctorate Program
EdD 603 | Fall 2009

POLICY AND PRACTICE FOR EDUCATION LEADERS II

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:

Fridays 11/20, 12/4, 12/18 from 5:30p to 9:30p

Saturdays 11/21, 12/5, 12/19 from 8a to 5:30p

Meeting location:

AIRC 1007

Office hours:

Wednesdays 11a-2p

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

And by appointment

Office: Tahoe 3035

Course goals:

This is the second course in the policy sequence and builds on previous learning in both the policy course and other courses. This seminar is designed to engage students in critical analyses of policy at the local, state, national, and international levels. Specific California and federal policy environment structures and processes will be examined. Students will learn about how public policy is generated, potential consequences, ethical dilemmas, social justice, and equity issues.

As doctoral students, you are learning theories, skills and tools, in addition to facts or “rules”. As you learn more you need to become comfortable with how and when to use the theories and tools. This course is designed as an applications course, encouraging students to apply what they have been learning in their graduate studies. Because policies are rarely tidy and are not developed or implemented in a vacuum we will conduct our applications in as realistic a model as possible, in other words, our work will not always be “tidy”.

Effective managers and leaders seldom know the answers to everything, but they know instinctively how to ask questions that will give them new and different perspectives on problems. I will push you quite hard to understand new and different approaches to developing and understanding policy perspectives.

Following are the broad policy related learning objectives for this program. Students will be able to:

At the end of EdD 603, a student who successfully completes the course will be able to:

- (1) Critically analyze a problem definition;
- (2) Critically delineate options;
- (3) Effectively communicate to K-14 stakeholders via professional writing (reports, memos, emails);
- (4) Effectively communicate to K-14 stakeholders via public presentation (information and technical);
- (5) Effectively communicate to K-14 stakeholders via writing in academic contexts; 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, write a critical literature review on the policy topic of your choice (ideally extending the literature review completed in EdD 602 and related to your dissertation topic), and present the findings of a group project. You are encouraged to work together, but must turn in individual assignments.

Seven short responses – 30%
Critical literature review – 30%
Group presentation – 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 (generally, no more than 1-page) response to a prompt 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 in the next weekend's class meeting. 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.***

Critical literature review: You will write a *critical* literature review on a policy topic of your choice. This literature review will build on the non-critical literature review you did in EdD 602. Using the methodological knowledge you have built, you will critically review the research on a policy topic of your choice (how rigorous is a given study given the research methods used? How much does this study contribute to the field? Etc.). You may build on your literature review from EdD 602. Ideally, this literature review will relate to your dissertation topic.

Group presentation: Groups of four students will work together to identify a public issue that is worth exploring and clarifying. You will learn everything you can about the issue including the options, issues, political dimensions, policy quandaries, etc. This information will be distilled into a 15 minute presentation to the class, the essential elegance of the topic. You will use handout of no more than 4 sides of 8.5 x 11 paper. We will discuss this project

the first weekend. I will be available outside of class time to work with groups on this. Groups that do not make time to meet with me and get ongoing feedback are likely to do poorly on this project.

Attendance: Students are expected to attend all course sessions 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:

- Please complete all readings listed for the class date prior to coming to class.
- 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 critical literature review 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 responses 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 or phoning me at one of the numbers 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 K-12 or community college education policy, the Doctorate in Educational Leadership Program at Sacramento State, or your career plans.

SacCT:

This course requires that you have access to the World Wide Web and SacCT. Readings, short response assignments, and all class messages will be sent out via SacCT. SacCT also allows e-mails to fellow students and chat room participation with them.

Required book (also on reserve at the library):

Agendas, Alternatives, and Public Policies, Second Edition John Kingdon, Addison-Wesley Educational Publishers Inc., ISBN 0-321-12185-6
To order from amazon.com, [click here](#)

Recommended book:

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](#)

Naked Economics provides a nice foundation for understanding the role of economics in government and policy. It's an easy and quick read. I find it truly entertaining and enjoyable. Due to the short timeframe of the course, I haven't been able to figure out a way to integrate it into the course but feel strongly that it's important enough to recommend.

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 the book ASAP and begin reading ahead. There are also supplemental readings assigned throughout the semester. These are in the schedule below. Copies of these readings will be available via SacCT.

COURSE SCHEDULE

Class 1: 11/20/09

Welcome, administrative items, and a review of government and policy

- Introductions
- Review syllabus
- Discuss group presentation assignment (due 12/19)
- Learning to skim
- Review civics and policy basics from EdD 602

Readings for class:

Kingdon: Chapter 1, *How Does An Idea's Time Come?*

Civics reading on SacCT:

- *Three Things Government Does* by Mary Kirlin
- *The Sectors in Modern Society: Public Private and Non-Profit* by Mary Kirlin
- *** browse *** *Cal Facts (2006)* by LAO

Learning objectives achieved:

- (1) *Critically analyze a problem definition;*
- (2) *Critically delineate options;*
- (3) *Effectively communicate to K-14 stakeholders via professional writing (reports, memos, emails);*
- (6) *Understand the role of public, private, non-profit sectors in education.*

Class 2: 11/21/09

Morning session: College access and success, the K-12 role

- Discuss critical literature review assignment (due 12/20)

Readings for class:

Kingdon: Chapter 2, *Participants on the Inside of Government*

College access and success, starting in the K-12 role (beading into higher ed) readings on SacCT:

- *Betraying the College Dream: How Disconnected K-12 and Postsecondary Education Systems Undermine Student Aspirations* (2002) by *Andrea Venezia, Michael Kirst, Anthony L. Antonio* (49)
- *Claiming Common Ground State Policymaking for Improving College Readiness and Success* (2006) by *Patrick M. Callan, Joni E. Finney, Michael W. Kirst, Michael D. Usdan, Andrea Venezia* (21)
- *The Toolbox Revisited: Paths to Degree Completion From High School Through College U.S.* (2006) by *Clifford Adelman* (110)

Learning objectives achieved:

- (1) *Critically analyze a problem definition;*
- (2) *Critically delineate options;*
- (3) *Effectively communicate to K-14 stakeholders via professional writing (reports, memos, emails); and*

Afternoon session: College access and success, the postsecondary role

Readings for class:

Kingdon: Chapter 3, *Outside of Government, But Not Just Looking In*

College access and success, the postsecondary role readings on SacCT

- *Diversity, College Costs, and Postsecondary Opportunity: An Examination of the Financial Nexus between College Choice and Persistence for African Americans and Whites* (2005) by *Edward P. St. John, Michael B. Paulsen, Deborah Faye Carter* (20)
- *How Affirmative Action Took Hold at Harvard, Yale, and Princeton* (2005) by *Jerome Karabel* (20)
- *The Rise and Fall of Affirmative Action at the University of California* (1999) by *Jerome Karabel* (3)
- *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:

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- (2) *Critically delineate options;*
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- (4) *Effectively communicate to K-14 stakeholders via public presentation (information and technical).*

Class 3: 12/4/09

Early childhood education

Readings for class:

Kingdon: Chapter 4, *Processes: Origins, Rationality, Incrementalism, and Garbage Cans*

Early childhood education readings on SacCT

- *Child Care in Poor Communities: Early Learning Effects of Type, Quality, and Stability* (2004) by *Susanna Loeb, Bruce Fuller, Sharon Lynn Kagan, and Bidemi Carrol* (18)
- *How Much is Too Much? The Influence of Preschool Centers on Children's Social and Cognitive Development* (2005) by *Susanna Loeb, Margaret Bridges, Daphna Bassok, Bruce Fuller, Russ Rumberger* (15)

- *Where Do Head Start Attendees End Up? One Reason Why Preschool Effects Fade Out (1995) by Valerie Lee, Susanna Loeb (20)*

Learning objectives achieved:

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

Class 4: 12/5/09

Morning session: Accountability (K-12 and higher ed)

Readings for class:

Kingdon: Chapter 5, *Problems*

Accountability readings on SacCT

- *Accountability and Local Control: Response to Incentives With and Without Authority Over Resource Generation and Allocation (2007) by Susanna Loeb and Katharine Strunk (37)*
- *School Accountability and Administrator Incentives in California (2009) by S. Eric Larson (PPIC) (29)*
- *Rotten Apples: An Investigation of the Prevalence and Predictors of Teacher Cheating (2002) by Brian A. Jacob, Steve Levitt (40)*
- *Accountability Texas-Style: The Progress and Learning of Urban Minority Students in a High-Stakes Testing Context (2008) by Julian Vasquez Heilig and Linda Darling-Hammond*
- *Measuring Up 2008: The State Report Card on Higher Education, California (2008) by The National Center for Public Policy and Higher Education (15)*
- *The Grades are In – 2008: Is California Higher Education Measuring Up? (2009) by Colleen Moore, Nancy Shulock*

Learning objectives achieved:

- (1) *Critically analyze a problem definition;*
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- (4) *Effectively communicate to K-14 stakeholders via public presentation (information and technical).*

Afternoon session: Teacher labor markets (training, recruitment, retention)

Readings for class:

Kingdon: Chapter 6, *The Policy Primeval Soup*

Teaching labor market readings on SacCT

- *The Quality Teacher and Education Act in San Francisco: Lessons Learned (2009) by Heather Hough (10)*
- *Retention of New Teachers in California (2006) by Deborah Reed, Kim S. Rueben, Elisa Barbour (53)*
- *Does Teacher Preparation Matter? Evidence about Teacher Certification, Teach for America, and Teacher Effectiveness (2005) by Linda Darling-Hammond, Deborah J. Holtzman, Su Jin Gatlin (now Jez!), and Julian Vasquez Heilig (24)*

- *Collective Bargaining Agreements in California School Districts: Moving Beyond the Stereotype (2009)* by Katharine Strunk (10)

Learning objectives achieved:

- (1) *Critically analyze a problem definition;*
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- (5) *Effectively communicate to K-14 stakeholders via writing in academic contexts.*

Class 5: 12/18/09

Choice

Readings for class:

Kingdon: Chapter 7, *The Political Stream*

Choice readings on SacCT:

- *The effect of charter schools on charter students and public schools (2005)* by Eric P. Bettinger (14)
- *Charter School Quality and Parental Decision Making with School Choice (2006)* by Eric A. Hanushek, John F. Kain, Steven G. Rivkin, and Gregory F. Branch (30)
- *Charter Schools in New York City: Who Enrolls and How They Affect Their Students' Achievement (2009)* by Caroline M. Hoxby, Sonali Murarka (36)
- *Another Look at the New York City School Voucher Experiment (2003)* by Alan B. Krueger and Pei Zhu (36)

Learning objectives achieved:

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Class 6: 12/19/09

Morning session: Financing public education in California

Readings for class:

Kingdon: Chapters 8-10, *The Policy Window, and Joining the Streams; Wrapping Things Up; Some Further Reflections*

School finance readings on SacCT

- *Condition of Education in California: Chapter 5*
- *Evolution of California State School Finance with Implications from Other States (2006)* by Michael W. Kirst (24)
- *District Dollars: Painting a Picture of Revenues and Expenditures in California's School Districts (2006)* by Susanna Loeb, Jason Grissom, and Katharine Strunk, Stanford University (6)
- *Getting Down to Facts: School Finance and Governance in California (2007)* by Susanna Loeb, Anthony Bryk, and Eric Hanushek (8)
- *Getting Beyond the Facts: Reforming California School Finance (2007)* by Alan Bersin, Michael W. Kirst, and Goodwin Liu (6)
- *Aligning School Finance with Academic Standards: A Weighted-Student Formula Based on a Survey of Practitioners (2007)* by Jon Sonstelie

- *Invest in Success: How Finance Policy Can Increase Student Success at California's Community Colleges (2007) by Nancy Shulock and Colleen Moore (58)*
- **** browse *** Financing California's Community Colleges (2004) by Patrick J. Murphy of Public Policy Institute of California (84)*
- ****browse*** Federal Formula Grants and California (2005) by Public Policy Institute of California (78)*

Neat reference for those with an interest in K-12 funding (this is not reading for class, just something I wanted to share because it's pretty amazing):

- *California School Finance Revenue Manual (2009) by Margaret Weston, Jon Sonstelie, Heather Rose of Public Policy Institute of California (270)*

Learning objectives achieved:

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- (4) Effectively communicate to K-14 stakeholders via public presentation (information and technical); and*
- (6) Understand the role of public, private, non-profit sectors in education.*

Afternoon session: Group presentations
