

EDA 395: Seminar Advanced Educational Policy
Unique # 09320
Syllabus
Fall 2005

Dr. Terry Clark
tclark@mail.utexas.edu
SZB 374
512/471-7551

Class Time/Location
Wednesday, 7-10pm
SZB 284
Office hours: By appointment

Course Description

This course examines current themes or trends in global and national education policy. Much has already been written and said about these trends. By reviewing and discussing this literature, course participants will be able to expand their knowledge regarding theories of educational leadership, governance, policy-making, and change.

Each student will read and critique literature in a selected policy area and write a research proposal or a paper. Participants will participate in discussions and research projects that address important educational policy issues.

Some Course Objectives

The objectives for the course are for participants to:

1. Identify, examine, and report on relevant literature related to a particular policy topic or question.
2. Be able to describe the University Council of Educational Administration (UCEA) and the American Education Research Association (AERA)
3. Be able to identify the current themes and trends of research of UCEA and AERA
4. Know how reviewers critique proposals for UCEA or AERA
5. Know what a good, successful UCEA proposal looks like
6. Know what a good, successful AERA proposal looks like
7. Learn how to write a thesis or problem statement
8. Construct a document containing tips for using EndNote software
9. Construct a list of policy topics based on reviews of websites (e.g., UCEA and AERA), books, and articles.
10. Construct a list of key authors/researchers based on reviews of websites, books, and articles
11. Produce an overarching kind of report or manual about how to do these various end products.
12. Develop guidelines for the Specialization Qualifying Examination (writing the specialization paper)
13. Develop guidelines for submitting proposals to the Institutional Review Board (IRB)
14. Develop guidelines for writing a dissertation proposal
15. Develop guidelines for writing a dissertation
16. Construct an electronic manual on the course website containing all of the guidelines and links to useful resources so that each participant can print or download it from the website.

Course Requirements

Attendance: Students are expected to attend all class sessions. Student participation and contribution to class discussions will affect the success of the course. Students must attend all classes and be on time in order to participate fully. Please contact the professor should circumstances prevent your attendance. *Students may compensate for a limited number of absences by earning extra points through additional reviews of literature.*

Literature reviews (references and notes): Each student is responsible for finding and reading literature related to the selected policy topic. Students are expected to read at least 1,000 pages from books, chapters or articles in journals or on websites. Each student should compile a list of references and notes into a single document and post the document on the course website.

Key quotes and comments: Each student will be required to identify at least 14 key quotes (1 for each week of class) from the literature and post the quotes and her/his comments (reflections about each quote) on the course website. Each week, the student should select an interesting and relevant quote from the readings, post the quote on the website followed by a paragraph or two of written comments that reflect the student's point of view or position regarding the quote. Each posting should be about one-half page long and should: (1) show depth of reflection, (2) be well written, and (3) be free of grammatical and spelling errors. Furthermore, before the last day of class (December 7), each student should review and comment on at least 14 of the key quotes and reflections submitted by others. These comments should also be posted on the course website.

Outlines of proposals or papers: Each student should prepare an outline of a proposal or paper and post it on the course website.

Drafts of proposals or papers: Each student should write a draft of a proposal or paper and post it on the course website.

Links to helpful resources should be posted on the website.

Note: Unless stated otherwise, all writing assignments should be single-paced.

Grading criteria*

	Maximum Points
Attendance	25
Literature reviews (readings, references and notes)	36
Key quotes and comments	14
Outline of proposal or paper	5
Draft of proposal or paper	20
Grand Total	100

Grades: A: 90-100, B: 80-89, C: 70-79

Weekly Schedule

Week	Agenda	Assignment
Aug. 31	Course introduction	Learn about the University Council of Educational Administration (UCEA) ¹ Read articles and post notes on the website ²
Sept. 7	Using endnotes and the course website to facilitate a study	Learn about the American Education Research Association (AERA) ³ Read articles and post notes on the website
Sept. 14	Identifying current themes or trends in educational policy	Tour and learn about the department and course websites ⁴ Read articles and post notes on the website
Sept. 21	Selecting a policy topic or area for study	Select a policy topic and learn about the department's guidelines for graduate school and writing the dissertation ⁵ Read articles and post notes on the website
Sept. 28	Identifying important authors (researchers) in the policy area	Search for articles by important authors Read articles and post notes on the website
Oct. 5	Collecting articles, books and electronic documents related to the policy area	Read articles and post notes on the website
Oct. 12	Reviewing literature and writing notes	Read articles and post notes on the website
Oct. 19	Reviewing literature and writing notes	Read articles and post notes on the website
Oct. 26	Reviewing literature and writing notes	Read articles and post notes on the website
Nov. 2	Narrowing the focus of the inquiry	Search for guidelines for writing problem statements or thesis statements ⁶ Read articles and post notes on the website
Nov. 9	Developing a problem (thesis) statement	Write problem (thesis) statement and post it on the course website Develop guidelines for outlining, writing, critiquing, and submitting proposals or papers
Nov. 16	Writing the outline of the proposal or paper	Develop an outline for the proposal or paper and post it on the website
Nov. 23	Writing a draft of the proposal or paper	Submit draft of the proposal or paper

¹ UCEA website: <http://www.ucea.org/>

² Course website: <http://edadmin.edb.utexas.edu/project>

³ AERA website: <http://www.aera.net/>

⁴ Course website: <http://edadmin.edb.utexas.edu/project/>

⁵ Department's guidelines for graduate school and writing the dissertation:
<http://edadmin.edb.utexas.edu/hed/resources.html>

⁶ Guidelines for writing problem or thesis statements:
http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml - assigned

Nov. 30	Critiquing the proposal or paper	Final edit/critique of the proposal or paper
Dec. 7	End-of-course evaluation	Post final proposal or paper on the course website

Optional books about important policy issues in education

Balancing Change and Tradition in Global Education Reform, edited by Iris C. Rotberg (2004). Lanham Maryland: ScarecrowEducation.

Hochschild, J. & Scovronick, N (2003). *The American Dream and the Public Schools*. NewYork, NY: Oxford University Press.

Other recommended books:

Alinsky, S. (1971). *Rules for radicals*. New York, NY: Random House.

Berliner, D., and Biddle, B. (1995), *The Manufactured Crisis: Myths, Fraud, and the Attack on America's Public Schools*. Reading, Massachusetts: Addison-Wesley.

Blase, J., & Anderson, G. (1995). *The micropolitics of educational leadership: From control to empowerment*. New York, NY: Cassell.

Bolman, L. G., & Deal, T. E. (1997). *Reframing organizations: Artistry, choice, and leadership* (2nd ed.). San Francisco, CA: Jossey-Bass Publishers.

Campbell, D. (2004). *Choosing Democracy: A Practical Guide to Multicultural Education*. Upper Saddle River, New Jersey: Pearson Education, Inc.

Chomsky, N. (2000). *Chomsky on MisEducation*. Edited and introduced by Donaldo Macedo. New York, NY: Rowan and Littlefield Publishers, Inc.

Cloke, K. & Goldsmith, J. (2002). *End of management and the rise of organizational democracy*. San Francisco, CA: Jossey-Bass.

Common Schools, Uncommon Futures: A Working Consensus for School Renewal, edited by Barry S. Kogan (1997). New York, NY: Teachers College Press.

Freire, P. (1998). *Pedagogy of Freedom*. New York, NY: Rowan and Littlefield Publishers, Inc.

Freire, P. (2002). *Pedagogy of the Oppressed* (30th Anniversary Edition). New York, NY: The Continuum International Publishing Group Inc.

Fullan, M.G. (2001). *The New Meaning of Educational Change* (3rd Edition). New York, NY: Teachers College Press.

Hall, G. E., & Hord, S. M. (2001). *Implementing change: Patterns, principles, and potholes*. Boston, MA: Allyn and Bacon.

Johnson, R. S. (2002). *Using data to close the achievement gap: How to measure equity in our schools*. Thousand Oaks, CA: Corwin Press.

Lortie, D. C. (1975). *Schoolteacher: A sociological study*. Chicago, IL: University of Chicago Press.

Miller, R. (1997). *What Are Schools For?: Holistic Education in American Culture* (3rd ed.). Brandon, Vermont: Holistic Education Press.

Senge, P.M., et al., (2000). *Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education*. New York, NY: Doubleday.

Recommended readings by topic

1. Management vs. Democracy

- a. Cloke, K. & Goldsmith, J. (2002). *End of management and the rise of organizational democracy* (Part One: pp. 3-106). San Francisco, CA: Jossey-Bass.
- b. Oakes, J., Quartz, K., Ryan, S., & Lipton, M. (2000). Introduction. In *Becoming good American schools: The struggle for civic virtue in education reform* (pp. xi-xxviii). San Francisco, CA: Jossey-Bass.
- c. Fayol, H. (2001). General principles of management. In J. M. Shafritz & J. S. Ott (Eds.), *Classics of organization theory* (5th ed., pp. 48-60). Pacific Grove, CA: Brooks/Cole Pub. Co.
- d. Taylor, F. W. (2001). The principles of scientific management. In J. M. Shafritz & J. S. Ott (Eds.), *Classics of organization theory* (5th ed., pp. 61-72). Pacific Grove, CA: Brooks/Cole Pub. Co.

2. Collaborative inquiry

- a. Cloke, K. & Goldsmith, J. (2002). *End of management and the rise of organizational democracy* (Part Two, Ch. 9-12: pp. 109-214). San Francisco, CA: Jossey-Bass
- b. Mealman, C., & Lawrence R. (1998). Co-creating knowledge: A collaborative inquiry into collaborative inquiry. Presented at the 17th Annual Midwest Research-to-Practice conference Ball State University, October 9.
- c. Rallis, S. & MacMullen, M. (2000). Inquiry-minded schools: Opening doors for accountability. *Phi Delta Kappan*, 81 (10), 766-773.
- d. Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 31 (2), 132-141.

3. Perspectives and methods: Participatory action research

- a. Hargreaves, A., Fernandes, M., & Thomson, M. (2003) Big change question: Does critical theory have any practical value of educational change? *Journal of Educational Change*, 4, 181-193.
- b. Keith, N. (1996). "A critical perspective on teacher participation in urban schools" *Educational Administration Quarterly*, 32 (1), 45-79.
- c. Schubert, W. & Lopez-Schubert A. (1997). Sources of a theory for action research in the United States. In R. McTaggart (Ed.). *Participatory action research: International contexts and consequences* (pp. 203-222). Albany, NY: State University of New York Press.
- d. McTaggart, R. (1997). Guiding principles for participatory action research. In R. McTaggart (Ed.), *Participatory action research: International contexts and consequences* (pp. 25-43). Albany, NY: State University of New York Press.

- e. Kemmis, S. & McTaggart, R. (2000). Participatory Action Research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd ed., pp.567-605). Thousand Oaks, CA: Sage Publications.
 - f. Everhart, R. (1991). Unravelling micropolitical mystiques. *Education and Urban Society*, 23(4), 455-464.
- 4. Authority and Leadership Style**
- a. Crowther, F., Kaaga, S., Ferguson, M., & Hann, L. (2002). New roles for school principals. In *Developing teacher leaders: How teacher leadership enhances school success* (pp. 49-65). Thousand Oaks, CA: Corwin.
 - b. Hopkins, D. (2001). Instructional leadership and staff development. In *School Improvement for real* (pp. 114-134). New York, NY: RoutledgeFalmer.
 - c. Illich, I. (1970). Why we must disestablish school. In *Deschooling society* (pp.1-24). New York, NY: Harper & Row.
 - d. Ball, S.J. (1987). Chapter 4: The politics of leadership. In Ball, S. J. *The micro-politics of the school: towards a theory of school organization* (pp.80-119). New York, NY, USA: Methuen.
- 5. Authority and Empowerment**
- a. Ball, S. J. (1987). Orthodoxy and alternative. In S. J. Ball (Ed.), *The micro-politics of the school: towards a theory of school organization* (pp. 1-27). New York, NY, USA: Methuen.
 - b. Mueller, P. (2001). La Lucha Continua: Teachers engaged in the struggle over ideas and authority. In M. Bizar & R. Barr (Eds.), *School Leadership in times of urban reform* (pp.145-171). Mahwah, NJ: Lawrence Erlbaum Associates.
 - c. Hopkins, D. (2001). Powerful learning and powerful teaching. In *School Improvement for real* (pp. 71-92). New York, NY: RoutledgeFalmer.
 - d. Illich, I. (1970). Phenomenology of school. In *Deschooling society* (pp.25-33). New York, NY: Harper & Row.
- 6. Shared Decision Making**
- a. Bizar, M. (2001). Reform at Jackson elementary: Transition to site-based management. In M. Bizar & R. Barr (Eds.), *School Leadership in times of urban reform* (pp.23-45). Mahwah, NJ: Lawrence Erlbaum Associates.
 - b. Hopkins, D. (2001). Creating the conditions for school improvement. In *School Improvement for real* (pp. 93-113). New York, NY: RoutledgeFalmer.
 - c. Bushnell, M. (2003). Teachers in the schoolhouse panopticon: Complicity and resistance. *Education and Urban Society*, 35 (3), 251-272.
 - d. Iannaccone, L. (1991). Micropolitics of education: What and why? *Education and Urban Society*, 23(4), 465-471.
 - e. Marshall, C., & Mitchell, B. A. (1991). The assumptive worlds of fledgling administrators. *Education and Urban Society*, 23(4), 396-416.
- 7. Reading a classic**
- Alinsky, S. (1971). *Rules of radicals*. New York, NY: Random House.
- 8. Collaboration**

- a. Cloke, K. & Goldsmith, J. (2002). *End of management and the rise of organizational democracy* (Part Two, Ch.3: pp. 215-235). San Francisco, CA: Jossey-Bass.
- b. Scheurich, J, & Skrla, L. (2003). Deep Collaboration with parents and community. In *Leadership for equity and excellence* (pp. 119-131). Thousand Oaks, CA: Corwin.
- c. Oakes, J., Quartz, K., Ryan, S., & Lipton, M. (2000). The struggle to become good schools. In *Becoming good American schools: The struggle for civic virtue in education reform* (pp.3-23). San Francisco, CA: Jossey-Bass.
- d. Richert, A., Stoddard, P., & Kass M. (2001). The promise of partnership for promoting reform. In F. Rust & H. Freidus (Eds.), *Guiding school change: The role and work of change agents* (pp. 136-154). New York, NY: Teachers College Press.

9. Site-Based Management

- a. Hobbs, N. (2001). Field of dreams. In M. Bizar & R. Barr (Eds.), *School Leadership in times of urban reform* (pp.83-102). Mahwah, NJ: Lawrence Erlbaum Associates.
- b. Leki, P. (2001). Yeah Yeah Boo Boo. In M. Bizar & R. Barr (Eds.), *School Leadership in times of urban reform* (pp.103-120). Mahwah, NJ: Lawrence Erlbaum Associates.
- c. Ogawa, R. T., & Bossert, S. T. (1995). Leadership as an organizational quality. *Educational Administration Quarterly*, 31(2), 224-243.

10. Change

- a. Cloke, K. & Goldsmith, J. (2002). *End of management and the rise of organizational democracy* (Part Two, Ch.14-16: pp. 236-283). San Francisco, CA: Jossey-Bass.
- b. Bartunek, J. (2003). The triangle model of change agent group dynamics: Evolving identity, actions, and stakeholder relationships in a change agent group setting. In *Organizational and educational change* (pp. 206-233). Mahwah, NJ: Lawrence Erlbaum Associates.
- c. Lieberman, A. (2001). The professional lives of change agents: What they do and what they know. In F. Rust & H. Freidus (Eds.), *Guiding school change: The role and work of change agents* (pp. 155-162). New York, NY: Teachers College Press.
- d. Hopkins, D. (2001). The policy context for school improvement. In *School Improvement for real* (pp. 179-201). New York, NY: RoutledgeFalmer.
- a. Ball, S. J. (1987). The politics of change: Some case studies. In S. J. Ball (Ed.), *The micro-politics of the school: towards a theory of school organization* (pp. 28-59). New York, NY: Methuen.
- b. Willower, D. (1991). Micropolitics and sociology of the school organization. *Education and Urban Society*, 23(4), 442-455.