

**Policy and Leadership in Public Education**  
**Course #90-865 (12 units), Fall 2016**  
**Mondays and Wednesdays at 3:00 pm**  
**H. John Heinz III College of Public Policy and Management**  
**Carnegie Mellon University**

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**Course description**

This course introduces students to leadership and policy issues in public education while simultaneously building the skills to lead change through authentic assignments and in-class collaboration. The course addresses both the “what” and “how” of leading policy change, combining content presentation and discussion with a workshop structure and iterative approach to each assignment. This format is informed by my experience opening a successful urban high school, serving on the leadership teams of two superintendents, and leading an educator effectiveness initiative across more than 50 schools.

**Content of the course**

- We begin with the basics, looking at different perspectives about the purpose of schooling and the history, structure, funding and current state of public education in the United States.
- From there we dig into contemporary issues, exploring relevant topics in education policy today. This semester we'll focus on school design and choice, educator effectiveness, and curriculum.
- The third section focuses on leading change. Here we look at what it takes to be a successful leader in the field, how to manage change, and the many career pathways available in public education.
- Finally, we close by contemplating the future of education, exploring possibilities for transforming how we learn and changing how we think about school.

**Meetings and assignments**

We meet Mondays and Wednesdays at 3:00pm. Mondays are typically used for content discussions while Wednesdays are “workshops” used to make progress on the course’s major assignments: three realistic writing exercises and a semester-long group project.

- The writing assignments mirror formats students will use regularly in their careers. The first is an 8-10 slide presentation. The second is an 600-750 word opinion piece, and the third is a 2-4 page memo.
- The semester-long impact project encourages students to make a real contribution to the field. Student groups choose from two options for this project: prototyping a new product or solution or completing a policy analysis. Scaffolded throughout the semester, students get feedback and guidance along the way to deliver a high-quality project.

Out-of-class time, commensurate with a 12-unit class, is divided between reading, writing short blog posts to prepare for class discussions, and working on the project and writing assignments.

## Objectives

Objective (Students will be able to...)	Assessed through
Explain the basic features of public education in the United States including history, structure and current state	Presentation
Make a compelling argument for a particular policy change aimed at improving student outcomes	Advocacy piece
Develop a strategy for effectively leading change in public education	Superintendent memo
Take complex ideas and organizing them in the kind of concise, short pieces you will be expected to produce in your career	Three writing assignments
Make an actual impact on the field of public education	Policy impact project
Articulate and defend ideas orally and through writing	Class participation

## Expectations

In addition to weekly class participation, students are expected to complete work outside of class consistent with the expectations of a 12-unit course. In a typical week this would include some time reading and preparing for class, some time working on one of the three writing exercises, and some time working on the final project. Both in and outside of class the following are expected of students engaging in course assignments:

1. **Participation and leadership.** Students will have a role in guiding the learning, and achieving the vision of the course. Students are expected to demonstrate initiative and leadership to maximize the value of the experience for themselves and others.
2. **Collaboration.** Students are expected to build and maintain productive relationships with colleagues and engage positively including during discussion about challenging and controversial topics.
3. **Effective process and project management.** Students will complete assignments on time, come to class prepared, utilize class time productively, and meet deadlines.
4. **Professionalism.** Communicate respectfully and professionally with colleagues, be on time for classes and appointments. Let the professor know if you need to leave early.

## Additional support

For assistance with the written or oral communication assignments in this class, visit the Global Communication Center (GCC). GCC tutors can provide instruction on a range of communication topics and can help you improve your papers and presentations. The GCC is a free service, open to all students, and located in Hunt library. You can make tutoring appointments directly on the GCC website: <http://www.cmu.edu/gcc>. You may also visit the GCC website to find out about communication workshops offered throughout the academic year.

## Evaluation/Grading

Grading for this course is based on:

1. Participation (20%)
2. Three written shorts (45%)
3. Final group impact project (35%)

### 1. **Participation** – 20% of course grade

**Monday classes** are for discussion of the week's topic of focus. *To prepare for this class all students must post thoughts on the week's reading assignment to Blackboard by 9:30am on Monday mornings on dates specified in the Class Schedule (beginning on page 6).* See additional details about the blog posts in the Appendix, including prompts and suggestions for content. Students are also expected to come to class prepared to respond to the week's readings, and may be called on randomly to participate.

**Wednesday classes** will continue to explore the week's content, but will generally be structured in more of a workshop format. Depending on the week, there will be time to work on the project, or on drafts of the writing assignments. *To prepare for Wednesday classes, students must submit the required artifact by noon on Wednesdays, and bring it to class with them.*

All full-group sessions are graded. Each session is worth up to 10 points. Attendance is taken at all classes. The participation grade for each class is based in part on participating in class and in part on completing the required preparation. For each class the grade is determined as follows:

- 0 points – Absent from class and did not complete the required preparation.
- 5 points – More than 5 mins late and/or disengaged and/or lack of preparation for class. evidenced by no submitted blog post (for Monday classes) or artifact (for Wednesday classes).
- 10 points – In attendance and engaged, adequate evidence of preparation.

Recognizing that over the course of a semester there may be an unpreventable absence, one absence is allowed per student. Therefore the total grade for this portion will be determined by dividing the total points earned for attendance by the total possible number of points minus 10.

### 2. **Three written shorts** - 45% of course grade (3 pieces, up to 50 points each)

Three written shorts are due during the semester. To maximize learning, each piece will go through at least one reviewed draft. The pieces are aligned to the content for the three sections of the course:

- A. **A brochure, PowerPoint, or infographic** describing the basic features of the US public education system. Due by noon on Wednesday, September 28, 2016. This piece closes the first section of the course. The brochure, PowerPoint or infographic should introduce public education in the US to a target audience with little or no awareness of the system's basic features. In a simple, accessible format the artifact introduces its reader to the governance, funding, history, purpose, and current state of the system. It should be no more than 8-10 slides.
- B. **An opinion piece (op-ed)** taking a stand on a policy issue. Due by noon on Wednesday, October 26, 2016. This piece closes the second section of the course focused on contemporary issues in

public education. The goal is to write a compelling op-ed just like one that would be published in a newspaper or online. Based on the readings and research, the piece should take a position on a relevant policy issue discussed in the course. It should develop and defend a particular position on the issue, seeking to present the kind of concise, strong, fresh and unique take on an issue that would merit publication. The piece should be 600-750 words.

- C. **A strategy memo** to a superintendent of schools laying out an approach to leading change. Due by noon on Wednesday, November 28, 2016. This piece closes the third section of the course focused on leading change in public education. For this assignment, you'll pretend you are member of the Superintendent's cabinet. Drawing on course content, write a memo to the Superintendent recommending a specific course of action or proposing a specific change in strategy or policy relevant to a topic addressed in the course. Provide "clear, concise and well-supported recommendations for action"<sup>1</sup>. Include an executive summary, description of the problem, proposal for action including clear and specific recommendations, challenges and implementation points, and appendices if needed.<sup>2</sup> Include citations, data, and references. The memo should be 2-4 pages single spaced with optional appendices.

Each of these pieces will be graded using the same rubric. The rubric is on Blackboard. It focuses on quality presentation (written and visual), meeting basic expectations for accuracy, coherence, and completeness, and demonstrating mastery of content by being thorough, compelling and persuasive.

### 3. **Semester-long impact projects** (35% of course grade)<sup>3</sup>

Semester-long impact projects will be completed in teams of 2-4 students. Students may pick one of four areas of focus detailed in Appendix 2:

- Teacher support
- The social promotion/retention conundrum
- The future of school design
- School choice and student assignment

To address the selected topics, students may choose one of two approaches. These options align with some of the many career pathways available to Heinz grads interested in education policy and leadership.

1. **Products and Services** - *Develop the prototype for a product or service that addresses a need in the field.* Build a prototype of a database, hardware, spreadsheet model, software or even a school model, program design or business plan for another type of service that would benefit the field and address a need identified in the course. This should include interviews or shadowing of practitioners to understand a problem they are struggling with, and a review of what is already out there in the marketplace to address the problem. Put yourself in the "user's" shoes and empathize with their experience to develop a user-based perspective on the problem. Using the information you collect, create multiple drafts or prototypes. Gain input to refine one of these prototypes or ideas and present it as your final deliverable. Summarize in a way that makes it easy and pleasant to digest.

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<sup>1</sup> Writing an Effective Policy Memo, Gov 1368, Fall 2014, PPoint Presentation, [isites.harvard.edu](http://isites.harvard.edu)

<sup>2</sup> Ibid.

<sup>3</sup> Inspired by syllabus for GSE A100/KSG SUP 422: Introduction to Educational Policy, John F. Kennedy School of Government, Harvard University, Mehta, Jal.

There are many companies and organizations that sell products or services in the education sector and this project should expose you to the field from this perspective.

2. **Policy Analysis** - *Complete a policy analysis aimed at changing a real policy you consider to be a barrier to student success.* Select a policy area and identify an audience for your analysis. Complete a 10-15 page piece that defines a policy problem, considers a range of alternatives, and makes an argument for one solution. Include a cover letter to the intended reader of your proposal. Make sure you consider the implications of your approach (and the alternatives) including the politics, the cost, and the capacity to implement.<sup>4</sup> Engage with practitioners in the field or experts in this area to strengthen your analysis and recommendations. There are many think tanks, academic centers, research firms, consulting groups and others producing policy analyses in the education sector and this project should expose you to the field from this perspective.

See semester-long project proposal template on Blackboard.

### **Academic Statement**

You are responsible to know and adhere to all University policies on academic integrity. The Heinz School provides a booklet on Plagiarism and Cheating and the University lists all policies on the web at [www.cmu.edu/policies/documents/Cheating.html](http://www.cmu.edu/policies/documents/Cheating.html). Please acquaint yourself with their contents. Any cheating or plagiarism will result in failure in the course and your case will be referred to the Associate Dean, who may decide to take further action.

### **Book Purchase List**

- [Dare the School Build a New Social Order?](#) Counts
- [The Education Gospel](#), Grubb and Lazerson
- [More Than One Struggle](#), Dougherty
- [Schooling America](#), Graham
- [Aims of Education](#), Whitehead
- [The Public Schools](#) eds. Fuhrman and Lazerson
- [Disrupting Class](#), Christensen, Horn, Johnson

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<sup>4</sup>Syllabus for GSE A100/KSG SUP 422: Introduction to Educational Policy, John F. Kennedy School of Government, Harvard University, Mehta, Jal.

## Class Schedule

**Note:** Assigned readings are subject to change and updated reading lists may be provided for certain weeks.

	Date	Content/Session Overview	Preparation/Assignments Due
Opening	<b>08/29/2016 (Monday)</b>	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review syllabus</li> <li>• Goals, expectations</li> <li>• Begin project (proposal format, teams, generate ideas)</li> </ul>	N/A
	<b>08/31/2016 (Wednesday)</b>	<ul style="list-style-type: none"> <li>• Make progress on semester-long project</li> </ul>	View the list of potential problems you could focus on for your semester-long project in Appendix 2. Browse the associated readings and use them to help you draft your proposal for your semester-long project.
	<b>09/05/2016 (Monday)</b>	No Class - Labor Day	
The basics	<b>09/07/2016 (Wednesday)</b>	<ul style="list-style-type: none"> <li>• Discuss various perspectives on the purpose of schooling including individual growth, economic development/economic opportunity, citizenship, social justice, liberal arts, critical thinking, creativity...</li> <li>• Explore whether the class can reach consensus on a set of goals for public schooling in the current social and economic context</li> </ul>	<p><b>Submit:</b> Proposal for semester-long project. (on Blackboard).</p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Whitehead, Aims of Education, Chapter 1 (p. 1-14)</a></li> <li>• Counts, <a href="#">Dare the School Build a New Social Order?</a></li> <li>• <a href="#">"The Rising Cost of Not Going to College"</a>, Pew Research Center, February 2014</li> <li>• Grubb and Lazerson, <a href="#">The Education Gospel</a>, p. 1-28</li> <li>• Delpit, <a href="#">The Silenced Dialogue</a></li> <li>• (Optional) Additional perspectives: <a href="#">Adler</a>, <a href="#">Brooks</a>, <a href="#">Dewey</a>, <a href="#">Dubois and Washington</a>, <a href="#">Goldstein</a>, <a href="#">Morris (RE: Malcolm X)</a></li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">President Obama Speaks on Education and the Economy</a></li> <li>• <a href="#">Ken Robinson: Do schools kill creativity?</a></li> <li>• <a href="#">YES Prep Senior Signing Day</a></li> </ul> <p><b>Meet:</b></p> <ul style="list-style-type: none"> <li>• Groups meet w/ me Thurs or Fri to discuss project proposal</li> </ul>
	<b>09/12/2016 (Monday)</b>	<ul style="list-style-type: none"> <li>• History of public education in U.S.</li> </ul>	<p><b>Submit:</b> Blackboard blog post by 9:30am. (See Appendix 1)</p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Schooling America</a>, Graham, p. 1-50</li> <li>• <a href="#">More Than One Struggle</a>, Dougherty, p. 1-8, 194-202</li> <li>• <a href="#">The Federal Role in Education</a>, USDOE</li> <li>• Goldin, Claudia (2003). <a href="#">"The Human Capital Century"</a></li> <li>• Olson, Lynn, <a href="#">The Common Good</a></li> </ul> <p><b>Browse:</b></p> <ul style="list-style-type: none"> <li>• Edmund J. Sass, 2012, <a href="#">Education History Timeline</a></li> <li>• <a href="#">Brown v. Board of Education</a> case and <a href="#">information</a></li> <li>• Skim <a href="#">Elementary and Secondary Education Act of 1965</a></li> <li>• Basics of <a href="#">No Child Left Behind</a></li> </ul>
	<b>09/14/2016 (Wednesday)</b>		<b>Submit:</b> Prototype of final deliverable for semester-long project, work plan for how to get there
	<b>09/19/2016 (Monday)</b>	Structure and current state of public education in U.S. - Governance, scale, cost, politics	<p><b>Submit:</b> Blackboard blog post by 9:30am.</p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">A Public Education Primer</a>, Kober and Usher</li> <li>• "The Governance of Public Education" Corcoran, Goertz in <a href="#">The Public Schools</a> eds. Fuhrman and Lazerson. P. 25-56</li> </ul>

			<ul style="list-style-type: none"> <li>• (Governance) <a href="#">US Department of Education: About</a>, USDOE</li> <li>• (Governance) <a href="#">Organization of U.S. Education</a>, USDOE</li> <li>• (Governance) <a href="#">Under ESSA, States and districts to share more power</a>, Klein</li> <li>• (Scale) <a href="#">Digest of Education Statistics 2014</a>, NCES</li> <li>• (Money) <a href="#">NCES Fast Facts</a></li> <li>• (Money) <a href="#">Policy Basics: Where do our state tax dollars go?</a></li> <li>• (Money) Watch: <a href="#">The Wicked Problem of School Funding</a></li> <li>• (Politics) McGuinn, <a href="#">Fight Club</a></li> <li>• (Politics) <a href="#">Urban School Superintendents: Characteristics, Tenure, and Salary</a>, Council for Great City Schools</li> <li>• (Politics) <a href="#">Frequently asked questions about school boards and public education</a>, NSBA</li> <li>• (Politics) <a href="#">Education Wars</a>, Goldstein, 2009</li> </ul> <p><b>Browse:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Map of School Districts</a></li> <li>• <a href="#">Every Student Succeeds Act (2015)</a></li> <li>• <a href="#">Pittsburgh School District Elections 2015</a></li> <li>• <a href="#">Pittsburgh School District Budget 2016 esp. P. 29, 33</a></li> <li>• <a href="#">Number of Public School Districts</a></li> </ul>
	<b>09/21/2016 (Wednesday)</b>		<b>Submit:</b> Draft of presentation
	<b>09/26/2016 (Monday)</b>	Structure and current state of public education in U.S. - Results and challenges	<p><b>Submit:</b> Blackboard blog post by 9:30am.</p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Browse the "<a href="#">Spotlights</a>" and look through the <a href="#">2016 Condition of Education report</a>, National Center for Education Statistics</li> <li>• <a href="#">Building a Grad Nation: Progress and Challenge in Raising High School Graduation Rates</a></li> <li>• <a href="#">Americans Like Their School Just Fine - But Not Yours</a> plus browse <a href="#">Education Next</a> and <a href="#">Gallup</a> polls</li> <li>• Ulrich Bosser, <a href="#">Return on Educational Investment: 2014</a>, Center for American Progress includes interactive <a href="#">data</a></li> </ul> <p><b>Opinions, evidence, interpretation</b></p> <ul style="list-style-type: none"> <li>• <a href="#">It's actually working better than we think</a></li> <li>• Racial disparities: <a href="#">Slides</a> and <a href="#">video</a></li> <li>• <a href="#">Misaligned with workforce needs</a></li> <li>• <a href="#">Not competitive globally</a></li> <li>• Not developing the <a href="#">right skills</a> or <a href="#">mindsets</a></li> <li>• <a href="#">Not collegy enough</a> or <a href="#">too collegy?</a></li> </ul>
	<b>09/28/2016 (Wednesday)</b>		<b>Submit:</b> Final version of brochure, presentation, or infographic
Contemporary issues	<b>10/03/2016 (Monday)</b>	Schools: choice, charters and district portfolios	<p><b>Submit:</b> Blackboard blog post by 9:30am.</p> <p><b>Read:</b></p> <p>Basics:</p> <ul style="list-style-type: none"> <li>• <a href="#">Rhetoric vs. Reality: What We Know and What We Need to Know About Vouchers and Charter Schools</a>, (Summary and pages 1-24)</li> <li>• <a href="#">Choosing a School for My Daughter in a Segregated City</a>, Hannah-Jones, N.</li> </ul> <p>Opinions, Evidence, Interpretation</p> <ul style="list-style-type: none"> <li>• <a href="#">Does School Choice Work?</a> Hess, National Affairs</li> <li>• <a href="#">The State of Education in Black America 2015</a>, (BAEO)</li> <li>• <a href="#">The Effect of School Choice on Participants</a></li> <li>• <a href="#">Why Did Black Lives Matter and the NAACP call for an end to more charter schools?</a>, Rizga, Mother Jones</li> </ul> <p>Approaches:</p> <ul style="list-style-type: none"> <li>• <a href="#">Common Enrollment, Parents and School Choice: Early</a></li> </ul>

		<ul style="list-style-type: none"> <li><a href="#">Evidence from Denver and New Orleans</a></li> <li><a href="#">America's Best and Worst Cities for School Choice</a></li> <li>Browse District enrollment websites: <a href="#">Denver</a>, <a href="#">Pittsburgh</a>, <a href="#">New Orleans</a>, <a href="#">San Francisco</a>, <a href="#">DC</a></li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>Optional: <a href="#">Charter Schools</a>, This Week Tonight (Warning: contains explicit language)</li> </ul>
<b>10/05/2016 (Wednesday)</b>		<b>Submit:</b> Updated prototype of semester-long project
<b>10/10/2016 (Monday)</b>	Schools: design - traditional and modern	<p><b>Submit:</b> Blackboard blog post by 9:30am.</p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li><a href="#">The Education Gospel</a>, Grubb and Lazerson, Ch. 1, Transforming the High School</li> <li><a href="#">The Rhythms of Education</a>, from The Aims of Education, Whitehead, Ch. 2. P. 15-29</li> <li><a href="#">Evaluation of the Bill &amp; Melinda Gates Foundation's High School Grants Initiative 2001-2005</a>, Introduction and Skim Key Finding Sections</li> </ul> <p>Case Example: Pittsburgh Science &amp; Technology Academy</p> <ul style="list-style-type: none"> <li>Program Summary (on Blackboard)</li> <li>Process Plan (on Blackboard)</li> <li>Marketing Materials (on Blackboard)</li> <li>Browse Master Schedule, Budget, Staff Position Summaries</li> <li><a href="#">Allegheny County Opportunity Schools</a></li> <li><a href="#">Pittsburgh Science &amp; Technology Academy...More Than 90% College Bound</a></li> <li><a href="#">SciTech PA School Performance Profile</a></li> </ul>
<b>10/12/2016 (Wednesday)</b>		<b>Submit:</b> First draft of opinion piece
<b>10/17/2016 (Monday)</b>	Curriculum, standards and assessment	<p><b>Submit:</b> Blackboard blog post by 9:30am.</p> <p><b>Read:</b></p> <p>Familiarize yourself with the basics</p> <ul style="list-style-type: none"> <li><a href="#">Browse</a> the <a href="#">Common Core Standards</a>, and their <a href="#">Development process</a></li> <li>Difference between <a href="#">Standards and Curriculum</a></li> <li><a href="#">International Lessons about National Standards</a>, Schmidt, Houang, Shakrani, 2009</li> <li><a href="#">Standards-Based Accountability in the United States</a>, Hamilton, Stecher, Yuan, 2012</li> </ul> <p>Browse some Opinions</p> <ul style="list-style-type: none"> <li><a href="#">Top 10 Reasons to Oppose Common Core</a>, or <a href="#">The Truth About Common Core</a></li> <li><a href="#">The best reason to oppose the Common Core standards</a></li> <li><a href="#">How the Common Core went wrong</a></li> <li>Union perspectives: <a href="#">AFT</a> and <a href="#">NEA</a></li> <li><a href="#">Who is Fighting Against Common Core?</a></li> <li><a href="#">How the Common Core Became Education's Biggest Bogeyman</a></li> </ul> <p>Approaches</p> <ul style="list-style-type: none"> <li><a href="#">Taking the Lead. How Three School Districts Are Implementing Common Core Standards</a></li> </ul> <p>Additional resources to help us think about this challenge:</p> <ul style="list-style-type: none"> <li><a href="#">Denver Public Schools 2012 org chart</a></li> <li><a href="#">Denver Public Schools List of Schools</a></li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>This <a href="#">Three-minute video</a> and <a href="#">this one</a> too</li> </ul>

	<b>10/19/2016 (Wednesday)</b>		<b>Submit:</b> Second draft of opinion piece
	<b>10/24/2016 (Monday)</b>	Educator effectiveness: Impact, evaluation and accountability	<p><b>Submit:</b> Blackboard blog post by 9:30am.</p> <p><b>Read:</b> Basics</p> <ul style="list-style-type: none"> <li>• <a href="#">The Widget Effect</a>, The New Teacher Project,</li> <li>• <a href="#">Measuring the Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood</a></li> <li>• <a href="#">The Influence of Teaching: Beyond Standardized Test Scores</a>, Ferguson</li> </ul> <p>Evaluation/Measuring quality</p> <ul style="list-style-type: none"> <li>• <a href="#">Measures of Effective Teaching Research</a></li> <li>• <a href="#">Pittsburgh Public Schools Resources</a> (More resources will be posted on Blackboard or handed out by 10/17)</li> <li>• <a href="#">General Education Teachers with Individual Value-Added Student Achievement Data</a>, DC Impact System</li> </ul> <p>Evidence, Interpretation</p> <ul style="list-style-type: none"> <li>• <a href="#">Professional practice, student surveys, and value added: Multiple measures of teacher effectiveness in the Pittsburgh Public Schools</a></li> <li>• <a href="#">Inside IMPACT: DC's Model Teacher Evaluation System</a></li> </ul> <p>Opinion: Find and read a few of the countless opinions about teacher evaluation online as well as some of the media coverage. You can find links to some Pittsburgh media coverage <a href="#">here</a>.</p>
	<b>10/26/2016 (Wednesday)</b>		<b>Submit:</b> Final draft of opinion piece
	<b>10/31/2016 (Monday)</b>	Educator effectiveness: Professional development, pay, promotion and other efforts to improve teacher quality	<p><b>Submit:</b> Blackboard blog post by 9:30am.</p> <p><b>Read:</b> Basics</p> <ul style="list-style-type: none"> <li>• How to Improve Teaching: What Strategies to Pursue, Franklin, Blair, August 2016</li> <li>• <a href="#">Teacher Quality Roadmap, Pittsburgh Public Schools, National Center for Teacher Quality</a></li> <li>• <a href="#">Do More, Add More, Earn More, Teacher Salary Redesign Lessons From 10 Early-Mover Districts</a></li> </ul> <p>Opinions, Evidence, Interpretation</p> <ul style="list-style-type: none"> <li>• <a href="#">Incentives, Selection and Teacher Performance: Evidence from IMPACT</a>, Dee and Wyckoff</li> <li>• <a href="#">Improving Teaching Effectiveness: Evaluation Reports</a></li> </ul> <p>Browse:</p> <ul style="list-style-type: none"> <li>• <a href="#">Pittsburgh Public Schools Collective Bargaining Agreement for Teachers and Other Professional Employees</a></li> </ul>
	<b>11/02/2016 (Wednesday)</b>		<b>Submit:</b> Updated prototype of semester-long project
Leading change	<b>11/07/2016 (Monday)</b>	Contemporary approaches to leading change; Focus on Pittsburgh	<p><b>Submit:</b> Blackboard blog post by 9:30am.</p> <p><b>Read:</b> This week's readings will be available on Blackboard and/or handed out in class by 10/31. They will focus on the tenures of two Superintendents, Mark Roosevelt and Linda Lane. They will include <a href="#">Forging a new partnership</a>, Hamill, Aspen Institute and <a href="#">School Board Case Studies: Pittsburgh, Pennsylvania</a>.</p>
	<b>11/09/2016</b>		<b>Submit:</b> First draft of Superintendent memo

	<b>(Wednesday)</b>		
	<b>11/14/2016 (Monday)</b>	Contemporary approaches to leading change: Denver and Washington D.C.	<p><b>Submit:</b> Blackboard blog post by 9:30am.</p> <p><b>Read:</b> This week's readings will be available on Blackboard and/or handed out in class by 10/31. They will focus on the tenures of two Superintendents, Tom Boasberg in Denver and Michelle Rhee in Washington D.C.</p>
	<b>11/16/2016 (Wednesday)</b>		<p><b>Submit:</b> Second draft of Superintendent <a href="#">memo</a></p>
	<b>11/21/2016 (Monday)</b>	Career pathways in public education	<p><b>Submit:</b></p> <ul style="list-style-type: none"> <li>• Blackboard blog post responding to the week's readings by 9:30am.</li> <li>• Updated prototype of semester-long project</li> </ul> <p><b>Reading:</b> No major reading this week to focus on final project. Instead search online for 2 or 3 education related organizations you might be interested in working for if you pursued a career in the field. Consider direct education providers (e.g. schools, districts, charters), consulting, contracted services, supplemental programs, philanthropy, advocacy, think-tanks, research, and evaluation. Use this search as the basis for your blog post.</p>
	<b>11/23/2016 (Wednesday)</b>	No class, Thanksgiving break	
	<b>11/28/2016 (Monday)</b>	Looking to the future: innovation and possibilities	<p><b>Submit:</b></p> <ul style="list-style-type: none"> <li>• Blackboard blog post by 9:30am.</li> <li>• Final version of Superintendent memo</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Disrupting Class</a>, Christensen, Horn, Johnson pages TBD</li> <li>• <a href="#">Exploring a New Paradigm for Learning</a>, Sam Franklin with Caitlin Blair, August 2016</li> <li>• <a href="#">The Micro School Opportunity, Vander Ark, May 6, 2015</a></li> <li>• <a href="#">Denver school board approves innovation zone, granting schools new freedoms</a></li> </ul> <p><b>Browse:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">4.0 Schools Blog</a></li> <li>• <a href="#">Acton Academy website</a></li> <li>• <a href="#">AltSchool Website</a></li> <li>• <a href="#">SFUSD iLab</a></li> <li>• <a href="#">P-Tech in Brooklyn</a> and again, <a href="#">P-Tech in Brooklyn</a></li> <li>• <a href="#">ReSchool Colorado: Education Designed for Today</a></li> <li>• Resources at <a href="#">Next Generation Learning Challenges</a></li> <li>• Investments by <a href="#">New Schools Venture Fund</a></li> </ul>
	<b>11/30/2016 (Wednesday)</b>	Looking to the future: innovation and possibilities	<b>Submit:</b> Semester-long project final draft
Closing	<b>12/05/2016 (Monday)</b>	Review and discuss final projects	<b>Submit:</b> Semester-long project final submission
	<b>12/07/2016</b>	Recap and closing	Assignment TBD

## Appendix 1: Specifications and suggestions for weekly blog posts

This course is designed to be collaborative and to provide opportunities for participants to articulate and defend ideas orally and through writing. **Monday classes** are for presentation, discussion and analysis of the week's topic of focus. *To prepare for this class all students must post thoughts on the week's reading assignment to Blackboard by 9:30am on Monday mornings on dates specified in the Class Schedule.*

I will often use your posts as jumping off points for class discussion, and as evidence that you completed and engaged critically with the week's readings.

In no more than 250 words, make sure that each post:

- Responds directly to specific content from the week's readings;
- Articulate a single main idea and get to it quickly;
- Support the main idea with several supporting points and details.

Do not simply pick a point from one of the readings and restate it in your own words. Instead, try to draw connections from multiple readings or from different places in the text to offer incite, interpretation or application of the idea to new contexts. When making your argument, you may also want to acknowledge potential limitations and counterpoints and respond to them.

These posts offer each student an opportunity to develop their own individual ideas, and provide a forum for students to see how others interpret and react to the readings. They will also play a role in class discussion.

To post in Blackboard:

- Go to Blackboard course (Policy and Leadership in Public Education)
- Click on Blogs feature on left navigation bar
- Select the appropriate week
- Post your entry

## Appendix 2: Potential “problems” to look at for semester-long policy projects

### 1. Alternatives to the social-promotion retention conundrum

In our "age-graded" school system there are typically two alternatives for addressing the needs of students who do not meet expected achievement standards. This first is “social promotion”. This means promoting the student to the next grade anyway, even though they aren’t ready academically. The second is retention. This means keeping the student in the same grade and forcing them to repeat the same material they already failed at the first time. The reality is that neither of these options help students who are in this situation.

Schools should find ways to break free from this conundrum, to find a third option. But there are significant challenges to finding an alternative, and a lack of proven strategies. Is it possible to pursue personalized or competency-based learning approaches instead? How about non-graded and multi-age classes, looping, or “promotion gates”? These are potential ways to address the problem, but do they work? What are some other possibilities? What are the barriers that stand in the way of solving this?

- [Ending Social Promotion: The Effects of Retention, \(March 2004\) Nogaoka and Roderick](#)
- [From Policy to Practice: How competency-based education is evolving in New Hampshire, \(May 2014\), Freeland, Julia, Christensen Institute,](#)
- [Davenport, S., Antonio Delgado, Marlene Meisels, Donald R. Moore \(1998\). Rethinking Retention to Help All Students Succeed: A Resource Guide. Chicago, Illinois, Designs for Change: 14.](#)
- [Grade Retention: What’s the Prevailing Policy and What Needs to be Done? \(2006\). Los Angeles, CA, UCLA: 15.](#)

### 2. Rethinking “teacher support”

As teacher effectiveness has become a policy focus, many states and districts have pursued new evaluation systems that seek to identify differences in teacher performance. They aim to provide teachers feedback to help them improve, and enable administrators to make better decisions on behalf of students.

As accountability has increased, and districts have access to more and better information about teaching quality, there has been increasing urgency to deliver more and better “support” to teachers to enable their success and help them improve. But there are many ways schools and districts already seek to support teachers, and many different opinions about what constitutes support. Hundreds of millions are spent on teacher development every year, Where should a district focus its investments in teacher support? How could the way that the field is thinking about support be wrong? What if more focus was placed on making the job easier as opposed to making the teacher better?

- [The Mirage, Confronting the Hard Truth About Our Quest for Teacher Development, \(2015\) The New Teacher Project](#)

- [Loveless, Tom, What Do We Know About Professional Development? \(2014\), Brookings](#)
- [Millions spent on improving teachers, but little done to make sure it's working, Fertig, B., Garland, G. \(2012\) The Hechinger Report](#)

### 3. Confronting questions about school choice and student assignment

Is racial integration an important policy goal school leaders and policymakers should be working towards? What should be done or not done to purposefully create racially integrated learning environments? What can legally be done in this area in the current policy environment? What policy barriers stand in the way to achieving the optimal solutions?

- [Choosing a School for My Daughter in a Segregated City, Hannah-Jones, N., June 9, 2016](#)
- [Why Segregation Matters: Poverty and Educational Inequality](#), Orfield and Lee, 2005
- [For Public Schools, Segregation Then, Segregation Since: Education and the Unfinished March, Rothstein, Richard, \(2013\), Economic Policy Institute](#)
- Listen to: [The Problem We All Live With 1](#) and [The Problem We All Live With 2](#), (2015) This American Life
- [School Integration's Comeback, \(2016\) Kahlenberg, Richard, The Atlantic](#)
- [Federal Court Orders Justice Department Desegregation Plan for Cleveland, Mississippi, Schools, \(2016\), US Department of Justice](#)
- [U.S. Department of Justice, GUIDANCE ON THE VOLUNTARY USE OF RACE TO ACHIEVE DIVERSITY AND AVOID RACIAL ISOLATION IN ELEMENTARY AND SECONDARY SCHOOLS](#)

### 4. The future of school design

Advances in technology, transportation, communication, and how space is shared and managed make it possible to begin thinking about a new paradigm for education that would have been impossible to imagine just five years ago. What does the “school” of the future really look like? What constraints stand in the way of exploring some of these future possibilities? What is the best path to prototyping some very alternative approaches to how we think about school?

- Exploring a New Paradigm for Learning, Sam Franklin with Caitlin Blair, August 2016
- [The Micro School Opportunity, Vander Ark, May 6, 2015](#)
- [4.0 Schools Blog](#)
- [ReSchool Colorado: Education Designed for Today](#)