

Rutgers University
 Graduate School of Education
 School-Community Relations: The Politics of Education
 Mondays, 4:50-7:30 PM
 GSE 11

15:230:505
 Catherine A. Lugg
 848-932-0721

Spring 2017
 GSE 19

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Office Hours: Mondays & Wednesdays 3:00 PM-4:30 PM
 Other hours by appointment

Course Description:

This course is designed to introduce students to school-community relations, as well as the politics of education. We will explore how the federal, state and local political systems interact, react, (and disconnect) to events and various interest groups in shaping public education policy. Employing a variety of perspectives (historical, critical theory, institutional, and political economy), we will explore issues relating to school/community relations, the politics of US public education, and the educational policy making process.

Expectations

The success of this class depends on the thoughtful, engaged participation of all class members. You should be well prepared to discuss all assigned readings and cases. Because classroom discussions are most productive when a variety of voices shape the dialogue, I ask you to come ready to participate as both a speaker and a listener. It is the responsibility of all class members to make room for, and to learn from, individuals with different views and different ways of engaging in public conversation. This means honoring the participation of others by respecting, critiquing, and building on the ideas of those who have spoken before you.

Readings:

Anyon, J. (1997). *Ghetto schooling: A political economy of urban educational reform*. New York: Teachers College Press.

Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal*, 34, (1), 39-81.

Lipman, P. (2011). *The new political economy of urban education: Neoliberalism, race and the right to the city*. New York: Routledge.

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

Weatherley, R. & Lipsky, R. (1977). Street-level bureaucrats and institutional innovation: Implementing special education reform. *Harvard Education Review*, 47, (2), 171-197.

The books are at the RU Bookstore. You may also use on-line merchants. The journal articles are on the class management web-site.

Case Studies:

These are all posted on the class management website. You will receive an e-mail detailing how to access this site.

Grading for class

Class discussion regarding the assigned readings and their relevance to current practice is a vital component of this class. Additionally, each student is expected to complete two reports that examine the school-community relations of their school district or university. The first report analyzes a student's school district and how well it meets various professional standards (see pages 4 through 7 of this syllabus). The second report analyses the school district in relation to the respective district's or post-secondary institution's "political economy." Students have the option of submitting additional drafts of both reports for editorial assistance.

Class discussion		15 points
Report A: The Standards Report	March 6	30 points
Report B:	May 1	55 points
Total		100 points

Schedule of events

January 23	Introduction, Syllabus, ETPA, CAEP, ISLLC Standards, NJ Administrative Code
January 30	Tyack & Cuban, Introduction; Chapters 1-3
February 6	Tyack & Cuban, Chapters 4-5, Epilogue
February 13	Labaree
February 20	Weatherly & Lipsky Case Study--“This is MY School.” Karpinski
February 27	Anyon, Forward, Introduction, Chapters 1-2 Case Study -- “And the Band Played On” Karpinski
March 6	Anyon, Chapters 3-4 Report A--The Standards Report Due
March 13	SPRING BREAK
March 20	Anyon, Chapters 5-6
March 27	Anyon, Chapters 7-8
April 3	Lipman, Intro, Chapters 1-2
April 10	Lipman, Chapters 3-4
April 17	Lipman, Chapters 5-7
April 24	Case Study -- “Oh, We’ve got Trouble.” Tooms & Lugg Case Study -- Politics of Language and Diversity--Tooms
May 1	FINAL Draft of Report B DUE, e-mailed to Prof. Lugg. Revised versions of Report A are due as well, also e-mailed to Prof. Lugg

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Particulars regarding the Standards and Research Reports (Reports A & B).

To complete these reports you must attend at least one school board meeting, as well as examine local newspapers, your district's web site, state, retrieve county and municipal census data, and any district-sponsored publications in determining the pressing issues that are currently confronting your district.

You will need to take fairly detailed notes throughout your data collection. Please note how district personnel (central office administrators and building principals) interact with different constituents and the quality of these interactions (for ex., warm, business-like, brusque, hostile, etc.). You may wish to interview several district leaders regarding their perceptions, if space permits. Students are strongly encouraged to schedule their attendance at board meetings *early* in the semester so they will have enough time to analyze their data and complete their reports.

Each report (both A & B) will consist of 15 - 18 computer-written pages. **YOU WILL NOT USE ACTUAL NAMES OF INDIVIDUALS, SCHOOLS OR SCHOOL DISTRICTS.** Pseudonyms are fine and can be very descriptive. Both reports should also introduce the reader to your district by presenting relevant demographic, SES, US Census and DFG data. Only once the district is introduced may the report proceed to the analytic section.

Report A's analysis focuses on your district and what the leaders of that district do and do NOT do to meet the components in this syllabus (see page 6). **You must answer EACH question that is posed in the rubric. THIS REPORT IS NOT ABOUT WHAT TEACHERS, THE PTA, OR PARENTS DO.** If the district leaders meet a particular standard, you must explain how they do so. If the district leadership fails to meet a particular standard, you must explain how it fails and what could be done to remedy the situation.

Report A will be due March 6th, which will be graded. This will be returned to you with editorial suggestions. A FINAL draft of Report A must be e-mailed to me by **May 1st**. This draft will be included in your professional portfolio.

Report B presents an overview of your school district, detailing issues and analyzes the district in light of the research covered in class (Tyack & Cuban, Anyon, Lipman, Labaree, Myer & Lipsky). The citation format for Report B is APA 6th Ed (which is followed by the Anyon and Lipman texts).

Report B is due May 1st, 2017.

The student is strongly cautioned that the instructor expects professionally written reports and will grade accordingly. Students may submit additional drafts of both reports for additional (and ungraded) editorial assistance.

If you have problems in completing these reports, you must see the professor.

15:230:505 – **School-Community Relations: The Politics of Education**
Demonstration Task: Implementation of Standards in a School District

This assignment requires each student to investigate and prepare a standards report that examines the leadership of the student's school district and analyses how well that leadership meets the professional school –community relations standards discussed in the course.

Students present their findings and analysis by answering thirteen questions (provided below) in their report. The answer to each questions should present the student's judgment on the extent and effectiveness of implementation of that standard within their school district and provide illustration and rationale for the judgment made. Where the judgment is that the standard is not satisfactorily implemented, the student shall prescribe remedial actions to properly implement that standard.

Investigation and Data Collection

Students are expected to be creative and resourceful in gathering information that will permit them to make judgments about the enactment of school-community relation standards within their school district. It is recommended that students take fairly detailed notes throughout their data collection activities.

- Thoughtfully observe the actions and comments of leaders within the school district. Note how leadership (central office administrators and building principals) interact with different constituents and the quality of these interactions (for ex., warm, business-like, brusque, hostile, etc.). Students may wish to interview several district leaders regarding their perceptions of school-community relations.
- Explore recent history of the school district by talking to teachers.
- Investigate district policies and job descriptions to identify what are the school-community relations expectations for leaders within the district.
- Attend at least one school board meeting. Observe the interaction between representatives of the district and the community. Students are strongly encouraged to schedule their attendance at board meetings *early* in the semester so they will have enough time to analyze and complete their reports.
- Review local newspapers. How is the district portrayed? Are any pressing issues currently confronting the district discussed?
- Examine the district's public relations materials; Web site; district-sponsored publications etc.

Composition of Standards Report

Introduction to the District

The standards report should start with a brief introduction to the school district itself. Relevant demographic data, such as SES and DFG data, should be presented. The introduction should also include a brief description of the size and nature of the community. Only once the district is introduced may the report proceed to the analytic section.

Body of the Report – Analysis of Standards Implementation

Students should organize and present their analysis by answering the following questions:

1. Does the leadership (the superintendent, school board, etc.) of your school district demonstrate that it leads with a perspective of the larger political, social, economic and legal contexts? If so, how? If not, why not? What could be done to remedy this situation?
2. Does the leadership of your school district demonstrate that they collaborate with families and members of the community? If so, how? If not, why not? What could be done to remedy this situation?
3. Does the leadership of your school district demonstrate that it has the capacity to serve the needs and interests of an ethnically and racially diverse community? If so, how? If not, why not? What could be done to remedy this situation?
4. Does the leadership of your school district demonstrate the ability to mobilize community resources for school goals? If so, how? If not, why not? What could be done to remedy this situation?
5. Does the leadership of your school district demonstrate the ability to assess the culture of a given school? If so, how? If not, why not? What could be done to remedy this situation?
6. Does the leadership of your school district collect and analyze data and information pertinent to the educational environment(s)? If so, how? If not, why not? What could be done to remedy this situation?
7. Does the leadership of your school district promote understanding, appreciation, and use of the community's diverse racial, cultural, and social resources? If so, how? If not, why not? What could be done to remedy this situation?
8. Does the leadership of your school district build and sustain positive relationships with families and caregivers? If so, how? If not, why not? What could be done to remedy this situation?
9. Does the leadership of your school district build and sustain productive relationships with community partners? If so, how? If not, why not? What could be done to remedy this situation?
10. Does the leadership of your school district advocate for children, families and caregivers? If so, how? If not, why not? What could be done to remedy this situation?
11. Does the leadership of your school district act to influence local, district, state and national decisions affecting student learning? If so, how? If not, why not? What could be done to remedy this situation?
12. Does the leadership of your school district assess, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies? If so, how? If not, why not? What could be done to remedy this situation?

- The finished report is expected to consist of 15-18 computer-written pages
- DO NOT USE ACTUAL NAMES OF INDIVIDUALS, SCHOOLS OR SCHOOL DISTRICTS in writing. Pseudonyms are fine and can be very descriptive.
- Students are strongly cautioned that the instructor expects professionally written reports and will grade accordingly. Students may submit prior working drafts of the report for additional (and ungraded) editorial assistance.
- A due date (March 7) will be provided for the first draft of the report which will be graded. This will be returned with editorial suggestions.
- A due date (May 1) for the FINAL version of the report will also be provided. This FINAL version will be e-mailed to Professor Lugg

Rev. 10/13/16

Name:					
School and Community: Demonstration Tasks Evaluation Rubric					
Component	0=Not Acceptable	1=Partially Proficient	2=Proficient	3=Advanced Proficient	4= Superior
1. <i>Does the leadership of your school district demonstrate that it leads with a perspective of the larger political, social, economic, and legal contexts? If so, how? If not, why not? What could be done to remedy this situation?</i>	<input type="checkbox"/> Not submitted; Description is incomplete.	<input type="checkbox"/> Insufficient discussion of school/district practice. No statement of whether or not meets ISLLC standards. Insufficient rationale if on standard. Insufficient discussion of remedy if not on standard.	<input type="checkbox"/> Adequate discussion of school/district practice. Provides one illustration. Clear judgment of meeting ISLLC standards with adequate rationale. Reasonable discussion of remedy if not on standard.	<input type="checkbox"/> Detailed discussion of school/district practice.	<input type="checkbox"/> Provides two or more illustrations. Clear judgment of meeting ISLLC standards with sound rationale. Detailed discussion of remedy if not on standard.
2. <i>Does the leadership of your school demonstrate that they collaborate with families and members of the community? If so, how? If not, why not? What could be done to remedy this situation?</i>	<input type="checkbox"/> Not submitted; Description is incomplete.	<input type="checkbox"/> Insufficient discussion of school/district practice. No statement of whether or not meets ISLLC standards. Insufficient rationale if on standard. Insufficient discussion of remedy if not on standard.	<input type="checkbox"/> Adequate discussion of school/district practice. Provides one illustration. Clear judgment of meeting ISLLC standards with adequate rationale. Reasonable discussion of remedy if not on standard.	<input type="checkbox"/> Detailed discussion of school/district practice.	<input type="checkbox"/> Provides two or more illustrations. Clear judgment of meeting ISLLC standards with sound rationale. Detailed discussion of remedy if not on standard.
3. <i>Does the leadership of your school district demonstrate that it has the capacity to serve the needs and interests of an ethnically and racially diverse community? If so, how? If not, why not? What could be</i>	<input type="checkbox"/> Not submitted; Description is incomplete.	<input type="checkbox"/> Insufficient discussion of school/district practice. No statement of whether or not meets ISLLC standards. Insufficient rationale if on standard. Insufficient discussion of remedy if not on standard.	<input type="checkbox"/> Adequate discussion of school/district practice. Provides one illustration. Clear judgment of meeting ISLLC standards with adequate rationale. Reasonable discussion	<input type="checkbox"/> Detailed discussion of school/district practice.	<input type="checkbox"/> Provides two or more illustrations. Clear judgment of meeting ISLLC standards with sound rationale. Detailed discussion of remedy if not on standard.

<i>done to remedy this situation?</i>			of remedy if not on standard.		
4. <i>Does the leadership of your school district demonstrate the ability to mobilize community resources for school goals? If so, how? If not, why not? What could be done to remedy this situation?</i>	<input type="checkbox"/> Not submitted; Description is incomplete.	<input type="checkbox"/> Insufficient discussion of school/district practice. No statement of whether or not meets ISLLC standards. Insufficient rationale if on standard. Insufficient discussion of remedy if not on standard.	<input type="checkbox"/> Adequate discussion of school/district practice. Provides one illustration. Clear judgment of meeting ISLLC standards with adequate rationale. Reasonable discussion of remedy if not on standard.	<input type="checkbox"/> Detailed discussion of school/district practice.	<input type="checkbox"/> Provides two or more illustrations. Clear judgment of meeting ISLLC standards with sound rationale Detailed discussion of remedy if not on standard.
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Component	0=Not Acceptable	1= Partially Proficient	2=Proficient	3=Advanced Proficient	4=Superior
<p>6. <i>Does the leadership of your school district collect and analyze data and information pertinent to the educational environments? If so, how? If not, why not? What could be done to remedy this situation?</i></p>	<input type="checkbox"/> Not submitted; Description is incomplete.	<input type="checkbox"/> Insufficient discussion of school/district practice. No statement of whether or not meets ISLLC standards. Insufficient rationale if on standard. Insufficient discussion of remedy if not on standard.	<input type="checkbox"/> Adequate discussion of school/district practice. Provides one illustration. Clear judgment of meeting ISLLC standards with adequate rationale. Reasonable discussion of remedy if not on standard.	<input type="checkbox"/> Detailed discussion of school/district practice.	<input type="checkbox"/> Provides two or more illustrations. Clear judgment of meeting ISLLC standards with sound rationale Detailed discussion of remedy if not on standard.
<p>7. <i>Does the leadership of your school district promote understanding, appreciation, and use of the community's diverse cultural, and social resources? If so, how? If not, why not? What could be done to remedy this situation?</i></p>	<input type="checkbox"/> Not submitted; Description is incomplete.	<input type="checkbox"/> Insufficient discussion of school/district practice. No statement of whether or not meets ISLLC standards. Insufficient rationale if on standard. Insufficient discussion of remedy if not on standard.	<input type="checkbox"/> Adequate discussion of school/district practice. Provides one illustration. Clear judgment of meeting ISLLC standards with adequate rationale. Reasonable discussion of remedy if not on standard.	<input type="checkbox"/> Detailed discussion of school/district practice.	<input type="checkbox"/> Provides two or more illustrations. Clear judgment of meeting ISLLC standards with sound rationale Detailed discussion of remedy if not on standard.
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<p>9. Does the leadership of your school district build and sustain productive relationships with community partners? If so, how? If not, why not? What could be done to remedy this situation?</p>	<p><input type="checkbox"/> Not submitted; Description is incomplete.</p>	<p><input type="checkbox"/> Insufficient discussion of school/district practice. No statement of whether or not meets ISLLC standards. Insufficient rationale if on standard. Insufficient discussion of remedy if not on standard.</p>	<p><input type="checkbox"/> Adequate discussion of school/district practice. Provides one illustration. Clear judgment of meeting ISLLC standards with adequate rationale. Reasonable discussion of remedy if not on standard.</p>	<p><input type="checkbox"/> Detailed discussion of school/district practice.</p>	<p><input type="checkbox"/> Provides two or more illustrations. Clear judgment of meeting ISLLC standards with sound rationale Detailed discussion of remedy if not on standard.</p>
<p>10. Does the leadership of your school district advocate for children, families and caregivers? If so, how? If not, why not? What could be done to remedy this situation?</p>	<p><input type="checkbox"/> Not submitted; Description is incomplete.</p>	<p><input type="checkbox"/> Insufficient discussion of school/district practice. No statement of whether or not meets ISLLC standards. Insufficient rationale if on standard. Insufficient discussion of remedy if not on standard.</p>	<p><input type="checkbox"/> Adequate discussion of school/district practice. Provides one illustration. Clear judgment of meeting ISLLC standards with adequate rationale. Reasonable discussion of remedy if not on standard.</p>	<p><input type="checkbox"/> Detailed discussion of school/district practice.</p>	<p><input type="checkbox"/> Provides two or more illustrations. Clear judgment of meeting ISLLC standards with sound rationale Detailed discussion of remedy if not on standard.</p>
<p>11. Does the leadership of your school district act to influence local, district, state, and national decisions affecting student learning? If so, how? If not, why not? What could be done to remedy this situation?</p>	<p><input type="checkbox"/> Not submitted; Description is incomplete.</p>	<p><input type="checkbox"/> Insufficient discussion of school/district practice. No statement of whether or not meets ISLLC standards. Insufficient rationale if on standard. Insufficient discussion of remedy if not on standard.</p>	<p><input type="checkbox"/> Adequate discussion of school/district practice. Provides one illustration. Clear judgment of meeting ISLLC standards with adequate rationale. Reasonable discussion of remedy if not on standard.</p>	<p><input type="checkbox"/> Detailed discussion of school/district practice.</p>	<p><input type="checkbox"/> Provides two or more illustrations. Clear judgment of meeting ISLLC standards with sound rationale Detailed discussion of remedy if not on standard.</p>

<p>12. Does the leadership of your school district assess, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies? If so, how? If not, why not? What could be done to remedy this situation?</p>	<p><input type="checkbox"/> Not submitted; Description is incomplete.</p>	<p><input type="checkbox"/> Insufficient discussion of school/district practice. No statement of whether or not meets ISLLC standards. Insufficient rationale if on standard. Insufficient discussion of remedy if not on standard.</p>	<p><input type="checkbox"/> Adequate discussion of school/district practice. Provides one illustration. Clear judgment of meeting ISLLC standards with adequate rationale. Reasonable discussion of remedy if not on standard.</p>	<p><input type="checkbox"/> Detailed discussion of school/district practice.</p>	<p><input type="checkbox"/> Provides two or more illustrations. Clear judgment of meeting ISLLC standards with sound rationale Detailed discussion of remedy if not on standard.</p>
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How to read a case
15:230:505
Spring 2017

Case studies are a time-honored teaching tool used in medicine, law, business and increasingly, in educational administration. They can be fictional or based in grubby reality. They may present one or more “problems” to be addressed, and generally include links to the relevant research literature. For educational leadership, the major journal is *The Journal of Cases in Educational Leadership* or *JCEL*.

In reading a case, you want to *prioritize* what you think are the most important aspects of that case. You need to ask yourself, “What is this case actually about?” It could be the changing demography of the student population. Or it could be teacher-resistance to a curricular innovation. Or perhaps the district is being squeezed financially by changing fiscal fortunes. Or perhaps, it’s a vexing combination of “all of the above” (rarely, but it can happen).

Once you determine what the case is about (and there may be multiple problems presented), you need to determine what are the “feeding issues” to the problem or problems. These too, then need to be prioritized.

Now, that you have determined the “problem/s” and “feeding issues,” you need to develop a response that takes into account the context of where the case is located. That is, a leadership problem that is situated in a rural school district may demand a different response than one located in an urban school district.

The wonderful thing about case studies as teaching tools is there is no single way to respond. Furthermore, how you respond to a given case may very well change over time, thanks to greater knowledge and experience. Case studies are a good way to give novice leaders some practice in developing their “leadership chops” without experiencing some of the more painful realities.