

Education Policy and Policy Making II
15:230:508
3 Credits

Thursday 4:50-7:30 pm
GSE 11, College Avenue Campus

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Office Hours: by appointment	Prerequisites or other limitations: None
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

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Learning Goals

The goal of Education Policy and Policy Making II is to introduce students to issues of education policy implementation with an emphasis on educational systems change and to generate increased understanding of how to produce change that improves educational systems. We will address several perplexing questions, among them:

- Why do some countries seem to have much more effective educational systems than others?
- Why is there little or no relationship between the resources education policy directs to schools and student achievement?

- Why do similar programs appear to be much more successful in some school districts than others?

One of the greatest challenge to education reform and to the development of evidenced based policy in education has been implementation failure. This course will consider why this failure is so common, and what can be done to prevent it. Students will have the opportunity to develop projects related to their individual interests in education policy, to critique systems change efforts, and to design change projects. Students will learn to critically analyze and evaluate policy change at national, state, and local levels in the United States and internationally.

To achieve this goal, students will:

- Learn to find, evaluate, synthesize, and apply the research literature relevant to educational systems change with respect to both policy and practice.
- Understand the policy levers available to federal, state, and local government and the extent to which they influence educational practice.
- Appreciate both the potential and limits of education policy to change schools and other educational systems.
- Understand the ways in which research can influence education policy and practice.
- Deepen their knowledge of education policy implementation.
- Refine their analytical skills, writing skills and speaking skills in developing and presenting an approach to changing practice through policy based on evidence.

Description of Course Purposes, Context, Methods

This course is an overview of education policy implementation from the international level in the worlds “leading” education systems to the local level in New Jersey. The course examines the challenge of education policy implementation and how and to what extent research can guide policy and produce changes that lead to desired improvements in practice and, ultimately, student learning.

Course Materials

Readings are listed by week on the syllabus. References for required readings are provided below. We will focus on deep reading of substantial books, supplemented by a few articles available on line.

Bryk, A.S., Gomez, L.M., Grunow, A., & LeMaheiu, P.G. (2015). *Learning to improve: How America’s schools can get better at getting better*. Cambridge, MA: Harvard Education Press.

Darling-Hammond, L., Burns, D., Campbell, C., Goodwin, A.L., Hammerness, K., Ling Low, E.E.,...& Zeichner, K. (2017). *Empowered educators: How high-performing systems shape teaching quality around the world*. San Francisco: Jossey-Bass

Fullan, M. (2010). *All systems go: The change imperative for whole system reform*. Thousand Oaks, CA: Corwin Press.

MacInnes, G. (2009). *In Plain Sight: Simple, Difficult Lessons from New Jersey's Expensive Efforts to Close the Achievement Gap*. Century Foundation Press.

Manzi, J. (2012). *Uncontrolled: the surprising payoff of trial-and-error for business, politics, and society*. New York: Basic Books.

O'Day, J. A., & Smith, M. S. (2016). Quality and equality in American education: Systemic problems, systemic solutions. In I. Kirsch & H. Braun (Eds.), *The dynamics of opportunity in America* (pp. 297-358). NY: Springer International Publishing.
https://link.springer.com/chapter/10.1007/978-3-319-25991-8_9#Sec42

Payne, C. M. (2008). *So much reform, so little change: The persistence of failure in urban schools*. Cambridge, MA: Harvard Education Press.

Tucker, M.S.(Ed.) (2016). *Surpassing Shanghai: An agenda for American Education built on the worlds' leading systems*. Cambridge: Harvard Education Press.

Woods, D., Husbands, C., & Brown, C. (2013). *Transforming education for all: the Tower Hamlets Story*. London: Institute of Education. <http://eprints.ioe.ac.uk/18172/>

Course Assignments and Grading

Your course final grade will be based on

Assignments	Total points
Class participation (14 @ 1point)	14 points
Reading reflections (7 @ 3points)	21 points
Presentation of policy implementation case study	15 points
Final paper on policy implementation case study	<u>50 points</u>
	100 points

Class Participation (14%): Everyone is expected to attend and actively participate in class.

This class relies an in-depth discussion from multiple perspectives, and how much we learn from the class depends on how much everyone contributes. Students are expected to attend every class, to be fully prepared by having read and thought about each week's reading, and to actively engage in the discussions. As many students have busy professional lives, there may be times when it is not possible to be on time or to attend class due to other obligations; please notify the

instructor in advance if such instances arise so that you can avoid the loss of points on the class participation grade.

Reading Reflections (21%): As indicated in the schedule.

For each of seven assigned readings you are asked to prepare a brief review and reflection. Your brief paper should have four sections in which you: (1) identify the question or problem addressed, (2) list key strengths and weaknesses of the methodology or argument, (3) report the conclusions or policy implications, and (4) provide a reflection regarding what you learned, what you may have had difficulty understanding, and what questions were raised for your you. Write your review with a heading for each of the four sections. Try to limit the review 2 pages.

Class Presentation of Case Study (15%)

In consultation with the instructor choose a topic on which to present write a report on an example of a substantive educational policy change. This can be a policy change that has already been implemented or one that could be proposed for implementation in the future. The setting can be anywhere including your own place of work. The policy change can be directed at the national, state, or local level. The presentation should be based on a draft of the paper on the same topic that you will prepare as your final assignment. Your presentation should set out: the policy change, the evidence base for (or against) the policy change, the political rationale for the policy change, aspects of implementation that succeeded or failed, an analysis of what contributed to success or failure, and lessons learned regarding how to increase the chances of successful policy implementation. Develop and use a Power Point presentation to support your talk. Presenting the case to the class will provide opportunities for you to test out your ideas and how you present them. We will begin these presentations in Week x and continue until Week 14. Those who present early will have less time to prepare, and this will be recognized in the grading.

Case Study Report (50%): Due in final class.

This is the major final assignment for the class. As noted above, in consultation with the instructor choose an example of educational policy change to analyze. The objective is to derive lessons with respect to how to successfully introduce policy change at scale. You should rely on the course readings to inform your analysis, but you may also go beyond these. Your task will be easier if you choose an example that has already been extensively analyzed in the literature, but you can choose a case that has not been previously studied and bring to bear not only the course readings, but analyses of implementation of other policy changes. The proposal can be directed at the national, state, or local level. Aim for a length of 25 pages including cover page, references, and any tables. The report should contain the following sections at a minimum: introduction, description of the policy change, theoretical framework for your analysis and review of related literature, description and analysis of the implementation, and conclusions or lessons learned. Follow APA guidelines for format, citations, references, and other features of the paper. The report will be due in the last week of class. In addition, the following guidance is offered to assist you with writing a strong paper.

- In the introduction or background section, explain why the example you have chosen is important.
- To build your case, begin by setting out the theoretical perspectives that guide your analysis. Often these will be provided by one or more of the books read for this class, but you can bring in additional sources as you wish. In addition, a review of the successes and failures of similar policy changes in other contexts and/or other policy changes in similar contexts also can inform your analysis.
- Use your theory and the literature to support the details of your analysis regarding what went right and what went wrong.
- Try to limit the number of lessons learned to between 3 and 6 major points, each of which might have several subpoints.

Evaluation of Written Work

The following qualities will be valued in your work.

- Responsiveness to the task or question. Make sure that you fulfill *all* the requirements of the assignment.
- Clarity and organization of writing.
- Conciseness. Write in an organized and non-repetitious way.
- Completeness and depth. Present enough detail to support your points. Write or present as though your audience is not an expert on your topic, and in a way that demonstrates the depth of your analysis of the topic.
- Independent judgment. Go beyond simply repeating information presented by others. Be critical. Identify both strengths and weaknesses and support opinions regarding these by stating your own reasons.
- Relevance. Connections between your work and the content and organization of this class should be clear.
- Attention to professional style. Papers must be typed or word-processed and strictly follow APA format.
- Timeliness. All work should be submitted by the due date. If you need an extension of time on an assignment, please contact the instructor in advance of the due date to discuss.

Letter Grade Equivalents

90-100	A
85-89	B+
80-84	B
75-79	C+
70-74	C
65-69	D+
60-64	D
Below 60	F

Academic Integrity Policy

- All students must follow the RU Code of Student Conduct which can be accessed at: <http://rci.rutgers.edu/%7Epolcomp/judaff/ucsc.shtml>
- For information on the academic integrity policy, please go to: <http://www.rci.rutgers.edu/~polcomp/integrity/policy.shtml>
- A multimedia presentation on plagiarism can be found at: <http://www.rci.rutgers.edu/~polcomp/integrity/realifeexamples.html>

Related regulations may also be found in the Rutgers Graduate School of Education Catalog
Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Sakai for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through Sakai email.

Topic Outline/Schedule & Assignments

Class	Date	Topic	Readings	Activities/ Assignments
1	1/18/2018	Introduction and Overview. Getting to know the topic and each other. What experiences have you had with the challenges of education policy implementation? Discussion of the initial case. Review of the syllabus.	Woods, Husbands, & Brown, (2013). http://eprints.ioe.ac.uk/18172/	Introduce each other, discuss experiences and the reading. Begin considering a policy change case you would like to study.
2	1/25/18	Overview of systemic problems and policy change.	O'Day & Smith (2016). https://link.springer.com/chapter/10.1007/978-3-319-25991-8_9#Sec42	.
3	2/1/18	Reform and the persistence of failure in urban schools.	Payne (2008).	Write review 1.
4	2/8/18	New Jersey's urban reform.	MacInnes (2009).	Write review 2.
5	2/15/18	What can we learn from policy and policy implementation of world leading school systems?	Tucker (2016).	Write review 3.
6	2/22/18	World leaders: teaching as policy implementation.	Darling-Hammond et al. (2017).	Write review 4.
7	3/1/18	Limits of knowledge and implications for policy development and implementation.	Manzi (2012).	Write review 5.

8	3/8/18	Implementing systemic reform.	Fullan (2010).	Write review 6.
9	3/22/18	Implementing policy change as continuous improvement.	Bryk, Gomez, Grunow & LeMaheiu (2015)	Write review 7.
10	3/29/18	Presentation of cases.		Submit PowerPoint
11	4/5/18	Presentation of cases.		Submit PowerPoint
12	4/12/18	Presentation of cases.		Submit PowerPoint
13	4/19/18	Presentation of cases.		Submit PowerPoint
14	4/26/18	Presentation of cases.		Submit PowerPoint
15	5/3/18	Putting it all together. Review and celebration of what we have learned.		Final reports due.