

**Educational Policy**  
Ed 41  
Swarthmore College  
Spring 2011  
Wednesdays 1:15 – 4:00 pm  
Trotter 203

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Office hours: Wednesdays 4:30 – 6:30 and by appointment

*Course description*

This course will explore issues in the design, implementation, and evaluation of educational policy at the federal, state, and local levels in light of the ongoing historical and cultural debates over educational policy. It will examine a range of current policy topics, including school finance, issues of adequacy and equity, the standards movement, systemic reform, testing and accountability, varieties of school choice, immigrant and bilingual education, and special education from the perspectives of several social science disciplines and political perspectives.

*Readings*

All books (marked in the syllabus with an \*) are available at the bookstore and in the Educational Materials Center (Pearson 204). Readings in the Materials Center are located on one shelf marked “Educational Policy” and are not to be removed from the education office area. The Materials Center is open from 8:30 am – 6:00 pm and 7:30 pm – 9:30 pm most weekdays. All other readings are available on Blackboard and/or the internet.

*Required books*

1. Anyon, J. (2005). *Radical Possibilities: Public Policy, Urban Education, and a New Social Movement*. New York: Routledge.
2. Koretz, D. M. (2008). *Measuring Up: What Educational Testing Really Tells Us*. Cambridge, MA: Harvard University Press.
3. Stone, D. A. (1996). *Policy Paradox and Political Reason*. New York: Harper Collins.
4. Tyack, D. & Cuban, L. (1995). *Tinkering Toward Utopia*. Cambridge, MA: Harvard University Press.

Course schedule

**Week 1: (January 19) Introduction**

**Week 2: (January 26) The Importance of Imagination and Seeing Possibilities**

\*Anyon, J. (2005). *Radical Possibilities: Public Policy, Urban Education, and a New Social Movement*. New York: Routledge. Introduction, Chapters 8-10.

Greene, M. (1995). *Releasing the Imagination*. San Francisco: Jossey-Bass. Chapter 2.

**Week 3: (February 2) The Historical Conceptions of the Problems Facing Public School Systems & An Introduction to Frameworks of Policy Analysis**

\*Tyack, D. and Cuban, L. (1995). *Tinkering Toward Utopia*. Cambridge, MA: Harvard University Press. Prologue, pp. 26-33, 38-39, Chapter 2, Epilogue.

\*Stone, D. A. (1996). *Policy Paradox and Political Reason*. New York: Harper Collins. Introduction & Chapter 1.

The National Commission on Excellence in Education (1983). *A Nation at Risk*. Accessed January 11, 2010: <http://www.ed.gov/pubs/NatAtRisk/index.html>.

**Week 4: (February 9) The Politics of Education, and the Implementation Game**

Kirst, M. W. & Wirt, F. M. (2009). *The Political Dynamics of American Education Fourth Edition*. Richmond, CA: McCutchan. Chapters 1 & 2.

Grossman, F. D. (2010). Dissent from Within: How Educational Insiders use Protest to Reshape their Institution. *Educational Policy*, 24(4), 655-686.

Coburn, C. E., & Stein, M. K (2006). Communities of Practice Theory and the role of Teacher Professional Community in Policy Implementation. In M. I Honig (Ed.), *New Directions in Education Policy Implementation: Confronting Complexity*. Albany, NY: State University of New York Press.

Honig, M. I. (2006). Complexity in Policy Implementation: Challenges and Opportunities for the Field. In M. I Honig (Ed.), *New Directions in Education Policy Implementation: Confronting Complexity*. Albany, NY: State University of New York Press.

Goals

**Week 5: (February 16) What are the Goals of School Reform & Who Decides: The Case of Desegregation (The Continuing Significance of Race)**

\*Stone, D. A. (1996). *Policy Paradox and Political Reason*. New York: Harper Collins. Chapter 15 (skim).

Bonilla-Silva, E. (2006). *Racism Without Racist*. Lanham, MD: Rowman & Littlefield. Chapters 1, 2.

Wells, A. S. (2005). Tackling Racial Segregation One Policy at a Time: Why School Desegregation Only Went So Far. *Teachers College Record*, 107(9), 3141-2177.

Parents Involved in Community Schools v. Seattle School District Number 1. et al. Read the Syllabus, Justice Thomas' Opinion and Justice Breyer's Opinion only pp. 1-5, 11-12 (the current plan), 16-22. Accessed January 11, 2010:  
<http://www.law.cornell.edu/supct/html/05-908.ZS.html>

Glater, J. D., & Finder, A. (2007). School Diversity Based on Income Segregates Some. *New York Times*. Published July 15, 2007. Accessed July 18, 2007:  
[http://www.nytimes.com/2007/07/15/education/15integrate.html?\\_r=1&oref=slogin#](http://www.nytimes.com/2007/07/15/education/15integrate.html?_r=1&oref=slogin#).

### **Week 6: (February 23) What are Equity, Fairness, & Efficiency: The Case of School Finance**

\*Stone, D. A. (1996). *Policy Paradox and Political Reason*. New York: Harper Collins. Chapters 2, 3 (skim).

Odden, A. R., & Picus, L. O. (2000). *School Finance: A Policy Perspective*. Boston: McGraw Hill. Chapter 1.

San Antonio School District v. Rodriguez, 411 U.S. 1 (1973). Read Powell's opinion (no footnotes) and Marshall's dissent (no footnotes).

Hasci, T. A. (2002). *Children as Pawns: The Politics of Educational Reform*. Cambridge, MA: Harvard University Press. Chapter 5.

Hanushek, E. (1994). *Making Schools Work*. Washington D.C.: Brookings Institute. *Summary*.

Hunter, M. A. (2002). Maryland Enacts Modern, Standards-Based Education Finance System: Reforms Based on Adequacy Cost Studies. New York: National Access Network, Teachers College, Columbia University.

### **Policy Brief Handed Out in Class**

### **Week 7: (March 2) How does the Social World Impact Policy (What gets on the "Agenda"): The Case of Bilingual Education v. English Only**

Crawford, J. (2000). Language Politics in the United States: The Paradox of Bilingual Education. In C. Ovando, & P. McLaren (Eds.), *The Politics of Multiculturalism and Bilingual Education*. Boston: McGraw Hill.

Baker, E. L. and Hornberger, N. (2001). *An Introductory Reader to the Writings of Jim Cummins*. Clevedon, England: Multilingual Matters. Pp. 296-314.

Hasci, T. A. (2002). *Children as Pawns: The Politics of Educational Reform*. Cambridge, MA: Harvard University Press. Chapter 2.

Rolstad, K., Mahoney, K., & Glass, G. V. (2005). The Big Picture: A Meta-Analysis of Program Effectiveness Research on English Language Learners. *Educational Policy*, 19(4), 572-594.

U. S. English (n.d.). Model State legislation: Accessed January 11, 2011:  
<http://www.usenglish.org/userdata/file/pdf/State%20Model%20Bill%20Long.pdf>

Simonich, M. (2006, August). Hazleton ordinance aimed at illegal immigrants puts mayor at center stage. *Pittsburgh Post - Gazette*. Accessed January 11, 2011:  
<http://www.post-gazette.com/pg/06239/716707-85.stm>

Archibold, R. C. (2010, April). Arizona Enacts Stringent Law on Immigration. *New York Times*. Accessed January 11, 2011:  
<http://www.nytimes.com/2010/04/24/us/politics/24immig.html>

Please look at the following school's website: <http://www.marblehillsschool.org/>

## **Spring Break**

### **Week 8: (March 16) How do we Guarantee that All Students Can Learn (What is the Role of the Courts?): The Case of Special Education**

\*Stone, D. A. (1996). *Policy Paradox and Political Reason*. New York: Harper Collins. Chapters 14.

Heubert, J. P. (1999). *Law and School Reform*. New London, CT: Yale University Press. Chapter 5.

Sheenan, S. (2003). The Autism Fight. *The New Yorker*, 76-87.

United States Department of Education. (2006). *IDEA Fact Sheet*. Washington D.C.: Author. Accessed August 22, 2006:  
<http://www.ed.gov/admins/lead/speced/ideafactsheet.pdf>.

Losen, D. J., & Orfield, G. (2002). Introduction: Racial Inequality in Special Education. In D. J. Losen & G. Orfield (Eds.), *Racial Inequity in Special Education*. Cambridge, MA: Harvard University Press.

Council for Exceptional Children (N.D.). *A Primer on the IDEA 2004 Regulations*. Washington D.C.: Author. Accessed July 17, 2004:

<http://www.cec.sped.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=7839>.

**\*\*\*Policy Brief Due at the Start of Class\*\*\***

**Week 9: (March 23) How Can (Can?) Educational Systems Be Improved: The Case of Systemic, Structural, and Organizational Reform (Improving Capacity and Opportunity Too!)**

Stein, M. K., Hubbard, L., & Mehan, H. (2004). Reform Ideas That Travel Far Afield: The Two Cultures of Reform in New York City's District #2 and San Diego. *Journal of Educational Change*, 5, 161-197.

Mehan, H., Hubbard, L., & Stein, M. K. (2005). When Reforms Travel: The Sequel. *Journal of Educational Change* 6: 329-362.

O'Day, J. A., & Smith, M. A. (1993). Systemic Reform and Educational Opportunity. In Susan H. Fuhrman (Ed.), *Designing Coherent Educational Policy*. San Francisco: Jossey-Bass. Pp. 251-312

**Week 10: (March 30) How Can Assessment Be Used to Improve the Achievement of All Students: The Case of Educational Testing (A Primer on Large-Scale Assessment)**

\*Koretz, D. M. (2008). *Measuring Up: What Educational Testing Really Tells Us*. Cambridge, MA: Harvard University Press. Chapters 1, 2, 7, 8, 9, 13.

*Problems*

**Week 11: (April 6) What are the Root Causes of the Problems (How Problems Are Framed): The Case of No Child Left Behind, A Race to the Top, and "Science"**

\*Stone, D. A. (1996). *Policy Paradox and Political Reason*. New York: Harper Collins. Chapter 11.

Berliner, D. E., & Biddle, B. (1995). *The Manufactured Crisis*. Reading, MA: Addison-Wesley. Chapters 1, 4.

*RTTT*

Klein, A (2010). 'Race to Top' Viewed as Template for a New ESEA. *Education Week*. Accessed January 11, 2010:

[http://www.edweek.org/ew/articles/2010/01/06/16esea\\_ep.h29.html?qs=race+to+the+top](http://www.edweek.org/ew/articles/2010/01/06/16esea_ep.h29.html?qs=race+to+the+top)

The Department of Education's website for Race to the Top:

<http://www.ed.gov/news/pressreleases/2009/07/07242009.html>

<http://www2.ed.gov/programs/racetothetop/011901-conference-call.mp3> (listen to the first 3minutes)

<http://www.ed.gov/news/press-releases/nine-states-and-district-columbia-win-second-round-race-top-grants>  
<http://www2.ed.gov/programs/racetothetop/technical-review-form.pdf>

Hess, R (2010, August). Ugly Politics Ahead: Result of RTT's Focus on Words, Not Deeds. *Education Week*. Accessed January 11, 2010:  
[http://blogs.edweek.org/edweek/trick\\_hess\\_straight\\_up/2010/08/ugly\\_politics\\_ahead\\_results\\_of\\_rtt\\_focus\\_on\\_words\\_not\\_deeds.html](http://blogs.edweek.org/edweek/trick_hess_straight_up/2010/08/ugly_politics_ahead_results_of_rtt_focus_on_words_not_deeds.html)

*NCLB* (Read one of the following): \*If you did not take ED 14 let me know and I will provide you with background reading

West, N. R. (2005). No Child Left Behind: How to Give it a Passing Grade. *The Brookings Institution, Policy Brief #149*. Washington D.C.: Brookings Institution.

Peterson. P. E., & West, M. R. (2003). The Politics and Practice of Accountability. In M. R. West & P. E. Peterson (Eds.), *No Child Left Behind? The Politics and Practice of School Accountability*. Washington D.C.: Brookings Institution.

#### *Science*

Lareau, A. & Walters, P. M. (2010). What Counts as Credible Research? *Teachers College Record*. Accessed January 10, 2010: <http://www.tcrecord.org> ID Number: 15915.

Arizona Department of Education (n.d.). Random Controlled Trials (RCTs). Accessed January 10, 2010: <http://www.ade.state.az.us/sa/msp/RCT.pdf>

National Research Council (2004). *Implementing Randomized Field Trials in Education: Report of a Workshop*. L. Towne and M. Hilton (Eds.), Committee on Research in Education. National Research Council. Washington D.C.: National Academy Press. Accessed January 10, 2010: Access electronically from Swarthmore College library.

Spend time looking at the What Works Clearing House (specific guide to be given):  
<http://ies.ed.gov/ncee/wwc/>

#### *Solutions*

### **Week 12: (April 13): Who Should Be Accountable for All Students Reaching High Standards (Accountability & State v. Local Control): The Case of Exit Exams**

\*Stone, D. A. (1996). *Policy Paradox and Political Reason*. New York: Harper Collins. Chapters 6, 7, 8.

PSBA. (2009, September 22). Memo to Comment on Final Form Regulations. Accessed January 11, 2010: <http://www.psba.org/issues-advocacy/issues-research/keystone-exams/FINAL-gentzel-letter-IRRC-9-22-09.pdf> .

Pennsylvania Department of Education. (2009, October 1). Final Form Regulations, Keystone Exams. (Read pages 1-13 and quickly skim the rest).

Piccola, J. E., & Dinniman, A. E. (2009, August 26). Memo to IRRC.

Roebuck, J. R. (2009, June 30). Memo to IRRC from Pennsylvania House of Representatives Education Committee.

Torsella, J. (2009, October 22). Strong Pennsylvania High School Graduation Requirements Would Pay Off in the Long Run. Patriot-News. Accessed January 12: [http://www.pennlive.com/editorials/index.ssf/2009/10/strong\\_pennsylvania\\_high\\_school.html](http://www.pennlive.com/editorials/index.ssf/2009/10/strong_pennsylvania_high_school.html)

Zachorchak, G. L. (2009, June 2). Testimony before Pennsylvania State Senate Education Committee.

Center on Education Policy (2008). *State High School Exit Exams: A Move to End-of-Course Exams*. Washington DC: Author.

Education Commission of the States (2010). Exit Exams. Accessed January 12 2010:  
1) <http://www.ecs.org/html/issue.asp?issueid=108&subIssueID=159>  
2) <http://www.ecs.org/html/IssueSection.asp?issueid=108&subissueid=159&ssID=0&s=Pros+%26+Cons>

### **Week 13: (April 20) Market Forces will Fix the Problem: The Case of School Choice Charters**

Lacireno-Paquet, N., Holyoke, T. T., Moser, M., & Henig, J. R. (2002). Creaming Versus Cropping: Charter School Enrollment Practices in Response to Market Incentives. *Educational Evaluation and Policy Analysis*, 24(2), 145-158.

Lubienski, C. (2004). Charter School Innovation in Theory and Practice. In K. E. Bulkley & P. Wohlstetter (Eds.), *Taking Account of Charter Schools*. New York: Teachers College Press.

Plank, D. N. & Sykes, G. (2004). Lighting Out for the Territory: Charter Schools and School Reform Strategy. In K. E. Bulkley & P. Wohlstetter (Eds.), *Taking Account of Charter Schools*. New York: Teachers College Press.

Wells, A. S. et, al. (2005). Charter School Reform and the Shifting Meaning of Educational Equity: Greater Voice and Greater Inequality? In J. Petrovich & A. S. Wells (Eds.), *Bringing Equity Back: Research for a New Era in American Educational Policy*. New York: Teachers College Press.

### *Vouchers*

Coulson, A. J. (2006). War Against Vouchers. *The Wall Street Journal*. New York. Article appeared January, 9 2006. Accessed July 31, 2006: [http://www.cato.org/pub\\_display.php?pub\\_id=5363](http://www.cato.org/pub_display.php?pub_id=5363).

Levin, H. M. (2002). A Comprehensive Framework for Evaluation Educational Vouchers. *Educational Evaluation and Policy Analysis*, 24(3), 159-174.

Symonds, W. C. (2005). An Interview with Chris Whittle: A Train Wreck Is Coming. *BusinessWeek Online*. Published October 17, 2005. Accessed July 27, 2006: [http://www.businessweek.com/magazine/content/05\\_42/b3955151.htm?chan=search](http://www.businessweek.com/magazine/content/05_42/b3955151.htm?chan=search).

**Week 14: (April 27) Better Teachers will Fix the Problem: The Case of Teacher Quality, Certification, and Merit Pay**

Darling-Hammond, L., Barnett B., & Thoreson, A. (2001). Does Teacher Certification Matter? Evaluating the Evidence. *Educational Evaluation and Policy Analysis*, 23(1), 57-77.

Moe, T. M. (2005). A Highly Qualified Teacher in Every Classroom. In J.E. Chubb (Ed.), *Within Our Reach: How America Can Educate Every Child*. Lanham, MD: Rowman & Littlefield Publishers.

Lankford, H., Loeb, S., & Wycoff, J. (2002). Teacher Sorting and the Plight of Urban Schools: A Descriptive Analysis. *Educational Evaluation and Policy Analysis*, 24(1), 37-62.

Useem, E., Offenber, R., & Farley, E. (2007). *Closing the Teacher Quality Gap in Philadelphia: New Hope and Old Hurdles*. Philadelphia: Research for Action. [All read the Executive Summary; those with a greater interest read the entire report].

National Commission on Teaching and America's Future (2005). *Policy Brief: The High Cost of Teacher Turnover*. Washington D.C.: Author.

Podgursky, M. J., & Spring, M. G. (2007). Teacher Performance Pay: A Review. *Journal of Policy Analysis and Management*, 26(4), 909-949. Accessed January 11, 2011: <http://onlinelibrary.wiley.com/doi/10.1002/pam.20292/pdf>



### *Expectations*

You are expected to do all of the reading for each week.

You are expected to attend all classes. This includes attendance at panel discussions.

You are expected to do all assignments. All assignments are due on the dates listed in the syllabus.

Failure to meet these expectations, in all but exceptional circumstances, will result in a person's final grade for the course being lowered.

*Assignments* (I will provide much greater detail about *all* assignments in class.)

1. **Coursework** (10%): Outstanding or weak participation in the class will be taken into account in your final grade.
2. **Policy brief** (20%): **Due Wednesday, March 16 in class.** You will write a 5-8 page policy brief based on a scenario that I provide. The assignment will be handed out in class on February 26. Your assignment should be in a policy brief format including the following:
  - i. A problem definition
  - ii. A solution
  - iii. Relevant background information
  - iv. Anticipation of counter claims and refutation of those claim
  - v. Citations of appropriate literature
3. **Policy brief/ Simulation** (25%): For 1 of the weeks (11-13) you will write a 5-8 page policy analysis based on the week's reading and participate in a simulation (designed by me). Both the policy brief and presentation will be done in groups.
  - a. *Policy briefs* (15%) are based on the simulation and are due on the day of the presentations. The brief needs to:
    - i. Define the problem
    - ii. Set out a solution
    - iii. Provide relevant background
    - iv. Anticipate counter claims and refute
    - v. Cite appropriate literature
    - vi. Look like a policy brief including:
      - a. fiery rhetoric.
      - b. bullets and headings – make the brief look appealing.
  - b. *Policy simulations/presentation* (10%): In groups, you will be required to participate in a policy simulation in which you will present/argue one side of a policy topic. More information will be provided in class.

4. **Education Week/Notebook** (10%): Everyone will spend time reading articles of her/his choice in *Education Week* and *The Philadelphia Public School Notebook*. Additionally, twice during weeks 4-13 you will be responsible for leading a discussion (about 15 - 20 minutes) on 1 article from that week's issue (10% total). The Ed Week leaders (there will be about 5 per week) will send the article to the class (and me) by **Mondays, at 9 pm**. I expect these discussions to be fun, passionate, and a source of inquiry. We may discuss topics we have yet to cover in class (that's fine). In addition to leading the discussion, presenters need to turn in a two page synopsis of the article that includes:
  - a. A brief summary of the article
  - b. An explanation of why *you* choose the article
  - c. An analysis of the relationship of the article to the readings done in class (you need to include at least one of the following):
    - i. Specific to the educational topic
    - ii. Specific to the policymaking/analysis reading
  - d. 4-5 discussion questions to stimulate/guide class discussion
  
5. **Final white paper and newspaper article** (35%): You will select the topic for the paper/article in conference with me. Each student will select a policy topic covered in class to write a: 1) 10-15 page white paper (20%); 2) 1-2 page executive summary of the white paper (5%); and 3) 800-1000 word newspaper article (10%). Students will be able to select the topic and the audience of the paper (and the media source for the newspaper article). All three assignments are due on **Friday, May 13 at 5pm**. The white paper needs to:
  - a. Identify the audience
  - b. Outline relevant background information
  - c. Define the problem
  - d. Set out a solution
  - e. Anticipate counter claims and refute
  - f. Cite appropriate literature

I strongly encourage (beg) students to participate in study groups. There is a considerable amount of reading in the course and study groups can help make it more manageable and enjoyable. Also, please **PEER EDIT ALL WORK**. Your classmates are a tremendous resource – use them! I will assist in arranging groups and peer-editing partnerships if you would like.