



**College of Education and Human Development  
Graduate School of Education**

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**EDLE 634.001  
Contemporary Issues in Education Leadership**

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**T. 7:20-10:00p  
Science Technology I, Room 126**

**Instructor:** Diana D'Amico, PhD  
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**Office:** Commerce II  
4085 University Drive, 215  
**Office Hours:** T.4-6p  
& by appointment

**COURSE DESCRIPTION**

Examines current and emerging issues and trends impacting education. Includes demographic shifts; globalization; technology; data-based decision making; inclusion of diverse learners in American schools; and recent research on student achievement when influenced by race, gender, and poverty.

**COURSE OVERVIEW**

This course examines a variety of issues and policy debates that shape current education discourse. Educational issues ranging from teacher quality to curriculum, federal reform to privatization, morality in the classroom to inclusion, and many others, inform our political landscape and highlight salient cleavages. Students will examine the intricacies of these debates. These issues, however, are not a modern phenomena; each has a deep and important history. Throughout the course, students will seek to put the past and present into conversation. Today's schools are an outgrowth of this history. Students will identify salient moments of continuity and change in an attempt to make this past usable. Over the course of the semester, students will use this historical understanding of current education policy both to better comprehend the schools they hope to lead and to inform their decisions.

**NATURE OF COURSE DELIVERY**

Each session will consist of a combination of lecture and large and small group discussions. Students will work with a variety of primary sources in class, both individually and in small groups. The creation of knowledge is a collaborative endeavor. For this reason, it is essential that students read the assigned materials carefully and come to each class prepared to participate in discussion.

*Program vision: The Education Leadership Program is dedicated to improving the quality of pre-K – 12 education through teaching, research, and service. Candidates and practicing administrators engage in course work devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.*

## COURSE LEARNING OUTCOMES

Students who successfully complete this course will:

- ❖ Identify and characterize key education debates.
- ❖ Understand and critically evaluate current reform programs.
- ❖ Gain an historical understanding of the development and structure of education in the United States.
- ❖ Use history to cast fresh light on contemporary school issues.
- ❖ Learn to analyze primary source materials.
- ❖ Learn to evaluate and engage with secondary source materials.
- ❖ Hone critical thinking skills through class discussions, presentations and writing assignments.
- ❖ Develop and fine-tune the craft of academic writing.

## COURSE MATERIALS

### Readings

James Wm. Noll, ed. Taking Sides: Clashing Views on Educational Issues. 16<sup>th</sup> edition. New York, McGraw-Hill: 2011.

**All other readings will be available through the course website.**

*Students must have access to all assigned readings (either in hard copy or e-version) in class.*

## COURSE REQUIREMENTS AND POLICIES

### Class participation and attendance (10%)

Students are expected to come to every class prepared to participate in an active discussion. In order to do this, students must have read and taken notes on the assigned readings *and* have the readings with them (either paper or electronic). **If you must be absent, please notify me by e-mail or phone.** Please arrive to class on time.

### Brief Reading Response Memos (15%)

In **2** pages, engage an aspect of the assigned readings. Your task in these brief papers is to critically engage a component of the readings, *not* to summarize. You may choose to identify connections across texts thinking about how various authors' analyses fit together. Or you may choose to isolate a particular moment of fascination within a single reading, offering a close analysis of the text and its implications. Memos must be posted to the course taskstream page **by the SUNDAY before class by MIDNIGHT.**

*I do not accept late reading response memos.*

Students must write **3** responses over the course of the term, choosing one class from each of the following three groups:

1. 9/6 or 9/13
2. 9/27 or 10/25 or 11/1
3. 11/15 or 11/22

**\*\*NOTE: ALL ASSIGNMENTS ARE DUE ON THE SUNDAY BEFORE CLASS BY MIDNIGHT\*\***

### **Presentation of an Education Debate (10%)**

In small groups, students will prepare and deliver a presentation pertaining to a particular education debate. You may prepare a lecture, organize a class activity or lead a discussion. Students must meet with the professor to discuss their plan. The goal of this assignment is to offer your classmates an overview of the major points that characterize the educational debate to be discussed on a particular day. In addition to the assigned readings, presenters will be responsible for 1-2 additional readings that take them further into the issue. Presentations should last 20 to 30 minutes. In addition to the presentation, each member of the group will submit a 1-2 page reflection essay that examines each participant's role in the project.

### **Final Essay Project**

What should students be taught? How should progress be measured? What makes a good teacher and how should they be educated, organized and trained? What role should education leaders assume in the school? These and countless other questions stand at the center of modern political discourse. At the same time, however, these are not new questions. Instead, since the rise of the common schools in the mid-19<sup>th</sup> century politicians, community members, and policy makers have been grappling with similar issues. The ways in which we think about these questions today is part and parcel of a much larger inherited legacy.

In this semester long project, students will write a **10-12** page essay in which they use history to interrogate a current educational debate of their choosing. Students will examine the ways in which a current issue or policy question has developed over time. In this assignment, students will use history to cast fresh light on current education discourse. In what ways does your chosen issue stem from a larger historical past? What are the policy implications of your findings?

This assignment is broken down into 4 key components:

1. ***Topic Proposal (5%)*** – Each student will submit a **1-2** page proposal, outlining the core issue of interest and detailing specific elements of the debate as it exists today. You must use at least **2** sources to ground your writing.
2. ***Extended Annotated Bibliography (10%)*** – All successful academic writing hinges from the careful reading of secondary source literature. In this exercise, you will explain the key argument and contribution of each source, you will note the places in which the author's opinions converge and/or diverge, and you will raise questions about the text. You must use at least **6** sources, **4** of which must be historical scholarship, and adhere to APA guidelines.
3. ***Literature Review Essay (15%)*** – Students will write a **5-6** page essay that considers the body of literature as a whole. Where are the key points of overlap and divergence? How do you account for this? What sorts of disciplinary frameworks do these scholars employ? How do they shape the respective interpretations? Where do you see scholars engaging each other in debate? What has yet to be asked?
4. ***Final Essay (25%)***

### **Poster Presentation (10%)**

Though the education policy debates we grapple with today have played out again and again over the last century, little attention is paid to the importance of this history. Instead, education policy tends to take a narrow view, focusing only on the school of the moment. Modeled after an academic conference poster

session, on the final day of class students will prepare and present posters that highlight the policy implications of their historical research. Posters should clearly identify the debate or issue at hand, identify 2-3 historical moments of high relevance and at least 3 policy recommendations that stem from this history. The goal of this assignment is to clarify for your classmates the ways in which historical knowledge shapes – or perhaps even changes – the ways in which you understand and respond to a particular educational issue.

### **Late work and Deadlines**

I expect all students to submit their work on time. Unless prior arrangements are made, late work will be penalized by 1/3 of a letter grade for each 12-hour period past the deadline (i.e.: an A will become an A-).

**\*\*\* All work for this class is due on the SUNDAY before class by MIDNIGHT. All work must be submitted electronically via the course TaskStream page. \*\*\***

### **Laptops and Computing**

Students may use laptops in class to obtain access to course readings, to take notes, and to conduct other business **directly** related to contributing to class discussions. Students who abuse this policy by checking email, going on-line or conducting any business not directly related to this class will be asked to put their laptops away.

Online access is vital for this course. **All students are required to activate and monitor their GMU e-mail accounts.** You will receive emails from me from time to time pertaining to the course; *these will only be sent to you gmu.edu accounts.*

All students are required to use <http://www.taskstream.com> as part of this course. This is an Internet site where information for the course will be posted and through which we will communicate from time to time. Samples of student work will be archived on this site for purposes of course, program, and college assessment.

All students must have access to standard word processing software that can be read by Microsoft Office 2007.

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

### **Student Expectations**

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### **Campus Resources**

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

## WEEKLY SCHEDULE

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
8/30	<i>Introduction</i>	
9/6	<i>Public Schooling: Goals and Structure</i>	<ul style="list-style-type: none"> <li>• <u>Taking Sides</u> (TS), Issues 2 &amp; 15.</li> <li>• Selection from Horace Mann, <u>Twelfth Report</u> (1848).</li> </ul>
9/13	<i>Curriculum: How and What to Teach?</i>	<ul style="list-style-type: none"> <li>• <u>TS</u>, Issues 1 &amp; 6.</li> <li>• Tyack and Hansot, “Conflict and Consensus in American Public Education,” <i>Daedalus</i> (1981).</li> <li>• Shorto, “How Christian Were the Founders?,” <u>The New York Times Magazine</u> (2010).</li> </ul>
9/20	<i>Teacher Education and Training: Who should teach and what should they know?</i>	<ul style="list-style-type: none"> <li>• <b><u>Topic Proposal Due Sunday 9/18 by Midnight</u></b></li> <li>• <u>TS</u>, Issue 20.</li> <li>• Ogren, “Where Coeds were Coeducated: Normal Schools in Wisconsin, 1870-1920,” <i>History of Education Quarterly</i> (1995).</li> <li>• Ingersoll, “Who’s Teaching our Children?,” <i>Educational Leadership</i> (2010).</li> </ul>
9/27	<i>Teacher Quality, Evaluation and Compensation</i>	<ul style="list-style-type: none"> <li>• <u>TS</u>, Issue 21.</li> <li>• Corcoran, et al., “Women, the Labor Market, and the Declining Relative Quality of Teachers,” <i>Journal of Policy Analysis and Management</i> (2004).</li> <li>• Explore Washington D.C. Public School’s IMPACT program (information available online).</li> </ul>
10/4	<i>Research Workshop</i>	<ul style="list-style-type: none"> <li>• Come prepared to present and conduct research on your selected topic.</li> </ul>
10/11	<i>No Class</i>	**University Follows Monday Schedule**
10/18	<i>Teacher Unions and Associations</i>	<ul style="list-style-type: none"> <li>• <b><u>Extended Annotated Bibliography Due Sunday 10/16 by Midnight</u></b></li> <li>• Anotonucci, “The Long Reach of the Teachers Union: Using Money to Win Friends and Influence Policy,” <u>Education Next</u></li> </ul>

		<p>(2010).</p> <ul style="list-style-type: none"> <li>• Bascia, “Women Teachers, Union Affiliation, and the Future of North American Unionism,” <u>Teaching and Teacher Education</u> (1998).</li> </ul> <p>Urban, “Teacher Activism,” in <u>American Teachers: Histories of a Profession at Work</u> (1989).</p>
10/25	<b><i>Keeping Kids in School?</i></b>	<ul style="list-style-type: none"> <li>• <u>TS</u>, Issues 11, 12 &amp; 15.</li> <li>• Moss, “The Tarring and Feathering of Thomas Paul Smith: Common Schools, Revolutionary Memory and the Crisis of Black Citizenship,” <u>History of Education Quarterly</u> (2007).</li> </ul>
11/1	<b><i>Race and Achievement</i></b>	<ul style="list-style-type: none"> <li>• <u>TS</u>, Issue 9.</li> <li>• Phillips, et al., “Does the Black-White Test Score Gap Widen after Children Enter School?,” in <u>The Black-White Test Score Gap</u> (1998).</li> </ul>
11/8	<b><i>The Federal Government and Education Reform</i></b>	<ul style="list-style-type: none"> <li>• <b><u>Literature Review Essay Due Sunday 11/6 by Midnight</u></b></li> <li>• <u>TS</u>, Issues 5 &amp; 8.</li> <li>• U.S. Department of Education, “Executive Summary of No Child Left Behind,” (2002).</li> <li>• U.S.DoE, “NCLB: Standards &amp; Assessments,” Powerpoint Presentation.</li> </ul>
11/15	<b><i>Choice and Privatization</i></b>	<ul style="list-style-type: none"> <li>• <u>TS</u>, Issue 13.</li> <li>• “Petition of Catholics for a Portion of the Public School Fund,” (1840).</li> <li>• Schneider and Buckley, “Making the Grade: Comparing DC Charter Schools to Other DC Public Schools,” <u>Educational Evaluation and Policy Analysis</u> (2003).</li> </ul>
11/22	<b><i>Gender and Schooling</i></b>	<ul style="list-style-type: none"> <li>• <u>TS</u>, Issue 17.</li> <li>• Tyack and Hansot, “Coeducation in Urban Public Schools,” in <u>Learning Together: A Century of Coeducation in American Public Education</u> (1990).</li> </ul>
11/29	<b><i>Inclusion,</i></b>	<ul style="list-style-type: none"> <li>• <b><u>Bring in Draft of Essay</u></b></li> </ul>

	<i>(Dis)Ability and Gifted Education</i>	<ul style="list-style-type: none"> <li>• <u>TS</u>, Issue 14.</li> <li>• Franklin, "Progressivism and Curriculum Differentiation: Special Classes in the Atlanta Public Schools, 1898-1923," <u>History of Education Quarterly</u> (1989).</li> </ul>
12/6	<i>Poster Session</i>	<ul style="list-style-type: none"> <li>• <b><u>Final Essay Due Sunday 12/4 by Midnight</u></b></li> </ul>

## Assessment Rubric for Short Reading Response Memos (15% of Final Grade)

### Rationale

This assignment calls on students to critically engage a component of the required readings. Producing sophisticated and meaningful research hinges on a thorough understanding and analysis of existing scholarship. In these short writing exercises, students will: 1. concisely and accurately state authors' key ideas or arguments; and 2) engage those points in a lively scholarly discourse.

### Tasks

1. In **2** pages, engage an aspect of the assigned readings.
  - a. Your task in these brief papers is to critically engage a component of the readings, *not* to summarize.
  - b. You may choose to identify connections across texts thinking about how various authors' analyses fit together.
  - c. Or you may choose to isolate a particular aspect of fascination within a single reading, offering a close analysis of the text and its implications.

***Memos must be posted to the course TaskStream page no later than the SUNDAY immediately before class by Midnight;  
I do not accept late reading response memos.***

Students must write **3** responses over the course of the term, choosing one class from each of the following three groups:

1. 9/6 or 9/13
2. 9/27 or 10/25 or 11/1
3. 11/15 or 11/22

	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
<b>Presentation of Texts (30%)</b>	Accurately and succinctly presents authors' key claims through the use of specific quotes. Does not dwell on a summary of the texts. Rather than discussing the entire piece of scholarship, this response isolates and presents a clear point of interest.	Offers an accurate and specific overview of the authors' texts but may lack a clear focus. May not support claims with evidence from the text.	Offers a general summary of the authors' texts, but lacks a clear focus. Insufficient use of evidence	Does not accurately present authors' key claims. Lacks a clear focus. No evidence.
<b>Idea Development</b>	Offers a pointed and logical analysis of the texts. Uses evidence to create and sustain a unique	Attempts to move beyond the texts and create an idea, but does not use evidence to	Attempts to move beyond the texts, but does not create a unified idea. Writing lacks logic	Does not offer an analysis of the texts, but instead summarizes the readings. Fails to

<b>(30%)</b>	and compelling idea.	construct and sustain that idea. Writing is logical and clear.	and focus.	move beyond the readings and develop a unique idea.
<b>Statement of Significance (30%)</b>	Examines the implications of the idea developed both in terms of the texts discussed and the larger educational issue at hand. The concluding ideas are a logical outgrowth of the larger response.	Examines the implications of the idea developed in terms of the authors' texts, but neglects to examine the ways in which the idea informs or relates to the larger educational issue. The concluding ideas are a logical outgrowth of the larger response.	Attempts to develop a larger idea, but leaves it disconnected from the texts and/or larger educational issue at hand. The concluding ideas are not a logical outgrowth of the larger response.	Does not offer a statement of significance.
<b>Mechanics (10%)</b>	The response is nearly error free.	The paper has some errors.	The paper has numerous errors.	The paper is sloppy and appears not to have been proofread.

### Assessment Rubric for Presentation of Debates (10% of Final Grade)

**Rationale**

In small groups, students will prepare and deliver a presentation pertaining to a particular educational debate. You may prepare a lecture, organize a class activity or lead a discussion. Groups must meet with the professor to discuss their plans. The goal of this assignment is to offer classmates an overview of the major points that characterize the educational debate to be discussed on a particular day. In addition to the assigned readings, presenters will be responsible for 1-2 additional readings that take them further into the issue. Presentations should last 20 to 30 minutes. In addition to the presentation, each member of the group will submit a 1-2 page reflection essay that examines each participant’s role in the project.

	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
<b>Content (70%)</b>	Accurately presents key sides of the debate. Incorporates information from 1-2 additional sources and presents materials to classmates in a meaningful way. Rather than summarizing debate, provides a framework for considering the debate.	Accurately presents key sides of the debate and information from 1-2 additional sources. Information may not be presented in readily accessible ways. Offers a summary of the debates, but neglects to provide an independent framework to consider the debate.	Offers a summary of the readings; may or may not include information from 1-2 additional sources. Some information is inaccurate or confusing.	Does not accurately present key sides of the debate.
<b>Style (30%)</b>	Engages audience and provokes interesting and worthwhile discussions.	Attempts to engage audience but leaves little space for discussion and participation.	Does not engage audience, but leaves space for discussion.	Fails to engage audience and does not create opportunities for discussion.

## Assessment Rubric for Final Project

### I. Topic Proposal (5% of Final Grade)

#### Rationale

The goal of this assignment is to highlight the details of a precise and particular education debate. This debate will form the foundation for your individualized scholarly inquiry this term. Before you can generate your own research questions, you need to demonstrate an understanding of the key issues. Before you can insert your voice into and inform current educational debates and policies, you need to have a clear understanding of the current state of these debates and policies.

#### Tasks

1. Students will submit a **1-2** page essay that offers an overview of their selected issue.
  - a. Use at least 1-2 articles to ground your writing and make sure to reference these sources.
2. Begin by addressing the following questions:
  - a. Where is this issue visible?
  - b. Who is involved?
  - c. What are the competing perspectives surrounding this issue?
  - d. What is at stake?

	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
<b>Statement of Topic (30%)</b>	Offers a clear statement of issue of interest. Focuses on a specific component of a larger debate. Describes topic in clear and accurate terms.	Offers a clear statement of topic, but lacks focus. Author attempts to cover too much ground.	Does not offer a clear and specific statement of interest. Author discusses a large topic in vague terms.	Does not offer a clear and specific statement of interest. Author makes claims that are inaccurate.
<b>Exploration of Debate (60%)</b>	Offers a clear exploration of a specific issue or debate of interest. Refers to relevant texts to ground characterizations. Presents topic overview in a clear, accurate, and bias-free manner.	Offers a clear exploration of a specific issue of debate of interest. Refers to relevant texts to ground overview. Author reveals clear bias, choosing sides or offering policy prescriptions.	Exploration of issue is vague or too broad. Author takes sides.	Exploration of issue is unclear or inaccurate. Author does not refer to specific texts to ground overview and writes with clear bias. Does not cite or make use of appropriate sources.
<b>Mechanics (10%)</b>	The essay is nearly error free.	The paper has some errors.	The paper has numerous errors.	The paper is sloppy and appears not to have been proofread.

## II. Extended Annotated Bibliography (10% of Final Grade)

### Rationale

All successful academic writing hinges from the careful reading of secondary source literature. In this exercise, you will explain the key argument and contribution of each source, you will note the places in which the author’s opinions converge and/or diverge with those of other scholars, and you will raise questions about the text. You must use at least **6** sources, **4** of which are historical, and adhere to APA guidelines.

	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
<b>Proposed Bibliography (30%)</b>	Lists 6 viable scholarly sources, of which 4 are historical.	Lists 6 sources, of which 4 are historical, but 1 or 2 sources are not scholarly and/or viable.	Lists 6 sources, of which 4 are historical, but 3 sources are not scholarly and/or viable.	Lists less than 6 total sources or less than 4 historical sources. Or 4 or more sources are not scholarly and/or viable.
<b>Annotations (50%)</b>	Succinctly and consistently notes the authors’ main arguments and the key contribution of the texts. Points out where and in what ways each text overlaps with or diverges from others listed.	Offers a general overview of authors’ main points and/or contribution, but is either vague or inconsistent. Alludes to some connections across texts, but not consistently.	Misstates authors’ main points and contributions in 3 instances. Identifies inaccurate or flimsy connections across texts.	Misstates authors’ main points and contributions in the majority of citations. Identifies inaccurate or flimsy connections across texts.
<b>APA style (20%)</b>	Follows correct citation style.	Follows correct citation style with few errors.	Citations contain many errors.	Citations are incorrectly formatted.

### III. Literature Review (15% of Final Grade)

#### Rationale

All successful academic writing hinges from the careful reading of secondary source literature. Rather than summarizing the key points and arguments of a variety of authors, the goal of this exercise is to synthesize a body of scholarship.

#### Tasks

1. In **5-6** pages, students will engage the following questions in a well-crafted, compelling essay.
  - a. How has thinking on your chosen topic developed over time?
  - b. How do you account for these shifts?
  - c. In what ways do disciplinary conventions shape authors' analyses?
  - d. What are the main points of agreement and disagreement?
  - e. Where do you see authors engaging one another in scholarly discourse?
  - f. How do the accounts provided by historians relate to or cast light on scholarship focused on the present?
2. Drawing upon this body of literature, pose at least three questions that will motivate your future inquiry. Examine these questions, explicating how they grow out of the examined literature and exploring their larger significance.
  - a. What will these questions help you figure out that we do not already know?
3. You must discuss and cite at least 6 approved sources, 4 of which are historical.

	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
<b>Presentation of Literature and Idea Development (60%)</b>	Examines and properly cites 6 sources, 4 of which are historical. Author creates conversations across texts, thinking about the works as a cohesive body of literature. Rather than summarizing each work one by one, the author finds meaningful ways to group the readings. Incorporates specific evidence from texts and offers an analysis. Considers the role of disciplinary	Examines and properly cites 6 sources, 4 of which are historical. The author attempts to generate a larger, original idea but this idea is not substantiated all the way throughout the essay or is separate from a discussion of the texts. Considers disciplinary conventions, but does not link these observations to larger idea. Uses some quotes, but may not offer thorough analysis.	Examines 6 sources, 4 of which are historical. Citations may be incorrect. Rather than generating a larger idea and moving beyond the texts, the author summarizes each work. Does not consider the role of disciplinary conventions. Provides some evidence, but offers little analysis.	Examines less than 6 sources, 4 of which are historical. Citations may be incorrect. Author offers only summaries. Presentation of authors' views may be inaccurate or incorrect. Does not consider the role of disciplinary conventions. Does not provide significant evidence to support claims. Does not provide analysis.

	conventions and links these observations to essay's larger idea. Through an exploration of this body of literature, the author generates a cohesive, logical, and compelling idea that is woven throughout the review.			
<b>Future Research Questions (30%)</b>	Clearly states and explicates three specific questions to motivate further research. The questions are a clear outgrowth of the literature discussed.	States three questions. Questions are too broad and are not fully explicated. Questions flow from previous discussion of literature.	Offers three vague questions. Does not clearly or fully explicate significance or implications of questions. Questions only partially flow from discussion of scholarship.	Offers less than three questions. Questions are vague and may not be explicated. Questions do not flow from discussion of scholarship.
<b>Mechanics (10%)</b>	The essay is nearly error free.	The paper has some errors.	The paper has numerous errors.	The paper is sloppy and appears not to have been proofread.

## IV. Final Paper (25% of Final Grade)

### Rationale

Educational issues assume center stage in the political arena, animating the Left and the Right. Questions surrounding accountability, teacher quality, measurement, standards and many others shape today's educational policy discourse. But these are not new issues. Instead, educators and others have been asking and answering similar questions in various ways for over a century. In this culminating assignment, students will historicize a current educational debate. The goal of this essay is to use the past to intervene in a current debate.

### Tasks

1. Students will write a **10-12** page essay in which they historicize a current educational debate, paying close attention to the ways in which social and political forces have shaped this issue.
2. Begin by offering a clear and succinct picture of a current educational issue.
  - a. Where does this debate unfold?
  - b. Who is involved?
  - c. What is at stake?
3. Consider how and in what ways an historical inquiry might provide a new way of thinking about this debate and its underlying issues.
4. Explore the history of this issue calling attention to key points of continuity and change over time.
  - a. You must use scholarly evidence in the form of quotations to support your points.
  - b. Rather than offering a summary of past events – a textbook account, for instance – your task is to offer an analysis of these events.
    - i. Why did they unfold as they did?
    - ii. How do you account for this?
    - iii. What is the larger significance of this past educational debate?
5. Consider the ways in which the historical moments examined cast fresh light on the current debate.
  - a. How has this debate changed shape over time?
  - b. How do you account for this historical persistence?
  - c. In what ways does this historical knowledge recast the debate or illuminate enduring underlying tensions?
  - d. What do you learn about the social and political functions of schooling from this inquiry?

	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
<b>Argument and Idea Development (30%)</b>	Presents a clear and specific educational issue to explore. Makes a compelling case for examining historical presidents. Generates a clear and compelling idea throughout the essay.	Presents a clear and specific educational issue to explore. While the author examines historical presidents, he/she does not make a clear case for doing so. Essay follows a	Presents an overarching topic to explore, but issue is vague or too large. Unclear why author turns to the past or what he/she thinks an exploration of the past can reveal.	Topic of essay is vague or unclear. Author offers summaries of events and texts but does not provide an analysis or craft an original idea.

	The paper moves from one point to the next logically.	logic, but it may weaken in certain sections of the essay. Author crafts a general idea, but does not develop it fully.	Essay lacks a clear logic. Author offers claims but fails to generate an overarching idea.	Essay lacks a discernable logic.
<b>Historical Inquiry (30%)</b>	Accurately examines specific historical eras and developments through the use of evidence. Offers a careful analysis of evidence, moving beyond summary. Uses at least 6 sources; sources are correctly cited. Uses quotes from other scholarship to develop and shade the essay's idea.	Examines historical eras and developments. Uses at least 6 sources; sources are correctly cited. Provides evidence, but does not fully analyze all pieces introduced. Larger idea of the essay is only tangentially related to evidence introduced.	Offers a partial or incomplete exploration of historical eras and developments. Uses some evidence, but leaves it largely unexamined. Does not use and/or incorrectly cites 6 sources. Relies on summary rather than analysis.	Examination of history is partial or inaccurate. Does not use evidence to substantiate claims. Does not use and/or incorrectly cites 6 sources. Unclear how history relates to essay's larger idea.
<b>Conclusions: The Intersection of History &amp; Policy (30%)</b>	Considers the ways in which history and historical developments inform policy surrounding a particular educational issue. Examines moments of continuity and change. Uses the history presented to offer fresh insights surrounding a current educational issue. Examines the significance of the essay's idea in compelling and meaningful ways.	Considers the connections between the past and present but does not consider implications of such connections. Attempts to use history to cast fresh light on policy, but claims need to be developed more fully to be compelling or clear. Needs to link these observations to larger idea with greater care.	Considers connections between past and present but does not consider larger implications. Does not use history to make fresh observations about current issue. Connections to larger idea are vague.	Does not consider the connections between the past and present. Does not use historical inquiry to make fresh observations about current issue. Does not generate a larger idea and examine its significance.
<b>Mechanics (10%)</b>	The essay is nearly error free.	The paper has some errors.	The paper has numerous errors.	The paper is sloppy and appears not to have been proofread.

**Assessment Rubric for Poster Presentation (10% of final grade)**

**Rationale**

Though the education policy debates we grapple with today have played out again and again over the last century, little attention is paid to the importance of this history. Instead, education policy tends to take a narrow view, focusing only on the school of the moment. Modeled after an academic conference’s poster session, on the final day of class students will prepare and present posters that highlight the policy implications of their historical research. Posters should clearly identify the debate or issue at hand, identify 2-3 historical moments of high relevance and at least 3 policy recommendations that stem from this history. The goal of this assignment is to clarify for your classmates the ways in which historical knowledge shapes – or perhaps even changes – the ways in which you understand and respond to a particular educational issue.

	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
<b>Presentation of Educational Issue (20%)</b>	Provides a clear and concise statement of the educational issue to be examined. Accurately presents pertinent characteristics of the debate. Presents information from various sides in an evenhanded and bias-free manner.	Provides a clear and concise statement of the educational issue to be examined in an evenhanded and bias-free manner.	Offers a general statement of the educational issue to be examined but does so in a way to reveal bias.	Fails to provide a clear statement of the topic to be examined.
<b>History (20%)</b>	Accurately presents 2 or 3 key historical episodes that illuminate the ways in which the debate has unfolded in the past and calls attention to the ways in which the debate has changed overtime.	Accurately presents 2 or 3 historical eras. Does not call attention to key points of change. Information is clear.	Presents only 1 historical era and does not call attention to change over time. Some information is inaccurate and/or unclear.	Does not present any history that reveals the ways in which the debate has unfolded in the past or changed shape over time. Or presents historical information that is mostly unclear or inaccurate.
<b>Policy Implications (50%)</b>	Offers 3 precise and clear policy implications that stem from the history.	Offers 3 policy implications. But they are vague or do not stem from the history.	Policy implications are vague and do not stem from the history.	No meaningful policy implications offered.

<p style="text-align: center;"><b>Style (10%)</b></p>	<p>Information is presented in an engaging and meaningful manner. Author presents poster in a clear and concise manner, welcomes questions, and responds thoughtfully.</p>	<p>Information is presented in readable format. Author speaks knowledgeably, but briefly, about content and welcomes questions.</p>	<p>Poster is readable, but arranged in a confusing manner. Presentation of poster is long and/or confusing.</p>	<p>Information is not presented in a readable or engaging manner. Author does not offer a brief presentation of poster or welcome questions.</p>
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