

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
EDUCATION LEADERSHIP PROGRAM**

EDLE 813 (Smith) Fall 2013.001, CRN 77703

Social and Political Forces in Education Leadership

Instructor: Robert G. Smith
Phone: Office: 703-993-5079; Mobile: 703-859-6944
Fax: 703-993-3643
Website: <http://www.taskstream.com>
E-mail: rsmithx@gmu.edu
Mailing address: George Mason University
Education Leadership Program
Thompson Hall Suite 1300, Office 1306
4400 University Dr., MSN 4C2
Fairfax, VA 22030-4444
Office hours: Tuesday, 1:00-6:30 p.m. or by appointment

Schedule Information

Location: Innovation Hall, 139

Meeting times: Tuesdays, 7:20 – 10:00 p.m. 8/27/13-12/3/13.

Course Description: EDLE 813 Social and Political Forces in Education Leadership (3:3:0)

Examines the social and political forces that shape education in the United States and the effect of these forces on school leadership. Examines the social and political functions of schooling in the past and present.

Course Overview

The nation's schools exist within and are shaped by a complex nexus of social and political forces. In various ways, administrators, teachers, parents and even students behave as political actors at the local, state and federal levels. Schools socialize the nation's youth, affirming and imparting important lessons about citizenship and power. Fundamentally and inextricably, school leadership is a political act. In today's political milieu, debates surrounding school choice, teachers, and accountability assume center stage. However, these are not new issues. The American public has grappled with various incarnations of similar questions since the rise of the common schools in the mid-nineteenth century. This course examines the social and political forces that travel through the schools and shape school leadership from an historical perspective.

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.

This course begins with a consideration of education as a social institution as well as the ways in which education and politics intertwine. In what ways are the schools political? How and in what ways do economic, social and cultural transformations unfolding beyond the schools' doors shape education and school leadership? Where and in what ways is power exercised? How is history relevant to current education policy and to school leadership? Following this, the course is divided into three units: Choice – Bureaucracy and the School-Community Connection; Teachers –Recruitment, Retention, Improvement and Evaluation; and Data and Decision Making: Equity, Accountability, and the Achievement Gap. Each inquiry will begin with an historical examination of how the issue or an incarnation of the issue unfolded in the past. Using this lens, students will explore the intricacies of a variety of pressing education debates and examine the social and political context in which today's schools operate.

Nature of Course Delivery

Each session will consist of some combination of large and small group work and discussion. Students will work with a variety of primary sources and original research in class, both individually and in small groups. Knowledge is constructed collaboratively. For this reason, it is essential that you read the assigned materials carefully and come prepared to participate in discussion.

Student Outcomes

Students who successfully complete this course will:

1. Gain an historical understanding of the development and structure of American schooling.
2. Understand the current and historic political contexts of schooling.
3. Consider the ways in which school leadership is a political act.
4. Understand the variety of ways in which social forces shape schooling and school leadership, in the past and present.
5. Develop a broad framework that will support and help shape their future research.
6. Analyze primary source materials.
7. Analyze and evaluate original research
8. Evaluate and engage with secondary source materials.
9. Hone critical thinking skills

National Standards

The following Education Leadership Constituent Council (ELCC) standard elements are addressed, in part, in this course:

- 2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
- 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

- 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.
- 4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
- 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners
- 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.
- 5.5: Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.
- 6.1 Candidates understand and can advocate for school students, families, and caregivers.
- 6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment
- 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Course Materials

Readings. All readings are available in Taskstream. See the Tentative Weekly Schedule below for specific titles. There is no textbook for this class.

Outside-of-Class Resources. Online access is vital for the distance learning aspects of the course and is important if we experience school shutdowns because of the weather or other problems. **All students are now required to activate and monitor their GMU e-mail accounts.** If you are uncertain about how to do this, please see me. It is my expectation that you will be fully competent to send and receive e-mail messages **with attachments**. If your computer at school or home has spam blocking that will prevent you from seeing messages with attachments, you are responsible for addressing this problem immediately.

All students are required to use <http://www.taskstream.com> as part of this course. This is an Internet site at which I will post vital information for the course and through which we will communicate from time to time.

It is my expectation that all students have access to standard word processing software that can be read by Microsoft Office 2007.

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Attendance. Students are expected to attend every class for its entirety. Maximum class participation points will be earned by students who attend all classes, are on time and do not leave early.

General expectations. Consistent with expectations of doctoral courses in the Education Leadership program, grading is based heavily on student performance on written assignments. The assignments constructed for this course reflect a mix of skills associated with the application of research to education leadership contexts. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in class discussion and readings
2. Creativity and imagination
3. Clarity, concision and organization

Weights of performances. Additionally, a portion of the class grade will be based on participation and the contribution made to class discussions. The overall weights of the various performances are as follows:

Class participation 20 points. Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students. Attendance is expected for all classes. **If you must be absent, please notify me by e-mail or phone.** More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points.

Written assignments 80 points. Several different types of performance-based assignments will be completed during the semester. Each of the first three assignments build toward the final Research Essay. The directions for each assignment and a rubric for grading each assignment are described at the end of this syllabus. The assignments and the points assigned are:

1. Topic Proposal (10 points)
2. Annotated Bibliography (10 points)
3. Literature Review (25 points)
4. Research Essay (Required performance for course) (35 points)

Submission of assignments. All assignments must be submitted electronically, through TaskStream. TaskStream is an online assessment system used by the college to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data. You will be provided with a TaskStream account and use TaskStream to submit work for courses, as well as to prepare and submit your internship portfolio.

Late work. I expect all students to submit their work on time, meaning no later than midnight of the due date. Papers due on a day when you are absent must be submitted via TaskStream by the due date.

Rewrites. Students may rewrite a paper (other than the final paper) and re-submit the paper for re-grading within one week of receiving the paper back. I recommend that students not consider re-writing papers with scores of 3.6 or higher. If you wish to discuss your work, I am willing to do so at a time of mutual convenience.

Grading Scale.

A+	100
A	95-99
A-	90-94
B+	87-89
B	83-86
B-	80-82
C	75-79
F	0-74

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

c. 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.

d. 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/>].

e. 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/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/>].

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Tentative Weekly Schedule (subject to change). EDLE 813 (Smith) Fall 2013.001

To accommodate the learning needs of class members, the topic, reading and assignment schedule may be amended during the semester. When the tentative weekly schedule is revised, revisions will be posted on Taskstream.

Class#	Date 2013	Topic(s)	Reading/Writing Assignment
1	8/27	Introduction Thinking about Reform and Change	Sarrason, Seymour B. (19976). NASP distinguished lecture series: What should we do about school reform? <i>School Psychology Review</i> , 26,104-111. Tyack, D. & Tobin, W. (1994). The “grammar” of schooling: Why has it been so hard to change? <i>American Educational Research Journal</i> , 31, 453-454.
Choice: Bureaucracy and the School-Community Connection			
2	9/3	The Roots of Modern Schooling	Katz, M.B. (1976).The origins of public education: A reassessment. <i>History of Education Quarterly</i> , 16, 381-407. Tyack, D.B. (1976). Pilgrims’s Progress: Toward a social history of the school superintendency 1860-1960. <i>History of Education Quarterly</i> , 16, 257-300.
3	9/10	Choice and Privatization	Chubb, J.E. & Moe, T.E. (1988).Politics, markets, and the organization of schools. <i>American Political Science Review</i> , 82,1065-1087. Noguera, P.E. (1994). More democracy not less: Confronting the challenge of privatization in public education. <i>Journal of Negro Education</i> , 63, 237 – 250.
Assignment #1: Topic Paper Due			
4	9/17	Charter Schools	Finn, C.E. & Kanstoroom, M. (2002). Charter schools: Do charter schools do it differently? <i>Phi Delta Kappan</i> ,84(1), 59-62. Schneider, M & Buckley, J. (2003). Making the grade: Comparing DC charter schools to other DC public schools. <i>Educational Evaluation and Policy Analysis</i> , 25, 203-215. Weiher, G.R. & Tedin, K.L. (2002). Does choice lead to racially distinctive schools? Charter schools and household preference, <i>Journal of Policy Analysis and Management</i> , 21, 79-92.
Teachers: Recruitment, Retention, Improvement and Evaluation			
5	9/24	Teachers and Teaching in Historical Perspective	Bernard. R.M. & Vinovskis, M.A. (1977) The female school teacher in antebellum Massachusetts. <i>Journal of Social History</i> ,10(3), 332-345. Strober, M.H. & Tyack, D.B. (1980). Why do men manage and women teach? A report on research in schools. <i>Signs</i> , 5, 494-503
6	10/1	Teacher Training: Competing Models	Cochran-Smith, M. (2004).The problem of teacher education. <i>Journal of Teacher Education</i> , 55, 295-299. doi: 10.1177/0022487104268057 Labaree, D.F. (2005). Life on the margins. <i>Journal of Teacher Education</i> , 56, 186-191. doi: 10.1177/0022487105275916 Darling-Hammond, L., Holtzman, D. J., Gatlin, S. J., & Heilig, J. V. (2005). Does teacher preparation matter? Evidence about teacher

			certification, Teach for America, and teacher effectiveness. <i>Education Policy Analysis Archives</i> , 13(42). Retrieved from http://epaa.asu.edu/epaa/v13n42/
===		Assignment #2: Annotated Bibliography Due	
7	10/8	Teacher Recruitment and Retention Formative Evaluation of Class	<p>Read two of the articles below</p> <p>Borman, G. D. & Dowling, N. M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. <i>Review of Educational Research</i>, 78, 367–409. doi: 10.3102/0034654308321455</p> <p>Hornig, E.L. (2009). Teacher tradeoffs: Disentangling teachers’ preferences for working conditions and student demographics. <i>American Educational Research Journal</i>, 46, 690–717. doi:10.3102/0002831208329599</p> <p>Jones, N. & Youngs, P. (2012). Attitudes and affect: Daily motions and their association with the commitment and burnout of beginning teachers. <i>Teachers College Record</i> 114, 1-36.</p> <p>Ingersoll, R.M. & May, H. (2012). The magnitude, destinations, and determinants of mathematics and science teacher turnover. <i>Educational Evaluation and Policy Analysis</i>, 34, 435–464. DOI: 10.3102/0162373712454326</p> <p>Ingersoll, R.M. & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. <i>Review of Educational Research</i>, 81, 201–233. doi: 10.3102/0034654311403323.</p> <p>Morgan, M., Ludlow, L., Kitching K., O’Leary, M. & Clarke, A. (2010). What makes teachers tick? Sustaining events in new teachers’ lives. <i>British Educational Research Journal</i>, 36, 191–208. doi:10.1080/01411920902780972</p> <p>Reininger, M. (2012). Hometown disadvantage? It depends on where you’re from: Teachers’ location preferences and the implications for staffing schools. <i>Educational Evaluation and Policy Analysis</i>, 34, 127–145. doi: 10.3102/0162373711420864.</p> <p>Ronfeldt, M. (2012). Where should student teachers learn to teach? Effects of field placement school characteristics on teacher retention and effectiveness. <i>Educational Evaluation and Policy Analysis</i>, 34, 3–26. doi:10.3102/0162373711420865</p>
---	10/15	No Class / Trade off for Labor Day for Monday Classes	
8	10/22	Determining “Quality” and Evaluating “Effectiveness”	<p>Corcoran, S.P., Evans, W.N. & Schwab R.M. (2004). Women, the labor market, and the declining relative quality of teachers. <i>Journal of Policy Analysis and Management</i>, 23(3), 449-470. doi: 10.1002/pam.20021</p> <p>Darling-Hammond, L., Amrein-Beardsley, A., Haertel, Haertel, E.& Rothstein, J. (2012). Evaluating teacher evaluation. <i>Phi Delta Kappan</i> 9(6): 8-15.</p>
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Data and Decision Making: Equity, Accountability, and the Achievement Gap			

9	10/29	Education and Social Justice: The History of African American Education	<p>Brown v. Board of Educ. 347 U.S. 483 (1954)</p> <p>Ladson-Billings, G. (2012). Through a glass darkly: The persistence of race in education research & scholarship. <i>Educational Researcher</i>, 41, 115–120. doi: 10.3102/0013189X12440743</p> <p>Ravitch, D. (2000). A different kind of education for Black children. <i>Journal of Blacks in Higher Education</i>, 30, 98-106.</p> <p>Siddle Walker, V. (2000). Valued segregated schools for African American children in the south, 1935-1969: A review of common themes and characteristics. <i>Review of Educational Research</i>, 70, 253-285.</p>
10	11/5	Closing Achievement Gaps	<p>Smith, R.G. & Brazer, S.D. (2013, April). Achievement gaps and superintendent decisions. Paper presented at the meeting of the American Educational Research Association. San Francisco, CA.</p> <p>Sue, D.W., Capodilupo, C.M., Torino, G.C., Bucceri, J.M., Holder, A. M. B., Nadal, K.L., & Esquilin.M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. <i>American Psychologist</i>, 62, 271–286. DOI: 10.1037/0003-066X.62.4.271</p> <p>Yeager, D. S. & Walton, G. M. (2011). Social-psychological interventions in education: They’re not magic. <i>Review of Educational Research</i>. 81, 267–301. doi: 10.3102/0034654311405999</p>
11	11/12	The School Curriculum: The Common Core	<p>Porter, A., McMaken, J., Hwang, J. & Yang, R. (2011). Common core standards: The new U.S. intended curriculum. <i>Educational Researcher</i>, 40, 103-116. doi: 10.3102/0013189X11405038</p> <p>Tienken, C.H. (2012). The Common Core State Standards: The emperor is still looking for his clothes. <i>Kappa Delta Pi Record</i>, 48, 152-155. doi: 10.1080/00228958.2012.733928.</p> <p>Read one of the following:</p> <p>Hiebert, E.H. & Mesmer, A.E. (2012). Upping the ante of text complexity in the common core state standards: Examining its potential impact on young readers. <i>Educational Researcher</i>, 42, 44-51. doi: 10.3102/0013189X12459802</p> <p>Schmidt, W. & Houang, R.T. (2012). Curricular coherence and the common core state standards for mathematics. <i>Educational Researcher</i>, 41, 294–308. doi: 10.3102/0013189X12464517</p>
12	11/19	Accountability and High Stakes Testing	<p>Read two of the following articles:</p> <p>Amrein-Beardsley, A., Berliner, D.C., Rideau, S. (2010). Cheating in the first, second and third degree: Educators’ responses to high-stakes testing. <i>Education Policy Analysis Archives</i>, 18(14), 1-32.</p> <p>Madaus, G. & Russell, M. (2010-11) Paradoxes of high-stakes testing. <i>Journal of Education</i>, 190, 21-30.</p> <p>Nichols, S.L., Glass, G.V. & Berliner, D.C. (2012). High-stakes testing and student achievement: Updated analyses with NAEP data. <i>Education Policy Analysis Archives</i>, 20(20), 1-30.</p>

			Supovitz, J. (2009). Can high stakes testing leverage educational improvement? Prospects from the last decade of testing and accountability reform. <i>Journal of Educational Change</i> , 10, 211-227. doi 10.1007/s10833-009-9105-2
13	11/26	The Federal Role in Education and NCLB	United States Department of Education. (2002). <i>Executive Summary of the No Child Left Behind Act of 2001</i> . Washington, DC: Author. Fischel, W.A.(2009). <i>Making the grade: The economic evolution of American school districts</i> . Chicago: University of Chicago Press (pp 61-105).
14	12/3	Course Evaluation Wrap-up	Assignment #4: Research Essay Due

Assignment #1: Topic Proposal
10 points

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. Submit a 3-4 page essay that offers an overview of your selected issue.
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?
3. Once you have addressed the above questions, begin to move beyond the details of the current issue and raise your own research questions.
 - a. What do you want to learn more about?
 - b. What do you want to figure out?
 - c. Develop a set of at least three questions that will drive your research over the course of this semester.
4. Using at least 4 scholarly sources, this essay will focus *only* on the current incarnation of this debate.
5. In addition, students will submit a proposed bibliography of 10 sources. At least 6 of these sources must be historical scholarship.

Assessment Rubric for Assignment #1: Topic Paper

10 Points

	Exceeds expectations (4)	Meets expectations (3)	Approaches expectations (2)	Falls below expectations (1)
Statement of Topic (25%)	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 and/or attempts to cover too much ground.	Offers neither a clear nor focused statement of interest.	Offers neither a clear nor focused statement of interest and makes inaccurate claims.
Exploration of Debate (30%)	Addresses succinctly the questions of where the issue is visible, who is involved, what are the competing perspectives, and what is at stake. 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. Cites and makes use of 4 sources.	Exploration of issue is vague or too broad. Author takes sides. Uses fewer than 4 sources, or cites 4 sources but does not make significant use of them.	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.
Use of Sources (10%)	Cites and makes use of at least 4 high quality sources.	Cites and makes use of at least 4 sources, one or more of which may be of dubious quality.	Cites and makes use of 3 sources.	Cites and makes use fewer than 3 sources.
Statement of Research Question (25%)	Moves beyond the issue at hand and raises at least 3 meaningful questions that stem from the texts.	Raises two meaningful questions to guide future inquiry.	Raises only one meaningful question.	Raises questions that do not stem from the readings or hold potential of generating future research, or poses no questions.
Mechanics (10%)	The essay is nearly error free and comports with APA guidelines.	The paper has some errors.	The paper has numerous errors.	The paper is sloppy and appears not to have been proofread.

Assignment #2: Annotated Bibliography

10 Points

Rationale

This annotated bibliography provides you with the opportunity to sift through existing literature on the issue that you have selected and to begin organizing your response to the questions you proposed in your topic paper.

Tasks

1. Restate or refine succinctly the issue that you will research.
2. Restate or refine the questions that will guide your research.
3. Review a number of sources and then select 10 to annotate that you believe will prove most useful to you in answering the research questions posed.
4. Prepare an annotated bibliography that includes for each source a summary of:
 - a. The purpose and or thesis of the piece
 - b. The theory and method that guides the piece
 - c. The results and or conclusions
 - d. Limitations
 - e. Your assessment of the credibility and of the utility for your purposes of the work.

Assessment Rubric for Assignment #2: Annotated Bibliography

10 Points

	Exceeds expectations (4)	Meets expectations (3)	Approaches expectations (2)	Falls below expectations (1)
Statement of Issue (10%)	Presents a succinct statement of the issue that will be researched	Presents a statement of the issue that is either partially missing or partially unfocused.	Presents a statement that is largely unclear.	Presents a statement that is extremely difficult to understand or is missing entirely.
Statement of questions (10%)	Offers at least 3 meaningful questions clearly arising from the issue that provide clear promise of guiding the research.	Offers at least 2 meaningful questions clearly arising from the issue that provide clear promise of guiding the research.	Offers 1 meaningful question clearly arising from the issue that provides clear promise of guiding the research.	Offers no meaningful questions clearly arising from the issue that provide clear promise of guiding the research.
Quantity of Sources (10%)	Annotates 10 sources	Annotates 9 sources	Annotates 8 sources	Annotates fewer than 8 sources
Relevance of Sources (10%)	All of the sources clearly relate to the statement of the issue and to the research questions.	All but one or two of the sources clearly relate to the statement of the issue and to the research questions.	At least half of the sources clearly relate to the statement of the issue and to the research questions.	Fewer than half of the sources clearly relate to the statement of the issue and to the research questions.
Quality of the Sources (15%)	All of the sources represent scholarly and high quality contributions helpful to answering the research questions.	All but one or two of the sources represent scholarly and high quality contributions helpful to answering the research questions.	At least half of the sources represent scholarly and high quality contributions helpful to answering the research questions.	Fewer than half of the sources represent scholarly and high quality contributions helpful to answering the research questions.
Quality of annotation (35%)	All of the annotations provide the elements specified in the task.	All but one or two of the annotations provide the elements specified in the task.	At least half of the annotations provide the elements specified in the task.	Fewer than half of the annotations provide the elements specified in the task.
References (5%)	All of the references are complete and presented in APA format.	All but one or two of the references are complete and presented in APA format.	At least half of the references are complete and presented in APA format.	Fewer than half of the references are complete and presented in APA format.
Mechanics (5%)	The paper is nearly error-free.	Occasional grammatical errors and questionable word choice are present.	The paper contains errors in grammar and punctuation and spelling.	The paper contains frequent errors in spelling, grammar, and punctuation.

Assignment #3: Literature Review

25 Points

Rationale

Much of successful academic writing is based, in part, on 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 6-7 pages, address 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. What will these questions help you figure out that we do not already know?
3. You must discuss and cite at least 10 approved sources, at least four of which are historical.

Assessment Rubric for Assignment #3: Literature Review

25 Points

	Exceeds expectations (4)	Meets expectations (3)	Approaches expectations (2)	Falls below expectations (1)
Presentation of Literature and Idea Development (60%)	Examines and properly cites 10 sources, at least 4 of which are historical. 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 synthesize the readings. Incorporates specific evidence from texts and offers an analysis. Considers the role of disciplinary 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.	Examines and properly cites 10 sources, at least four 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 a larger idea. Uses some quotes, but may not offer thorough analysis.	Examines 10 sources, at least 4 of which are historical. 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 fewer than 10 sources. 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.
Future Research Questions (30%)	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/or are not fully explicated. Questions flow from previous discussion of literature.	Offers three vague questions. Neither clearly nor fully explicates significance or implications of questions. Questions only partially flow from discussion of scholarship.	Offers fewer than three questions. Questions are vague and may not be explicated. Questions do not flow from discussion of scholarship.
Mechanics (10%)	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.

Assignment#4: Research Essay

Required Performance

35 Points

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. 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. Write a 12-15 page essay that historicizes 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 did you learn about the social and political functions of schooling from this inquiry?

Assessment Rubric for Assignment #4: Research Essay

35 Points

	Exceeds expectations (4)	Meets expectations (3)	Approaches expectations (2)	Falls below expectations (1)
Argument and Idea Development (30%)	Presents a clear and specific educational issue to explore. Makes a compelling case for examining historical precedents. Generates a clear and compelling idea throughout the essay. The narrative moves from one point to the next logically.	Presents a clear and specific educational issue to explore. Examines historical precedents, but does not make a clear case for doing so. The narrative follows a logical sequence but it may weaken in certain sections. Crafts a general idea, but does not develop it fully.	Presents an overarching topic to explore, but the issue is vague or too large. Does not examine historical precedents. Lacks a clear logic. Offers claims but fails to generate an overarching idea.	Topic is vague or unclear. Offers summaries of events and texts but does not provide an analysis or craft an original idea. Lacks a discernable logic.
Historical Inquiry (30%)	Accurately examines specific historical eras and developments through the use of evidence. Offers a careful analysis of evidence, moving beyond a summary. Uses at least 10 sources. Uses quotes from other scholarship to develop and shade the essay's ideas.	Examines historical eras and developments. Uses at least 10 sources. 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 10 sources. Relies on summary rather than analysis.	Examination of history is partial or inaccurate. Does not use evidence to substantiate claims. Does not use 10 sources. Unclear how history relates to essay's larger idea.
Conclusions: The Intersection of History & Policy (30%)	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.
Mechanics (10%)	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 Class Participation

20 Points

	Exceeds expectations (4)	Meets expectations (3)	Approaches expectations (2)	Falls below expectations (1)
Attendance (30%)	Exemplary attendance and tardies	Near perfect attendance, few tardies	Occasional (2-3) absences and/or tardies	Frequent absences and/or tardies
Quality of Questions and Interaction (20%)	Most queries are specific and on point. Deeply involved in class dialogue. Challenges ideas and seeks meaning.	Often has specific queries, stays involved in class dialogue, though sometimes tentative or off-base.	Asks questions about deadlines, procedures, directions or for help with little specificity. Infrequently discusses ideas.	Rarely asks questions of substance.
Effort (20%)	Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others.	Willingly participates with instructor and classmates. Engages others.	Reluctantly participates when asked. Seeks easiest duties in groups. Tolerates others.	Actively avoids involvement when possible. Complains about others. Uses large set of excuses.
Demonstration of preparation for class (30%)	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion and is prepared for each and every class.	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion.	Demonstrates periodic preparation and readiness for class.	Rarely demonstrates readiness for class.