

**George Mason University**  
**College of Education and Human Development**  
**School of Education**

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**EDLE 813 001**  
**Social and Political Forces in Education Leadership**

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**Thursdays 4:30-7:10 pm**  
**Fall 2020, 3 credit hours**

**Instructor:** Samantha Viano, PhD  
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**Office Hours:** Online by appointment using Blackboard Collaborate Ultra or Zoom

**Course Term:** August 24 – December 16, 2020

**I. COURSE DESCRIPTION**

***University Catalog Course Description***

**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.

**II. 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 closure, anti-Black racism, school choice, teachers, and accountability assume center stage. While these are not new issues, the social context of American education is one that has evolved over time to include new groups, issues, explanations, and solutions. What may work for one group may not work for another. In this course, we seek to understand the social and political

forces undergirding school leadership so that this knowledge can lead to better design and implementation of solutions.

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? The course is divided into four units – Democracy & Demography; Social Stratification in Society and in Schools; Accountability-Driven Policies; and Educators at the Intersection of Reform with a supplementary week on the COVID-19 pandemic – Reflecting on the Present Moment.

### III. COURSE DELIVERY METHOD

This course will be delivered 100% fully online using a hybrid synchronous and asynchronous (not “real time”) format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu”) and email password. The course site will be available on August 24<sup>th</sup>, 2020.

Under no circumstances, may students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

### IV. COURSE MATERIALS

#### ***Required Texts***

Carter, P. L., & Welner, K. G. (Eds.). (2013). *Closing the opportunity gap: What America must do to give every child an even chance*. Oxford University Press.

Diem, S. & Welton, A.D. (2020). *Anti-Racist Educational Leadership and Policy: Addressing Racism in Public Education*. Routledge.

#### ***Other Assigned and Optional Sources***

Assigned and optional source material will be available on their links listed on Blackboard. Assigned sources will also be listed on the tentative schedule below.

### V. TEACHING AND LEARNING

Each class will include a variety of activities and exercises. Specific process goals for this class are as follows:

1. Classes will reflect a balance of activities that encourage the exploration of and the use of research in instructional leadership. To promote an atmosphere that allows us to accomplish this, we will:
  - a. agree to disagree respectfully during class discussions;
  - b. give others a charitable read by assuming good intentions;
  - c. strive to be open to new ideas and perspectives; and
  - d. listen actively to one another.
  
2. Student work will reflect what is expected from researchers. Hence, it is expected that students will:
  - a. write papers that are well-researched, proofread, submitted in a timely fashion, and conform to APA guidelines;
  - b. participate actively in class discussions in a manner that challenges the best thinking of the class; and
  - c. provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.
  
3. We will endeavor to create an online environment that approximate what we know about learning organizations. Consequently, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear or ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
  - a. demonstrate appropriate **respect for one another**;
  - b. voice concerns and opinions about the class process openly;
  - c. engage in **genuine inquiry**;
  - d. recognize and celebrate each other's ideas and accomplishments;
  - e. show an awareness of each other's needs; and
  - f. **maintain strict confidentiality** regarding any information shared.

## VI. COURSE OBJECTIVES

The course will require students to:

- Understand the relationship between the social context of education and educational leadership and policy;
- Examine the philosophical divisions, competing goals, and array of social and ethical values that undergird educational organizations and the students and families they serve;
- Explore the opportunities and limitations of educational organizations for addressing major social, political, and philosophical dilemmas;
- Examine developments in research and policy related to evaluating key social and economic problems of education in the United States;
- Consider ways in which school leadership is a political act;
- Develop a broad framework that will support and help shape future research;
- And hone critical thinking skills and the craft of academic writing.

Fundamental questions about the relationship between schools and society include:

- What is the purpose of public education?
- How do race and class affect the educational experiences of students?
- How do neighborhoods and housing policy work with educational institutions to increase, decrease, or mitigate educational inequalities?
- How do interventions in one sector of education affect the outcomes for another sector in the long-term educational pipeline of the United States?
- What elements define the new legal landscape on race and class and education?
- How has accountability, testing, and data reframed the debate about public education?
- What is the role of teachers in society?
- What does it mean to be an effective teacher?
- How are school closure debates informed by their social context?
- What is the role of school leaders in combating anti-Black racism in schools?

## VII. TECHNOLOGY REQUIREMENTS

This course will be delivered on GMU's Blackboard platform, so students are required to have access to Blackboard. A Blackboard site is available to all students enrolled in the course at <http://mymason.gmu.edu>. You need to log on using your GMU username and password. To participate in this course, students will need the following resources:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
- To get a list of supported operation systems on different devices see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Consistent and reliable access to their GMU email and Blackboard (at least daily access on weekdays), as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs are available for free download by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple QuickTime Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- You will use **Google Docs** to complete select assignments and to participate in various learning activities throughout the semester.
- **Video/Screencasting Tools:** You will use Kaltura, Jing, Camtasia, or Screencast-O-Matic to record videos throughout the semester.
- **A headset microphone** for use with Blackboard Collaborate we conferencing tool or with Google Hangouts to engage with the instructor. These can also be useful when recording videos for the course.

Email: Per university policy and in compliance with federal law, I will only communicate with students via their GMU email accounts and will be unable to respond to emails sent from other accounts (i.e., Gmail, yahoo, work email, etc.).

- **All students are required to activate and monitor their GMU e-mail accounts.**
- Any announcements concerning the course will be sent to your GMU email address.
- I will respond to emails within one business day of email receipt (i.e., excluding weekends).
- Video Conferencing: Synchronous sessions will take place on Blackboard Collaborate Ultra. Students are encouraged to communicate with each other and the instructor using Blackboard Collaborate for both group collaboration sessions and the instructor's virtual office hours.

## VIII. COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

### *General Expectations*

Consistent with the expectations of a PhD-level course, grading is based heavily on student performance in 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:

- Application of concepts embedded in assigned readings and other materials and reinforced in class activities
- The quality of analysis, synthesis, and application
- The ability to write in a clear, concise, and organized fashion

Additionally, a significant portion of the class grade will be based on participation and the contribution you make to class discussion.

### *Specific Performances and Weights*

The overall weights of the various performances are as follows:

#### **Class Participation – 20%**

Students are expected to participate actively in class discussions, small group activities, and in serving as critical friends to other colleagues. The following are the elements of class participation taken into consideration:

- **Synchronous sessions will take place on Blackboard Collaborate Ultra 4:30-6 pm on Thursdays.** Students are expected to attend all synchronous sessions, signing in on time and staying through the duration of the session.
- Students are also expected to fully engage in the asynchronous activities that are supplementing the synchronous session.

- The participation grade will reflect whether students participated in synchronous sessions and asynchronous activities as well as the quality of their participation and evidence of preparation for the activities.
- **If you must be absent, please notify me by e-mail.** More than one absence will result in a reduction in participation points. Arriving at class more than 10 minutes late or leaving more than 10 minutes before the end of class may result in loss of points.

We will begin each session with a brief discussion of the educational policy/leadership news of the week. In order to maximize the utility of these discussions, I suggest signing up for education news and research listservs including the daily email from Education Week and weekly emails from Chalkbeat. I also suggest subscribing to Education Next, IES, EdWorkingPapers at the Annenberg Institute, and AERA. You can also sign up to receive notifications of recently published articles from all of the AERA journals. I also receive updates from think tanks like AEI, the Thomas Fordham Institute, Brookings, and the Urban Institute.

### **Presentation of Readings – 10%**

Students will sign up to lead synchronous discussion activities during one week of class. Students are expected to provide thoughtful questions for effective discussion on that week's topic. You may prepare a lecture, organize a class activity, or lead a discussion. Students must meet with the professor to discuss their plans.

### **Topic Essay – 10%**

Students will submit a 3-4 page essay that offers an overview of their selected issue. The goal of this assignment is to highlight the details of a precise and particular education debate or issue and describe a potential research study on this issue.

- The proposal should address the following questions: Where is this issue visible? Who is involved? What are the competing perspectives surrounding this issue? What is at stake?
- Students will then move beyond the details of the current issue and raise their own research questions. What do you want to learn more about? What do you want to figure out?
- As you write this proposal keep in mind the following important questions: Why is this issue contentious? How can it be solved? In what ways is this issue informed by the larger social and political context?
- Students must use at least 4 articles (popular press, newspaper, education periodical, etc.) to ground their presentation of the debate/issue.
- Proposals should describe the project form, the general issue to be addressed, a general sense of the literature to review around the topic (some examples may be in the syllabus), and a draft version of a research design.

### **Literature Review – 20%**

All successful academic writing hinges from the careful reading of literature on the topic at hand. 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. In 6-7 pages, students will engage the

following questions in a well-crafted, compelling essay. How has thinking on your chosen topic developed over time? How do you account for these shifts? In what ways do disciplinary conventions shape authors' analyses? What are the main points of agreement and disagreement? Where do you see authors engaging one another in scholarly discourse? What future research questions arise from this collection of literature? You must discuss and cite at least 10 peer-reviewed sources (non peer-reviewed sources are acceptable if the topic is related to COVID-19 and/or school closures as not enough time has elapsed for peer review).

### **Study Proposal – 40%**

Students will write a 12-15 page essay in which they examine the social and political forces that shape a current educational debate or issue. The goal of this essay is to cast fresh light on a critical issue and suggest a future study to further research on this topic. This proposal will be in the style of a grant proposal or dissertation proposal with a well-crafted introduction, literature review, and study design that reflects a study with real potential to inform leadership and policy.

Students must design a study on a topic that exhibits a strong theoretical foundation and/or theory of action, a rigorous research design, and potential for publication or funding. I will have office hours and some in-class time to work with each of you to make sure you are on the right track for a successful project design and analysis.

Final paper presentations will take place during the last class of the semester. I do not expect that you will be finished with your final project at the time of your presentation. However, organizing your paper progression into a presentation format will help you structure your final project as well as receive some feedback from your peers and the instructor.

**Submitting papers:** All papers must be submitted **on time, electronically via Blackboard.**

**Late work:** Students' work is expected to be on time, meaning no later than midnight of the due date. Late assignments will not be accepted except in an emergency situation that have been discussed and approved by the instructor in advance of the due date. Please take advantage of instructor availability to get assistance prior to assignment deadlines.

**Grade Appeals:** Grade appeals will only be granted when the number of points awarded for the assignment is less than 75 percent of the possible points available. Grade appeals will only be allowed for the first two written assignments. Students must resubmit the assignment within two weeks of receiving their original grade in order to receive a new grade. If the resubmission represents a substantial improvement over the original assignment, students will be eligible to receive up to half of the points they didn't earn on their first attempt.

### **Grading Scale:**

A+ = 100%

A = 95 – 99%

A- = 90 – 94%

B+ = 86 – 89%

B = 83 – 85%

B- = 80 – 82%

C = 75 – 79%

F = 74% or below

## IX. ONLINE EXPECTATIONS

Course Week: Synchronous sessions will take place on Thursdays 4:30-6 pm. Asynchronous activities will typically be available after our synchronous meeting on Thursdays and are to be **completed by the following Monday**. Interim deadlines will be added at the discretion of the instructor to encourage discussion and engagement.

Log in Frequency: Students must actively check the course Blackboard site and their GMU email for communication from the instructor, **at a minimum you should engage with the asynchronous material at least two times per week**.

Participation: Students are expected to actively engage in all course activities throughout the semester, which includes synchronous instruction, viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance from the instructor or GMU IT if they are struggling with the technical components of the course.

Technical Issues: Students should expect to experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload: Expect to log in to this course **at least three times a week** (including our synchronous meeting) to read announcements, participate in discussions, and work on course material. Remember, this course **is not self-paced**. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of the syllabus and the weekly to do lists on Blackboard to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due. Plan to spend **at least one hour** on asynchronous course activities each week.

Advising: If you would like to schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues, we can meet via telephone or web conference. Send an email to schedule a one-to-one session, and including your preferred meeting method and suggested dates/times.

Netiquette: Our goal is to **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. A following is a list of suggestions for interacting with others online:

- Re-read your responses carefully before you post.
- Be positive in your approach to others and be diplomatic with your words.
- Remember, you are not competing with each other. You are sharing information and learning from one another as well as the instructor.



- Use descriptive subject lines. Give readers a clue about what's inside.
- Do not use all caps.
- Avoid slang, abbreviations, and acronyms.
- Avoid sarcasm, joking, or other communication styles reliant on visual cues.
- Avoid multiple exclamation points.
- Assume good intentions. Err on the good side of all contributors.
- If you are referring to something that was said or read on the online forum, "cite" the original source to give credit to who originally shared the idea.

## X. GMU POLICIES AND RESOURCES FOR STUDENTS

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (**see** <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to TK20 should be directed to [tk2ohelp@gmu.edu](mailto:tk2ohelp@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

- **For information on student support resources on campus, see** <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website** <https://cehd.gmu.edu/>.

### ***Plagiarism:***

- **Plagiarism Statement:** Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; **a simple listing of books and articles is not sufficient.** Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (Statement of English Department at George Mason University)
- **Plagiarism and the Honor Code:** George Mason University operates under an honor system, which is published in the University Catalog and deals specifically with cheating, attempted cheating, plagiarism, lying, and stealing. Please familiarize yourself with the honor code, especially the statement on plagiarism (<http://www.gmu.edu/facstaff/handbook/aD.html>). If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU writing center.
- **Plagiarism and the Internet:** Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics.
- If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor utilize the GMU Writing Center.

**Academic Integrity & Inclusivity:** This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the

freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. <http://integrity.gmu.edu/>

Diversity, Religious Holiday: Please refer to George Mason University's calendar of religious holidays and observations (<http://ulife.gmu.edu/calendar/religious-holiday-calendar/>). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

Student Privacy Policy: George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy <https://registrar.gmu.edu/students/privacy/>.

Professional Dispositions: Students are expected to exhibit professional behaviors and dispositions at all times. See <http://cehd.gmu.edu/students/policies-procedures/>.

Core Values Commitment: 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: <http://cehd.gmu.edu/values/>.

Other Concerns: If you have concerns or issues relating to the content or conduct of the class, please talk with me directly. Although the specifics of these conversations are entirely confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students. As a matter of policy, I do not respond to anonymous e-mails.

**Tentative Class Schedule**  
**EDLE 813 (Viano) Fall 2020**

To accommodate the learning needs of the class, the topics and reading schedule may be amended during the semester. Any changes will be communicated via email or Blackboard. Synch stands for synchronous (live meetings online) and asynch stands for asynchronous (online engagement that doesn't have a set time).

<b>Week #</b>	<b>Synch. Meeting Date</b>	<b>Asynch. Activities Dates</b>	<b>Topic(s)</b>	<b>Reading (complete by synchronous meeting date)</b>
0	n/a	8/24-8/27	<ul style="list-style-type: none"> <li>• Course orientation</li> <li>• Introductions</li> </ul>	Course syllabus.
<b>I. Democracy and Demography</b>				
1	8/27	8/27-8/31	<ul style="list-style-type: none"> <li>• Thinking about reform and change</li> <li>• The role of inequality in schooling</li> <li>• Role of school leaders</li> <li>• Assignment #1 description</li> </ul>	<p>Carter, P. L., &amp; Reardon, S. F. (2014). <i>Inequality matters</i>. New York, NY: William T. Grant Foundation.</p> <p>Chapter 1 of Horsford, S. D., Scott, J. T., &amp; Anderson, G. L. (2018). <i>The politics of education policy in an era of inequality: Possibilities for democratic schooling</i>. Routledge. <b>(Henceforth will shorthand this book as HS&amp;A)</b></p> <p>Tyack, D., &amp; Tobin, W. (1994). The “grammar” of schooling: Why has it been so hard to change? <i>American Educational Research Journal</i>, 31(3), 453-479.</p>
2	9/3	9/3-9/7	<ul style="list-style-type: none"> <li>• Assignment #1 questions</li> <li>• Purpose of education</li> <li>• Roots of modern schooling</li> </ul>	<p>Chapter 8 of HS&amp;A</p> <p>Katz, M. B. (1976). The origins of public education: A reassessment. <i>History of Education Quarterly</i>, 16(4), 381-407.</p> <p>Rury, J. L. (2002). Democracy's high school? Social change and American secondary education in the post-Conant era. <i>American Educational Research Journal</i>, 39(2), 307-336.</p>

Week #	Synch. Meeting Date	Asynch. Activities Dates	Topic(s)	Reading (complete by synchronous meeting date)
				Tyack, D. (1966). Forming the national character: Paradox in the educational thought of the revolutionary generation. <i>Harvard Educational Review</i> , 36(1), 29-41.
3	9/10	9/10-9/14	<ul style="list-style-type: none"> <li>Demographic change</li> <li>Virtual investigation of these changes</li> </ul>	<p>Chapters 1 and 2 of Diem, S., &amp; Welton, A. D. (2020). <i>Anti-racist educational leadership and policy: Addressing racism in public education</i>. Routledge. <b>(Henceforth will shorthand this book as D&amp;W)</b></p> <p>Chapters 1, 2, and 3 of Frey, W. H. (2018). <i>Diversity explosion: How new racial demographics are remaking America</i>. Brookings Institution Press.</p>
<b>II. Social Stratification in Society and in Schools</b>				
4	9/17	9/17-9/21	<ul style="list-style-type: none"> <li>Theoretical perspectives on stratification and oppression</li> <li>Potential frameworks for understanding/analyzing stratification</li> <li>Virtual individual meetings on topic essay ideas</li> </ul>	<p>Chapter 2 of HS&amp;A</p> <p>Chapters 1-8 of MacLeod, J. (2009). <i>Ain't no makin' it: Aspirations &amp; attainment in a low-income neighborhood</i> (3rd ed). Westview Press.</p>
5	9/24	9/24-9/28	<ul style="list-style-type: none"> <li>Opportunity gaps</li> <li>The inequities in and importance of school funding</li> </ul>	<p>Chapters 1, 2, and 6 of Carter, P. L., &amp; Welner, K. G. (Eds.). (2013). <i>Closing the opportunity gap: What America must do to give every child an even chance</i>. Oxford University Press. <b>(Henceforth will shorthand this book as CtOG)</b></p> <p>Chapter 6 of D&amp;W</p> <p>Jackson, C. K., Johnson, R. C., &amp; Persico, C. (2016). The effects of school spending on educational and economic outcomes: Evidence from school finance reforms. <i>The Quarterly Journal of Economics</i>, 131(1), 157-218.</p>

Week #	Synch. Meeting Date	Asynch. Activities Dates	Topic(s)	Reading (complete by synchronous meeting date)
				Milner IV, H. R. (2012). Beyond a test score: Explaining opportunity gaps in educational practice. <i>Journal of Black Studies</i> , 43(6), 693-718.
----	<b>9/27</b>			<b>Assignment #1: Topic Essay Due</b>
6	10/1	10/1-10/5	<ul style="list-style-type: none"> <li>The role of poverty in schooling</li> <li>Critical exploration of the concept of a culture of poverty</li> </ul>	<p>Chapter 5 of CtOG</p> <p>Jacob, B., &amp; Ludwig, J. (2008). Improving educational outcomes for poor children (No. w14550). National Bureau of Economic Research.</p> <p>Ladd, H. F. (2012). Education and poverty: Confronting the evidence. <i>Journal of Policy Analysis and Management</i>, 31(2), 203-227.</p> <p>Lamont, M., &amp; Small, M. L. (2008). How culture matters: Enriching our understandings of poverty. In <i>The colors of poverty: Why racial and ethnic disparities persist</i> (pp. 76–102). Russell Sage Foundation.</p>
7	10/8	10/8-10/12	<ul style="list-style-type: none"> <li>English language learners</li> <li>Immigration and access to public schools</li> </ul>	<p>Chapter 11 of CtOG</p> <p>Dee, T. S., &amp; Murphy, M. (2020). Vanished classmates: The effects of local immigration enforcement on school enrollment. <i>American Educational Research Journal</i>, 57(2), 694-727.</p> <p>Gándara, P., &amp; Rumberger, R. W. (2009). Immigration, language, and education: How does language policy structure opportunity. <i>Teachers College Record</i>, 111(3), 750-782.</p> <p>Hopkins, M., Thompson, K. D., Linqunti, R., Hakuta, K., &amp; August, D. (2013). Fully accounting for English learner performance: A key issue in ESEA reauthorization. <i>Educational Researcher</i>, 42(2), 101-108.</p>

Week #	Synch. Meeting Date	Asynch. Activities Dates	Topic(s)	Reading (complete by synchronous meeting date)
				Mavrogordato, M., & White, R. S. (2020). Leveraging policy implementation for social justice: How school leaders shape educational opportunity when implementing policy for English learners. <i>Educational Administration Quarterly</i> , 56(1), 3-45.
8	10/15	10/15-10/19	<ul style="list-style-type: none"> <li>• Geography as a determinant of outcomes</li> <li>• School segregation, integration, and school diversity</li> </ul>	<p>Chapters 4 and 12 of CtOG</p> <p>Orfield, G., Frankenberg, E., Ee, J., &amp; Kuscera, J. (2014). <i>Brown at 60: Great progress, a long retreat and an uncertain future</i>. Civil rights project/Proyecto derechos civiles.</p> <p>Reardon, S. F., Kalogrides, D., &amp; Shores, K. (2019). The geography of racial/ethnic test score gaps. <i>American Journal of Sociology</i>, 124(4), 1164-1221.</p> <p>Schwartz, H. (2011). <i>Housing policy is school policy: Economically integrative housing promotes academic success in Montgomery County, MD</i>. The Century Foundation.</p> <p>Stoll, M. (2008). Race, place, and poverty revisited. In <i>The colors of poverty: Why racial and ethnic disparities persist</i> (pp. 201–231). Russell Sage Foundation.</p> <p><b>Optional:</b></p> <p>Billings, S. B., Deming, D. J., &amp; Rockoff, J. (2014). School segregation, educational attainment, and crime: Evidence from the end of busing in Charlotte-Mecklenburg. <i>The Quarterly Journal of Economics</i>, 129(1), 435-476.</p> <p>Hanushek, E. A., Kain, J. F., &amp; Rivkin, S. G. (2009). New evidence about Brown v. Board of Education: The complex</p>

Week #	Synch. Meeting Date	Asynch. Activities Dates	Topic(s)	Reading (complete by synchronous meeting date)
				effects of school racial composition on achievement. <i>Journal of Labor Economics</i> , 27(3), 349-383.
<b>III. Accountability-Driven Policies</b>				
9	10/22	10/22-10/26	<ul style="list-style-type: none"> <li>• A market-based view of schools</li> <li>• Privatization</li> <li>• School choice</li> <li>• Charter schools</li> </ul>	<p>Chapter 9 of CtOG</p> <p>Chapter 3 of D&amp;W</p> <p>Chapter 3 and 6 of HS&amp;A</p> <p>Chapter 5 of Lubienski, C. A., &amp; Lubienski, S. T. (2013). <i>The public school advantage: Why public schools outperform private schools</i>. University of Chicago Press.</p> <p>Reckhow, S., &amp; Snyder, J. W. (2014). The expanding role of philanthropy in education politics. <i>Educational Researcher</i>, 43(4), 186-195.</p> <p><b>Optional:</b> Angrist, J. D., Cohodes, S. R., Dynarski, S. M., Pathak, P. A., &amp; Walters, C. R. (2016). Stand and deliver: Effects of Boston's charter high schools on college preparation, entry, and choice. <i>Journal of Labor Economics</i>, 34(2), 275-318.</p> <p>Clark, M. A., Gleason, P. M., Tuttle, C. C., &amp; Silverberg, M. K. (2015). Do charter schools improve student achievement? <i>Educational Evaluation and Policy Analysis</i>, 37(4), 419-436.</p>
10	10/29	10/29-11/2	<ul style="list-style-type: none"> <li>• Accountability and data use as levers to reduce and exacerbate inequality</li> <li>• Federal accountability including NCLB and ESSA</li> <li>• Using test scores to assess gaps</li> </ul>	<p>Chapter 8 of CtOG</p> <p>Chapter 5 of D&amp;W</p> <p>Young, M. D., Winn, K. M., &amp; Reedy, M. A. (2017). The every student succeeds act: Strengthening the focus on educational leadership. <i>Educational Administration Quarterly</i>, 53(5), 705-726.</p>



Week #	Synch. Meeting Date	Asynch. Activities Dates	Topic(s)	Reading (complete by synchronous meeting date)
				<p><b>Read one of these two reports:</b> Darling-Hammond, L., Bae, S., Cook-Harvey, C. M., Lam, L., Mercer, C., Podolsky, A., &amp; Stosich, E. L. (2016). Pathways to new accountability through the Every Student Succeeds Act. <i>Palo Alto, CA: Learning Policy Institute.</i></p> <p>Mathis, W. J., &amp; Trujillo, T. M. (2016). Lessons from NCLB for the Every Student Succeeds Act. <i>National Education Policy Center.</i></p>
-----	11/1		<b>Assignment #2: Literature Review Due</b>	
<b>IV. Educators at the Intersection of Reform</b>				
11	11/5	11/5-11/9	<ul style="list-style-type: none"> <li>Teachers and teaching in a historical perspective</li> <li>The professionalism of teachers</li> </ul>	<p>Cochran-Smith, M. (2004). The problem of teacher education. <i>Journal of Teacher Education, 55</i>(4), 295–299.</p> <p>Chapter 7 of HS&amp;A</p> <p>Labaree, D. F. (2005). Life on the margins. <i>Journal of Teacher Education, 56</i>(3), 186-191.</p> <p>Chapter 6 of Mehta, J. (2015). <i>The allure of order: High hopes, dashed expectations, and the troubled quest to remake American schooling.</i> Oxford University Press.</p> <p>Strober, M. H., &amp; Tyack, D. (1980). Why do women teach and men manage? A report on research on schools. <i>Signs: Journal of women in culture and society, 5</i>(3), 494-503.</p>
12	11/12	11/12-11/16	<ul style="list-style-type: none"> <li>Determining “quality” and evaluating “effectiveness” of teachers</li> <li>Who determines what it means to be a high-quality teacher</li> </ul>	<p>Chetty, R., Friedman, J., &amp; Rockoff, J. (2014). Discussion of the American Statistical Association's Statement (2014) on using value-added models for educational assessment. <i>Statistics and Public Policy, 1</i>(1), 111-113.</p>

Week #	Synch. Meeting Date	Asynch. Activities Dates	Topic(s)	Reading (complete by synchronous meeting date)
				<p>Firestone, W. A. (2014). Teacher evaluation policy and conflicting theories of motivation. <i>Educational researcher</i>, 43(2), 100-107.</p> <p>Lankford, H., Loeb, S., McEachin, A., Miller, L. C., &amp; Wyckoff, J. (2014). Who enters teaching? Encouraging evidence that the status of teaching is improving. <i>Educational Researcher</i>, 43(9), 444-453.</p> <p>Milner IV, H. R. (2010). What does teacher education have to do with teaching? Implications for diversity studies. <i>Journal of Teacher Education</i>, 61(1-2), 118-131.</p> <p>Morganstein, D., &amp; Wasserstein, R. (2014). ASA statement on value-added models. <i>Statistics and Public Policy</i>, 1(1), 108-110.</p>
<b>V. Reflecting on the Present Moment</b>				
13	11/19	11/19-11/23	<ul style="list-style-type: none"> <li>COVID-19, pandemics, and school closures</li> </ul>	<p>Chapter 8 of D&amp;W</p> <p>TBD</p>
-----	<b>11/24-11/29</b>		<b><i>Thanksgiving Recess – No Course Meetings or Activities</i></b>	
14	12/3	n/a	<ul style="list-style-type: none"> <li>Presentations of study proposals</li> <li>Sharing feedback with critical friends</li> </ul>	(none)
-----	<b>12/6</b>	<b>Assignment #3: Study Proposal Due</b>		

## **Assignment #1: Topic Essay**

### **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**

Students will submit a **3-4 page** essay that offers an overview of their selected issue.

1. 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?
2. 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 3 questions that will drive your research over the course of this semester.
3. Using at least 4 sources, this essay will focus only on the current incarnation of this debate.
4. In addition, students will submit a proposed bibliography of 10 sources.

***Rubric on the next page...***

<b>Criteria</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaching expectations</b>	<b>Falls below expectations</b>
Statement of Topic (20%)	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.
Exploration of Debate (30%)	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. Cites and makes use of 4 sources.	Offers a clear exploration of a specific issue or 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 less 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.
Statement of Research Questions (20%)	Moves beyond the issue at hand and raises at least 3 meaningful questions that pertain to the social and political context.	Raises two meaningful questions to guide future inquiry.	Raises fewer than 2 meaningful questions.	Raises questions that do not stem from the readings or hold potential of generating future research or does not pose any questions.
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 of fewer than 3 sources.
Proposed Bibliography (10%)	Provides a proposed bibliography of at least 10 high quality sources.	Lists less than 10 sources but more than 7.	Lists less than 7 sources but more than 2.	No listed sources.
Mechanics (10%)	The essay is nearly error free and comports to 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: Literature Review**

### **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**

In **6-7 pages**, students will engage the following questions in a well-crafted, compelling essay.

- How does prior research engage with social and political forces at play?
- In what ways do disciplinary conventions shape authors' analyses?
- What are the main points of agreement and disagreement?
- Where do you see authors engaging one another in scholarly discourse?
- What are the holes or ways in which the literature can be extended in productive ways?

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?

You must discuss and cite at least 10 approved sources.

***Rubric on the next page...***

<b>Criteria</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaching expectations</b>	<b>Falls below expectations</b>
Presentation of Literature and Idea Development (60%)	Examines and properly cites 10 sources. 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. 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. 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. Uses some quotes, but may not offer thorough analysis.	Examines 10 sources. Citations may be incorrect. Rather than generating a larger idea and moving beyond the texts, the author summarizes each work. Provides some evidence, but offers little analysis.	Examines less than 10 sources. Citations may be incorrect. Author offers only summaries. Presentation of authors' views may be inaccurate or incorrect. 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 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.
Mechanics (10%)	The essay is nearly error free and comports to APA guidelines.	The paper has some errors.	The paper has numerous errors.	The paper is sloppy and appears not to have been proofread.

## Assignment#3: Study Proposal

### Rationale

The skills necessary to effectively motivating a study, accurately summarizing prior research, and designing a high-quality research study are not only important for doctoral students but also researchers. This proposal mirrors what you will write as your dissertation proposal, grant proposal, or the front matter of a peer-reviewed journal article.

### Tasks

1. Write a 12-15-page essay that proposes a study of a current educational debate that pays close attention to the ways in which social and political forces have shaped this issue.
2. Begin by offering a 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 a research study might provide a new way of thinking about this debate and its underlying issues. State research questions.
4. Explore the related literature on this topic, calling attention to key findings, points of contention, and areas where future research is necessary.
5. Propose a framework to understand the topic, using one or more of the social and political forces we discussed this semester to clarify how we might improve our understanding of the topic.
6. Describe a study that is designed to fill gaps in prior literature based on the proposed framework. Describe ideal conditions for this study including,
  - a. setting,
  - b. sample,
  - c. data collection,
  - d. measures,
  - e. and data analysis.
7. Conclude with a summary of the potential implications of this study for education policy and the work of educational leaders.

***Rubric on the next page...***

<b>Criteria</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaching expectations</b>	<b>Falls below expectations</b>
Statement of Topic (10%)	Offers a clear statement of topic. 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.
Statement of Purpose and Research Questions (10%)	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. Raises at least 3 meaningful questions that pertain to the social and political context.	Offers a clear exploration of a specific issue or debate of interest. Refers to relevant texts to ground overview. Author reveals clear bias, choosing sides or offering policy prescriptions or stated questions are not relevant.	Exploration of issue is vague or too broad. Author takes sides. Questions are vague or off topic.	Exploration of issue is unclear or inaccurate. Author does not refer to specific texts to ground overview and writes with clear bias or does not pose any questions.
Literature Review (10%)	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. Through an exploration of this body of literature, the author generates a cohesive, logical, and compelling idea that is woven throughout the review.	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.	Rather than generating a larger idea and moving beyond the texts, the author summarizes each work. Provides some evidence, but offers little analysis.	Author offers only summaries. Presentation of authors' views may be inaccurate or incorrect. Does not provide significant evidence to support claims.
Framework Connecting Topic to Social/ Political Forces (20%)	Framework clearly makes connections between the important elements at play in this educational debate and relevant outcomes. The particular social/ political force is woven into the framework effectively.	Framework clearly makes connections between the important elements at play in this educational debate and relevant outcomes. The particular social/ political force is not noted in the framework.	Connections in the framework between the important elements at play in this educational debate and relevant outcomes are unclear. The particular social/ political force is not noted in the framework.	Framework is wholly inadequate, confusing, and/or off topic.
Proposed Study Methodology (20%)	Study description is clearly related to the prior sections of the paper, designed to extend prior literature in productive ways, and is designed based on the framework. The setting, sample, data collection, measures, and data analysis plans are included, representing a	Study description is clearly related to the prior sections of the paper, designed to extend prior literature in productive ways, and is designed based on the framework. The setting, sample, data collection, measures, and data analysis plans are included, but the	Study description is not clearly related to the prior sections of the paper. The setting, sample, data collection, measures, and data analysis plans are included, but the research design is flawed.	The methodology is unrelated to prior sections of the paper.



	high-quality research design.	research design is flawed.		
Implications for Policy and Leadership (10%)	Stated how study findings would clearly have an effect on policy/ leadership practice.	Stated how study findings would have an effect on policy/ leadership practice, but implications are unclear or weak.	Stated how study findings effect on policy/ leadership practice with weak or off topic implications.	Missing implications for policy and/ or leadership.
Use of Sources (10%)	Cites and makes use of at least 10 high quality sources.	Cites and makes use of at least 10 sources, one or more of which may be of dubious quality.	Cites and makes use of less than 10 sources.	Does not cite sources.
Mechanics (10%)	The essay is nearly error free and comports to APA guidelines.	The paper has some errors.	The paper has numerous errors.	The paper is sloppy and appears not to have been proofread.