

NOTICE: All information pertaining to this course, including course policies, is subject to being changed until the first day of the term. **Last date modified: May 18, 2020**

Course Syllabus

EDAD 707 – Educational Leadership, Policy, and Politics

Summer 2020 – (3 Credit Hours)

17 May 2020- 9 Aug 2020

Class meets via Zoom Friday 29 May, Saturday 27 June, and 8 August

9:00 a.m. to 4:00 p.m. Central Time

Plus online components

Instructor:

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Catalog summary: Theory and research on leadership, ethics, and managerial effectiveness. Topics include: The course is designed to enhance the students' understanding of how education policies evolve by examining and analyzing the political, economic, social and philosophical process that contribute to its development, planning, implementation, analysis, and evaluation. The course will consider the key elements of the policymaking cycle including agenda setting, policy formulation, policy adoption or enactment, policy implementation and policy evaluation and change. Levels of policy making are explored to highlight the context for shaping policies. The course will consider the use of conceptual frames and theories to develop and interpret policy, the roles of key players in the policy process including governments, interest groups, political parties, the media, and school administrators.

Learning Targets: Performance in the course will be assessed by evaluating the extent to which doctoral students can successfully...

1. I can explain the meaning of policy and its importance;
2. I can describe theories that frame policy development, implementation, and evaluation;
3. I can describe the different stages of the policy process;
4. I can describe the choices policymakers face in resolving educational problems and issues;
5. I can identify the evolving and prevailing values and interests affecting education;

6. I can describe how policy process influences policy outcomes;
7. I can explain how education policy operates in the broader context of public policy and the federal/state/local fiscal system as well the judicial, legislative, and executive context;
8. I can articulate various policy alternatives to education reform and their impact on educational institutions;
9. I can explain the nature of the politics that shape educational policy;
10. I can demonstrate continuing improvement of analytical and critical thinking skills as well as the ability to communicate ideas effectively.

Required Texts

Darling-Hamond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York: Teachers College Press.

Mehta, J. (2013). *The allure of order: High hopes, dashed expectations, and the troubled quest to remake American schooling*. Oxford: Oxford University Press.

Additional required course reading materials provided by instructor via Blackboard course site. Please print these reading materials and bring with you to class. No handouts will be provided on-site.

Bibliography of other course sources (provided via Blackboard)

Aronson, I. (2013). *Michelle Rhee Case*. Baltimore: Johns Hopkins University.

Brake, N. (2018). *Politics and policy of adequacy funding in education: Case study of Kentucky and Kansas*. Baltimore: Johns Hopkins University.

Burroughs, N. (2016). Rawls, republicanism, and the adequacy-equity debate. *Theory and Research in Education*, 14 (2) 226-240.

Cary, K. (2020). The demise of the great education saviors. *Washington Post* (18 March). Retrieved from <https://www.washingtonpost.com/magazine/2020/03/18/charter-schools-testing-were-supposed-s-ave-american-education-now-theyve-run-out-political-steam-what-went-wrong/?arc404=true>

Chubb, J.E. & Moe, T.M. (1990). *Politics, markets, and America's schools*. Washington DC: Brookings Institution.

Clarke, W, Jones, A. & Lacy, B. (2015). Education spending and workforce quality as determinants of economic growth. *Journal of Rural and Community Development*, 10 (4) 24-35.

Cowan, J., & Strunk, K. O. (2014). How do teachers unions affect education policy? What we know and what we need to learn. Working Paper #42. East Lansing, MI: The Education Policy Center at Michigan State University.

Cronan, W. (1998). "Only connect:" The goals of a liberal education. *American Scholar* 67 (4).

Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58(3), 280-298.

Deskins, J. Hill, B. & Tuttle, M. (2008). *How does state and local spending impact state economic growth in the long run*. Washington DC: National Tax Association Annual Proceedings

Dewey, J. (1963). *Experience and education*. New York: Collier.

Dobbie, W., & Fryer, R. G. (2009). *Are high quality schools enough to close the achievement gap? Evidence from a social experiment in Harlem*. Working Paper 15473. Cambridge, MA: National Bureau of Economic Research.

Egalite, A. (2016). How family background influences student achievement. *Education Next*, 16(2), 70-78.

Ehrensals, P. & First, P. (2008). Understanding school board politics: Balancing public voice and professional power. In Cooper, B., Cibulka, J. & Fusarelli, L. (Eds). *Handbook of education politics and policy* (Ch. 5). New York: Routledge.

Elmore, R. (1997). Investing in Teacher Learning: Staff Development and Instructional Improvement in Community School District #2. Working paper, Harvard University.

Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.

Goldstein, W. (2005). What would Plato do? A (semi) careerist defense of the liberal arts. *Yale Alumni Magazine*. http://archives.yalealumnimagazine.com/issues/2005_07/liberal_arts.html

Gordon, R., Kane, T. J., & Staiger, D. O. (2006). Identifying effective teachers using performance on the job. Washington, DC: Brookings Institution.

Hannah-Jones, N. (2017, February 1). Have we lost sight of the promise of public education? *New York Times Magazine*. Retrieved from https://www.nytimes.com/2017/02/21/magazine/have-we-lost-sight-of-the-promise-of-public-schools.html?emc=eta1&_r=0

Hanushek, E. (2016). What matters for student achievement? *Education Next*, 16(2), 18-26.

Hargreaves, A. (2009). A decade of educational change and a defining moment of opportunity – an introduction. *Journal of Educational Change*, 10(89-100).

Henig, J. (2009). Mayors, governors, and presidents: The new education executives and the end of educational exceptionalism. *Peabody Journal of Education* 84 (3), 283-299.

Hess, F. M. (2010). Does school choice work? *National Affairs* (Fall). Retrieved from <https://www.nationalaffairs.com/publications/detail/does-school-choice-work>

Hess, F. M. (2004). What is a “public school?” *Phi Delta Kappan*. Retrieved from <http://www.frederickhess.org/5051/what-is-a-public-school>

Hirsch, E. D. (2001). Romancing the child: Curing American education of its enduring belief that learning is natural. *Education Next*, 1 (1). Retrieved from <https://www.educationnext.org/romancing-the-child/>

Houchens, G. W. (2017, February 5). A school choice primer, part I [Blog post]. Retrieved from <http://schoolleader.typepad.com/school-leader/2017/02/a-school-choice-primer-part-i.html>

Houchens, G. W. (2017, February 8). A school choice primer, part II [Blog post]. Retrieved from <http://schoolleader.typepad.com/school-leader/2017/02/a-school-choice-primer-part-ii.html>

Houchens, G. W. (2017, February 12). A school choice primer, part III [Blog post]. Retrieved from <http://schoolleader.typepad.com/school-leader/2017/02/a-school-choice-primer-part-iii.html>

Kaestle, C. (2007). Federal education policy and the changing national polity for education, 1957-2007. In Kaestle, C & Lodewick, A. (Eds). *To educate a nation: Federal and national strategies of school reform*, (17-40). Lawrence, KS: University PRes of Kansas.

Kirwan, W. & Hise, R. (2020). *Overview of the Maryland Commission on Innovation and Excellence in Education: Final recommendations*. Annapolis, MD: Department of Legislative Services, Office of Policy Analysis.

Krauth, O. (2020). On shaky ground: How did Kentucky’s watershed education reform hold up after 30 years? *Louisville Courier-Journal* (11 April). Retrieved from <https://www.courier-journal.com/story/news/2020/04/11/ker-30-how-did-kentucky-education-reform-act-hold-up/4870847002/>

Lahann, R. & Reagan, E. (2011). Teach for America and the politics of progressive neoliberalism. *Teacher Education Quarterly*, Winter, 1-10.

Larabee, D. (2005). Progressivism, schools, and schools of education: An American romance. *Pedagogica Historica*, 41 (1-2) 275-288.

- Malen, B. (1994). The micro-politics of education: Mapping the multiple dimensions of power relations in school politics. In Schriber, J. & Layton, D. (Eds). *The study of educational politics: Politics of education association yearbook* (147-168). London, Canada: Falmer Press.
- McCarthy, M. (2008). Judicial impact on education policy and politics. In Cooper, B., Cibulka, J. & Fusarelli, L. (Eds). *Handbook of education politics and policy* (Ch. 7). New York: Routledge.
- McLendon, M. & Cohen-Vogel, L. (2008). Understanding education policy change in the American states: Lessons from political science. In Cooper, B., Cibulka, J. & Fusarelli, L. (Eds). *Handbook of education politics and policy* (Ch. 3). New York: Routledge.
- Maryland Commission on Innovation and Excellence (2019). *Interim Report*. Annapolis, MD: Department of Legislative Services, Office of Policy Analysis.
- Maryland Legislature. *Senate Bill 1000. Blueprint for Maryland's Future*. Regular Session 2020.
- Mette, I., Biddle, C., Mackenzie, S. & Harris-Smedberg, K. (2106). Poverty, privilege, and political dynamics within rural school reform: Unraveling educational leadership in invisible America. *Journal of Cases in Educational Leadership* 19 (3) 62-84.
- Miron, G. (2008). Shifting notion of publicness in public education. In Cooper, B., Cibulka, J. & Fusarelli, L. (Eds). *Handbook of education politics and policy* (Ch 18). New York: Routledge.
- Orfield, G., & Lee, C. (2005). *Why segregation matters: Poverty and educational inequality*. Civil Rights Project report. Harvard University.
- Peterson, P. (2010). *Saving schools: From Horace Mann to virtual learning*. Cambridge, MA: Belknap Press.
- Pouncey, W., Ennis, L., Woolley, T. & Connell, P. (2013). School funding issues: State legislators and superintendents-- adversaries or allies? SAGE Open Publications, DOI: 10.1177/2158244013486492. Retrieved from sgo.sagepub.com.
- Rousseau, J.J. (1763). *Emile: Or a treatise on education*. Selection by Elgin, C. The Literature Network. Retrieved from <http://www.online-literature.com/rousseau/emile/>.
- Rowan, B. (2006). The new institutionalism and the study of educational organizations: Changing ideas for changing times. In Meyer, Heinz-Deter, and Rowan (Eds), *The new institutionalism in education* (15-32). Albany, NY: State University of New York.
- Spring, J. (2015). *American education: Social, political, and historical studies in education*. New York: Routledge.

Teitel, L. (2009). Improving teaching and learning through instructional rounds. *Harvard Educational Letter*, 25(3), http://hepg.org/hel-home/issues/25_3/helarticle/improving-teaching-and-learning-through-instruction#home

Tucker, M. (2020). Groundbreaking Maryland reform bill passes in the midst of the coronavirus crisis. *National Center for Education and the Economy*. Retrieved April 1, 2020 from <http://ncee.org/2020/03/groundbreaking-maryland-education-reform-bill-passes-in-midst-of-coronavirus-crisis/>

Warren, M. R. (2005). Communities and schools: A new view of urban education reform. *Harvard Education Review*, 75(2), 133-173.

Wong, K. (2008). Federalism, equity and accountability in education. In Cooper, B., Cibulka, J. & Fusarelli, L. (Eds). *Handbook of education politics and policy* (Ch. 2). New York: Routledge.

Major Learning Methods: Students will engage the course content via reading assignments, instructor presentations, in-class and online discussion, and written assignments. Focus will be upon active engagement as adult learners.

Grading/Evaluation:

This course utilizes a standards-based approach to student assessment. Assignments are not worth point values as in a traditional class. Rather, feedback is provided to students relative to their progress toward mastery of the learning targets that define the content and skills students should know and be able to do at the conclusion of the course.

All assignments are designed to introduce students to these concepts and skills and allow them to use new knowledge and practice new skills until mastery of each learning target is demonstrated. See the learning targets describe above.

Rubrics are provided for each assignment offer descriptions of student performance indicating the extent to which the learning targets associated with the assignment have been mastered, partially mastered, or whether there is still limited evidence of mastery.

Final Grade Assignment

The final letter grade for the course will be assigned based on the following scale:.

A = All targets mastered

B = At least nine targets mastered

C = At least eight targets mastered

D = At least seven targets mastered

F = six or fewer targets fully mastered

Assignment Format: As organizational leaders, you continually are/will be expected to express your ideas logically, both orally and in writing; that same expectation exists for this course. Unless instructed otherwise, written materials should be typed or word-processed in 12-point font, Times New Roman, double-spaced, 1.0" left/right margins, 1.0" top/bottom margins. APA style will be used for all papers and written assignments unless otherwise indicated. **All documents are to be submitted as a Microsoft Word document. Assignments submitted in any other format will not be accepted.** Assignments will be submitted either electronically or as hard copy as instructed by the professor.

Course Assignments:

Course assignments include the following. Rubrics and guidelines for each will be posted under Blackboard. Assignment expectations will be discussed in great depth during the face-to-face class session. Each assignment will be carefully aligned to the learning targets it is designed to measure.

- (a) Discussion/Participation (Three Face-to-Face Zoom Classes and Weekly Online) –** Doctoral students are expected to complete all required readings and participate productively in the classroom as well as Blackboard discussions (see Discussion Rubric for EDAD 707). BlackBoard Discussions will be centered on questions from the readings.
- (b) Reading Circles - Tutorials:** students will meet in groups of 3 or 4 at three points during the semester to participate in small group discussion on selected reading topics using a tutorial format. There will be a discussion board assignment at the end of each reading circle posted on Blackboard.
- (c) Mid-term Colloquium: The Challenge of School Improvement (Group Assignment- Due 27 June) –** Students will participate in a mid-term colloquium during the June class session which will draw on key course readings and outside sources to explore two central questions: 1) Why has school improvement proven so difficult in the United States, especially in urban areas? 2) What might prove to be the most promising directions for school reform? Assignment guidelines and rubric will be provided.
- (d) Organizing Project or Action Project (Individual or Group- Due 8 Aug) -** There are two options, an action project or an organizing project completed either as a group or individually. Actors are changing school systems from a variety of angles, most notably those who are founding schools or non-profits or are working with or advising these organizations. Another option is to do an organizing project. Here your goal is less to write and more to organize people to take action for change. To do this effectively would mean defining a problem in the real world, organizing relevant actors, and then working with those actors to intervene on the problem for the better. The deliverable for this project is a proposal and presentation describing the source of the problem, the actions you took, and reflecting upon what you've learned from the experience. Each person should submit a separate version of this report.
- (e) Policy Memorandum (Due 9 August) –** In this paper, which serves as a culminating assignment for the course, you will explore an education policy topic of your own choosing addressing 1) the history of the policy issue, 2) research literature on the policy issue, 3) the political context and background of the issue, and 4) policy

recommendations for how the issue should be addressed. A rubric for assessing this assignment will be provided.

Course Organization and Expectations: This course is designed on the assumption that learning is something that we as adult learners actively engage in by choice, have a commitment to, and accept a responsibility for. The format of the class will be that of a community of scholars, each with their rights and responsibility of membership. Differing perspectives and opinions will not only be tolerated but also encouraged.

Plagiarism Policy: Plagiarism is a serious offense. The academic work of students is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Plagiarism is an act of academic dishonesty. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

Before receiving a grade in this course students will be required to verify in writing that they have completed the Harvard Graduate School of Education online tutorial: Principles of Paraphrasing: How to Avoid Plagiarism in Three Easy Modules -

<http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing>.

or Indiana University's Plagiarism and Academic Integrity -

<http://edtech.wku.edu/~counsel/policies/plagiarism-and-academic-integrity.htm>.

Academic Dishonesty: Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership, and Research for possible disciplinary action, which may result in permanent disqualification from the program.

Attendance and Participation Policy:

Graduate students should be able and willing to share information and ideas; regular attendance and productive participation in the classroom and on Blackboard are essential for success in the course. Students are expected to have read all assignments prior to discussion in class or on the web, if applicable, and be prepared to participate in class discussions and activities. As graduate students, there is an expectation that relevant literature and information beyond what is assigned will be identified, obtained, and read by the student.

Effective learners demonstrate classroom behaviors that enhance (a) the professor's ability to conduct the class and (b) the ability of students to benefit from the instructional process. Any behavior which is disruptive or interferes with other students' learning is not acceptable and may result in loss of points for class participation credit. A student's final grade for the course will be adversely affected by lack of attendance (including coming in late and/or leaving early), lack of participation in class activities and/or failure to complete graded/non-graded assignments.

Students may have personal and professional conflicts with scheduled class meetings. Students must prioritize and make decisions related to scheduling conflicts. Absences from class or anticipated lapses from on-line participation should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, the instructor should be contacted immediately after the absence. It is the student's responsibility to secure materials, notes, and assignments for all classes missed.

If the University officially cancels classes for any reason, students are expected to continue with readings and assignments as originally planned. Assignments scheduled during missed classes are due at the next regular class meeting unless other instructions are given.

Technology Usage:

The instructor will utilize the WKU e-mail and Blackboard Announcements as the primary methods to contact students outside of class. Students are expected to check their official University e-mail and the Blackboard on regular business days (Monday-Friday) to receive information or notices from the instructor.

Cellular phones need to be silenced and stored during class sessions. If there is a situation where a candidate legitimately needs access to a cellular telephone during class, please notify the professor. The instructor may allow electronic devices (such as I-pads, laptops, and tablets) to be utilized for instructional purposes related to the course.

Technology Requirements: As mentioned under participation and attendance students will be expected to have access to the Internet and E-mail and to regularly monitor the course website on BLACKBOARD, if applicable. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student's home computer; a contingency plan may be to access from the student's school computer. For technical issues related to Blackboard, please contact the IT Helpdesk at (270) 745-7000.

Statement of Diversity: The Department of Educational Administration, Leadership, and Research believes that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Students with Disabilities: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 745-5004.

Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Safety and Evacuation: Procedures for student safety and possible evacuation will be addressed in the first class meeting. All students are expected to familiarize themselves with the appropriate procedures for the location in which they are taking classes.

Course Adjustments: The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur, however, unless proper, timely, and prior notice is given to students.

EDAD 707: Educational Leadership. Politics, and Policy
Summer 2020
(May 17, 2020 - August 9, 2020)

Tentative Schedule

[NOTE: All dates and assignments subject to change until the first day of term.]

Date Week of...	Topics	Readings	Assignments
Pre-Session prior to May 30 Zoom session	<ul style="list-style-type: none"> Overview of US and Kentucky state governments 	<ul style="list-style-type: none"> Web link overviews of US and Kentucky governments 	<ul style="list-style-type: none"> Watch MediaSite presentation from EDAD 677 -Govt overview
Session 1 May 17	<ul style="list-style-type: none"> An Intro to Education Policy and Politics The nature and purposes of public education 	<ul style="list-style-type: none"> Spring chapter Mehta (ch 1-5) Peterson (ch 1) Michelle Rhee case 	<ul style="list-style-type: none"> Watch MediaSite presentation Discussion board assignment
May 29 (Zoom Class, 5:00 pm – 8:30 pm Central time)	<ul style="list-style-type: none"> Course expectations The nature and purposes of public education 	<ul style="list-style-type: none"> Cronon article Dewey excerpt Goldstein article Rousseau (skim) Delpit article Freire excerpt Hirsch article Larabee article Peterson (ch 3) 	<ul style="list-style-type: none"> In class activities Seminar discussion on readings
Session 2 May 24	<ul style="list-style-type: none"> Poverty and inequality 	<ul style="list-style-type: none"> Hanushek article Egalite article HCZ report Darling-Hammond (ch 1-5) Orfield (skim) 	<ul style="list-style-type: none"> MediaSite presentation Discussion board assignment Reading Circle
Session 3 May 31	<ul style="list-style-type: none"> Micropolitics 	<ul style="list-style-type: none"> Malen article 	<ul style="list-style-type: none"> MediaSite presentation Discussion board assignment
Session 4 June 7	<ul style="list-style-type: none"> Teaching Profession 	<ul style="list-style-type: none"> Cowan & Strunk report Darling-Hammond (ch. 7) Teitel article Gordon (skim) Elmore (skim) 	<ul style="list-style-type: none"> MediaSite Presentation Discussion board assignment

Session 5 June 14	<ul style="list-style-type: none"> Local politics: Boards, mayors and superintendents 	<ul style="list-style-type: none"> Warren article Henig article Ehrensals chapter 	<ul style="list-style-type: none"> MediaSite Presentation Discussion board assignment
Session 6 June 21	<ul style="list-style-type: none"> State impact on local education 	<ul style="list-style-type: none"> McLendon chapter Pouncey article 	<ul style="list-style-type: none"> MediaSite Presentation Discussion board Reading Circle
Session 7 June 27	<ul style="list-style-type: none"> Federal education policy 	<ul style="list-style-type: none"> Kaestle article Wong chapter 	<ul style="list-style-type: none"> MediaSite Presentation Discussion Board
June 27 (Zoom Class, 9:00 am – 4:00 pm Central time)	<ul style="list-style-type: none"> Understanding the policy process Bureaucracy and the status quo School governance: centralization vs. decentralization 	<ul style="list-style-type: none"> Readings on local, state and federal policy Mehta (ch 6-8) Chubb & Moe 	<ul style="list-style-type: none"> Mid-term Colloquium Presentations Seminars on the readings In-class activities and discussion
Session 8 July 5	<ul style="list-style-type: none"> Courts: Judicial impact on education 	<ul style="list-style-type: none"> McCarthy chapter 	<ul style="list-style-type: none"> MediaSite Presentation Discussion Board
Session 9 July 12	<ul style="list-style-type: none"> Charters & Choice 	<ul style="list-style-type: none"> Miron chapter Hess article, “Does School Choice Work?” Hannah-Jones article Cary article Houchens, School Choice Primer series 	<ul style="list-style-type: none"> MediaSite Presentation Discussion Boards Reading Circle
Session 10 July 19	<ul style="list-style-type: none"> Education entrepreneurs 	<ul style="list-style-type: none"> Lahann article 	<ul style="list-style-type: none"> MediaSite Presentation Discussion Boards
Session 11 July 26	<ul style="list-style-type: none"> Political power and the new institutionalism 	<ul style="list-style-type: none"> Rowan article 	<ul style="list-style-type: none"> MediaSite Presentation Discussion Board

Session 12 August 2	<ul style="list-style-type: none"> • Role of funding in public education 	<ul style="list-style-type: none"> • School funding case (Brake) • Burroughs article • Clarke article • Deskins article 	<ul style="list-style-type: none"> • MediaSite Presentation, Discussion Board
August 8 (Zoom Class, 9:00 am – 4:00 pm Central time)	<ul style="list-style-type: none"> • Who controls American education? • New institutionalism & political power • Future of public schools 	<ul style="list-style-type: none"> • Readings from sections on power and funding • Hess article, “What is a Public School?” • Mehta (ch 9-10) • Maryland reform • Darling-Hammond (ch 7-9) 	<ul style="list-style-type: none"> • Case Discussion (Funding Case) • Seminars on the readings • Speaker on Maryland Reform • Organizing/ Action Project Due
Session 13 August 9	<ul style="list-style-type: none"> • New directions in education policy 	<ul style="list-style-type: none"> • Maryland reform • Mehta (ch 10) • Darling-Hammond (ch 7-9) • Hargreaves article 	<ul style="list-style-type: none"> • MediaSite Presentation • Final Paper Due

August 9: Policy Memos Due