



EDLR 5407: Contemporary Educational Policy Issues
UCAPP
Summer 2022

Syllabus information may be subject to change.

Course and Instructor Information

Course Title: *Contemporary Educational Policy Issues*
Credits: 2
Format: Distance Learning Flex (9-11 am online synchronous; independent and group work asynchronous)
Professors: Instructor(s)
Email:

Mobile:
Office Hours: by appointment

Required Texts

Readings and course materials are all provided on HuskyCT

- Cobb, C., & Glass, G. V (2021). *Public and private education in America: Examining the facts*. Santa Barbara, CA: ABC-CLIO/Praeger. (selected entries)
- Elmore, R. (2010). *I used to think...and now I think*. Harvard Education Letter, January/February 2010, Pages 7-8.
- Fowler, F. (2013). *Policy studies for educational leaders*. Upper Saddle Ridge NJ: Pearson-Merrill Prentice Hall. (chapters 1, 7, 9)
- Fullan, M. (2011). *Choosing the wrong drivers for whole system reform*. Centre for Strategic Education, Seminar Series (204), East Melbourne, Australia.
- Johnson, D. D., & Bornstein, J. (2021). Racial Equity Policy That Moves Implicit Bias Beyond a Metaphor for Individual Prejudice to a Means of Exposing Structural Oppression. *Journal of Cases in Educational Leadership*, 24(2), 81-95.
- Marshall, C. (1997). Dismantling and reconstructing policy analysis. In C. Marshall (Ed.), *Feminist Critical Policy Analysis: A perspective from primary and secondary schooling* (pp. 1-39). Fetter Lane, London: RoutledgeFalmer.
- Rallis, S., Rossman, G., Reagan, T., Cobb, C., & Kuntz, A. (2008). *Leading dynamic schools*. Thousand Oaks, CA: Corwin Press. (chapter 1)
- Umansky, I. M., & Porter, L. (2020). State English Learner education policy: A conceptual framework to guide comprehensive policy action. *Education Policy Analysis Archives*, 28(17), 1-40.
- White, T., Woodward, B., Graham, D., Milner, IV, H. R., & Howard, T. C. (2020). Education policy and black teachers: Perspectives on race, policy, and teacher diversity. *Journal of Teacher Education*, 71(4), 449-463.

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources.

Course Description

This course introduces students to the formation and implementation of education policy with an emphasis on using policy to lead. Policies are the embodiment of a future valued state; therefore, policies have significant influence on teaching, learning, and educational equity. Leaders who explicitly understand the consequences of policies across diverse populations and contexts will be in better positions to promote equity for the students and families they serve. Students will use their school, district, state, and federal environments as a means to develop understandings of the political dimensions of the education system. Students will engage in the development of school leadership skills through policy analysis.

Course Objectives

As a result of this course, students will understand that:

- Policies and regulations enacted by local, state and federal authorities shape the opportunities available to schools and ultimately students, families, and the community.
- Engaging students, families, and other members of the community in advocating for the adoption of policies and laws is critical to improving educational opportunities for all students regardless of socioeconomic background, cultural and linguistic diversity, ethnicity, gender, disability, or other individual characteristics.
- Larger political, social, economic, legal, and cultural contexts impact the development and implementation of policy.

Leadership for Equity

UCAPP is committed to developing and preparing transformational school leaders with the competence and disposition to effect school policies and practices that realize equitable **achievement, participation, service, and support outcomes** for every student.

Through strategically aligned coursework and practicum experiences, UCAPP graduates will enter schools ready to:

- Lead with an anti-racist and equity driven perspective,
- Lead by listening to and working collaboratively with all constituencies -- teachers, students, families, and communities -- which they serve, and
- Lead with honesty and courage to confront and disrupt systemic policies and practices which have perpetuated disparate achievement, participation, service, and support outcomes.

Session 1: What is Policy?

Objectives:

- Consider various definitions of policy
- Contrast Big “P” Policy and little “p” policy

Readings:

- Fowler, F. (2013). *Policy studies for educational leaders*. Upper Saddle Ridge NJ: Pearson-Merrill Prentice Hall. (CHAPTER 1)
- Rallis, S., Rossman, G., Reagan, T., Cobb, C., & Kuntz, A. (2008). *Leading dynamic schools*. Thousand Oaks, CA: Corwin Press. (CHAPTER 1)

Synchronous Online Class: 9-11 am

[Join Zoom Meeting](#)
[need LINK]

Asynchronous Activity: [Activity](#)

- Alone or with a partner discuss educational policies that could be the focus of your final project. Your goal is to decide on a topic and help your partner decide on theirs. As such, you should offer constructive and critical feedback on each other's topics. If you work alone, play devil's advocate to critique your own topic. After your discussion, read two articles on your topic and write a one-page memo describing your chosen policy, its goals, and the values it espouses.
- Submit your memo in HuskyCT by 6pm.

PSEL Standards:

1c: Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

9h: Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

Session 2: Layers of Policy: Federal, State and District/ Policy Agenda

Objectives:

- Understand how policy actors and initiatives influence the federal, state and district educational landscapes
- Discuss current activities at the state and federal level that impact leaders of CT schools

Readings:

- Fowler, F. (2004). *Policy studies for educational leaders*. Upper Saddle Ridge NJ: Pearson-Merrill Prentice Hall. (CHAPTER 7)
- Cobb, C., & Glass, G. V (2021). *Public and private education in America: Examining the facts*. Santa Barbara, CA: ABC-CLIO/Praeger. Read these 4 entries:
 - *How are the political interests that shape education policy organized?*
 - *Have standards-based reforms worked?*
 - *Are the Common Core State Standards a national initiative/curriculum?*

- *Has high-stakes testing improved schools?*
- Umansky, I. M., & Porter, L. (2020). State English Learner education policy: A conceptual framework to guide comprehensive policy action. *Education Policy Analysis Archives*, 28(17), 1-40.

Synchronous Online Class: 9-11 am

Joint Session: Add link

[Join Zoom Meeting](#)
[need LINK]

Asynchronous Activity:

- Alone or with a partner, discuss and analyze a federal policy (e.g., IDEA, ESEA).
- After your discussion, write a 1-2 page, single-spaced memo that addresses the following:
 - Explain how this policy became established on the policy agenda
 - Identify key policy actors at federal, state, local level who contributed to this policy's emergence or implementation
 - Give examples of how this policy was translated at the state and local level (for example, in your home district or school)
 - Write a memo of 1-2 pages. Submit your memo by 6pm.

PSEL Standards:

9h: Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

9l: Manage governance processes.

Session 3: Policy Instruments and Levers

Objectives:

- Understand how and why different policy instruments are applied in educational settings
- Assess the sources of gaps that may exist between policy and practice, and learn how those gaps be rectified

Readings:

- Fowler, F. (2004). *Policy studies for educational leaders*. Upper Saddle Ridge NJ: Pearson-Merrill Prentice Hall. (CHAPTER 9)
- Fullan, M. (2011). *Choosing the wrong drivers for whole system reform*. Centre for Strategic Education, Seminar Series (204), East Melbourne, Australia.
- Marshall, C. (1997). Dismantling and reconstructing policy analysis. In C. Marshall (Ed.), *Feminist Critical Policy Analysis: A perspective from primary and secondary schooling* (pp. 1-39). Fetter Lane, London: RoutledgeFalmer.

Synchronous Online Class: 9-11 am

[Join Zoom Meeting](#)
[need LINK]

Asynchronous Activity:

- Continue working on your Policy Issue Analysis paper and turn in the first section (or whatever you get done) by 6 pm.

PSEL Standards:

1d: Strategically develop, implement, and evaluate actions to achieve the vision for the school.
10j: Develop and promote leadership among teachers and staff for inquiry, experimentation, and innovation, and initiating and implementing improvement.

Session 4: Policy Implementation and Leadership

Objectives:

- Examine how leaders can effectively implement policy
- Identify ways leaders can anticipate challenges in policy implementation

Readings:

- White, T., Woodward, B., Graham, D., Milner, IV, H. R., & Howard, T. C. (2020). Education policy and Black teachers: Perspectives on race, policy, and teacher diversity. *Journal of Teacher Education*, 71(4), 449-463.
- [An Interview with Gloria Ladson-Billings About Education Policy Responses to Pandemic and Civil Unrest](#)
- [Addressing Anti-Blackness in Educational Leadership Preparation](#)

Synchronous Online Class: 9-11 am

[Join Zoom Meeting](#)
[need LINK]

Asynchronous Activity:

- Alone or in pairs, learn about the implementation of the policy you chose for your final project. You might use this as an opportunity to do your two interviews (for the final project).
- Write a 1-2 page, single-spaced memo on your policy. What is/was the goal of your policy and what are the values it espouses? How was it implemented? Was this policy successful? Why or why not? According to what barometer? Submit by 6pm.

PSEL Standards:

10d: Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
10i: Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improved efforts.

Session 5: Policy Implementation and Leadership

Objectives:

- How does policy implementation affect school leadership structures, responsibilities, and activities?
- How does policy guide school leadership actions and decisions?

Readings:

- Elmore, R. (2010). *I Used to Think...and Now I Think*. Harvard Education Letter, January/February 2010, Pages 7-8.

Specific Activities:

Guidance on conducting interviews

Guest: state legislators

School Sims (student choice)

Synchronous Online Class: 9-11 am

[Join Zoom Meeting](#)

[need LINK]

Asynchronous Activity:

- Work on your final paper, due at the end of the day on Tuesday, July 20.

PSEL Standards:

2d: Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

3e: Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

Session 6: Policy Implications for the Future

Objectives:

- What are policy implications related to future educational standards and practices?
- How does conducting a review of existing policy support future decision-making?

Readings:

- Johnson, D. D., & Bornstein, J. (2021). Racial Equity Policy That Moves Implicit Bias Beyond a Metaphor for Individual Prejudice to a Means of Exposing Structural Oppression. *Journal of Cases in Educational Leadership*, 24(2), 81-95.

Synchronous Online Class: 9-11 am

[Join Zoom Meeting](#)

[need LINK]

Asynchronous Activity: None.

PSEL Standards:

2d: Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

3e: Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

Summary of Course Grading:

Course Components	Weight
Daily Asynchronous Learning Activities	30%
Policy Issue Analysis	40%
Class Engagement	30%

ASSIGNMENTS & GRADING

Daily Asynchronous Learning Activities (30%)

- Given our distance learning format, we have crafted asynchronous activities for you to engage in outside of class time. These activities will include a combination of independent and small group work that should occur sometime after our online (synchronous) sessions in the morning. Appropriate investment of effort and demonstration of completion. Each asynchronous activity includes a thinking/discussion portion and a writing activity. We encourage you to work with a partner during the discussion portion, but we recognize that some people’s circumstances make finding time to talk with a partner difficult. If you cannot work with a partner, we encourage you to free write during the thinking/discussion portion of each assignment. Regardless of whether you hold a partner discussion or engage in free writing on your own, we ask that you write and submit the memo independently. See the HuskyCT “Course Content menu for specific details on the daily assignments.

Policy Issue Analysis (40%)

- Select a meaningful policy initiative or issue that bears upon schools and districts. The policy can emanate from federal, state, or district level but should be implemented at the school (or district) level. The first section of the paper will be submitted on Wednesday for feedback. See the HuskyCT “Course Content” menu for specific details on the assignment. Due by the end of day on Tuesday, July 20.

Class Engagement (30%)

- Readings completed prior to class; participation in class discussions and in group activities.

Grading Scale:

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Academic Integrity
 - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

You are also responsible for abiding by the expectations and policies defined the UCAPP Student Handbook.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](#))

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps Accessibility](#), [Google for Education Privacy Policy](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam

For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#).

NOTE: This course has NOT been designed for use with mobile devices.

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.