COURSE SYLLABUS
EDD 1206
Summer, 2019

School Reform: Instructional Leadership in Pre-K– 16 Settings
(3 DOCTORAL CREDITS- EDD PROGRAM IN INTERDISCIPLINARY EDUCATIONAL STUDIES)

Winslow Homer, *The Country School*, 1871. St. Louis Art Museum, St. Louis, MO

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Course Weekday and Hours: Tuesdays-- 5:00 pm- 9:20 pm
Class Location: Room LIB 393

Effective May 14, 2019

And in the self-direction…nothing counts as much as the school, for, as Horace Mann said, "Where anything is growing, one former is worth a thousand re-formers."

John Dewey, *School and Society*

Course Description (from catalogue)

This course examines school reform through an interdisciplinary perspective and through the lens of building- level leadership in the Pre-K —16 context. It will include a study of the tasks, functions and roles of the principal, assistant principal, department head, building coordinator and other related leadership positions influencing change in schools and other educational organizations. Students will expand their knowledge of research, theory, current practice and educational innovations in the following areas: leadership, curriculum, supervision, instructional competence, school organization, and personnel and management. They will also explore the educational, political, economic and social forces that shape the reform agenda, with a special emphasis on the working relationships among administrators, faculty, staff, parents, students and community in an era of rapid change.

Course LEARNING OUTCOMES

Learning outcomes are what you are able to do as a result of the activities, e.g., readings, internet browsing, class instruction, which will occur during this course. These also connect to the overall expectations the EdD program has for you. Assignments and activities related to these outcomes are described in this syllabus. In general, student learning outcomes for this course will be demonstrated through individual and group projects, class discussions, research papers, and course professionalism. The student learning outcomes for this course are the following:

You will increase your competencies in:
- applying historical, theoretical, philosophical, and practical perspectives on the school reform debate to understand how the school's problems are *constructed* or *framed* by political actors by use of course assignments, class discussions, and research projects;
- identifying key goals of reform in K- 16 American education through the perspectives of sociological, political, economic, and cultural change by use of course assignments, class discussions, and research projects;
- expanding knowledge and understanding of key issues, major policies, strategies, frameworks, structures, and systems in K-16 school reform by use of course assignments, class discussions, and research projects;
- interpreting the role of policy think tanks and their reports providing data shaping a global perspective on education reform;
- identifying, articulating and enhancing personal beliefs and perspectives on a variety of K- 16 school reform policies by use of course assignments, class discussions, and research projects;
- enhancing the skills of professional critique, analytical thinking, and critical writing on reform topics to prepare for leadership in education reform and its components by use of course assignments, class discussions, and research projects

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The course will be utilizing a blended learning format that is a combination of <u>three</u> face-to-face (f2f) sessions and <u>four</u> online sessions using, as an LMS (Learning Management System), Blackboard. If you do not have access to a computer off campus, there are several computer labs on campus you can use to participate in the course. You will need to have an up-to-date browser, operating system and some additional software on your computer to take this class. Some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to http://get.adobe.com/reader/.

As might be appropriate for a blended course that is part of a doctoral-level interdisciplinary education program, its approach will also be interdisciplinary and involve the use of (hyper)text, internet websites, video and audiocasts which have influenced the reform debate. All of these formats will underscore major themes, ideas, and concepts presented in the course and help us examine school reform from multiple perspectives. The course is designed to develop a variety of critical thinking skills including reflection, inquiry, analysis, synthesis, brainstorming and decision-making. Through course assignments, class discussion, and individual readings, it is the intent of the course to assist in advancing the development of transformational leaders who will become effective change agents in multiple sectors of society.

Because of this approach, students will need Internet access and a PC or a Mac with the latest version of a web browser. You can log onto Blackboard anywhere you have Internet access, but here are some guidelines to make your experience more productive.
- Use Firefox as your web browser, if possible. It works better with Blackboard than Google Chrome, Internet Explorer, or Safari.
- Check that your computer has the latest Flash player installed. Flash enables videos from YouTube and other sources to be played within Blackboard. You can check the list of latest versions here; find out what version you have (and download updates as needed) here.

COURSE TEXTS

The following will comprise the course texts:

Russakoff, D. (2015). *The prize: Who's in charge of America's schools?* New York: Houghton-Mifflin.

Tyack, D, & Cuban, L. (1995). *Tinkering toward utopia: A century of public school reform*. Cambridge, MA: Harvard University Press.

(Note: The Tyack & Cuban book is optional- the material assigned is available in the Weekly Modules)

All other assigned readings will be supplied by the instructor. There is also a list of books on the topic of education reform provided at the end of the syllabus for your reference and information.
You can purchase any version of these books (hardcover, paperback, kindle) from any source you would like.

1. *Education Week* will be an important part of course activities http://www.edweek.org/
I would like students to arrange for online subscription to *Education Week* (monthly subscriptions that overlap the course calendar are fine). You can find additional information at:
     http://www.edweek.org/offer_stud_prof.html?cmp=profess10

2. American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed). Washington, D.C.: Author
     http://www.apastyle.org/manual/index.aspx

There are also tutorials available on the APA web site to help familiarize you with the Style Manual.
     http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

A resource from the LIU Post Library website:
     http://liu.cwp.libguides.com/plagiarismprevention

Make sure you purchase the <u>third</u> printing or above of the APA manual in soft cover, hardcover, or spiral bound format.

3. Internet websites throughout the course containing hypertexts of various readings in school reform; online articles, distributed learning tools; and supplementary readings provided by instructor.

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4. Finally, you may find it useful to review the following two publications to keep up with issues, trends, and practices in education policy and practice. There are digital editions customized for tablets and other devices as well as available apps:
Educational Leadership (from ASCD)
http://www.ascd.org/publications/educational-leadership.aspx

Kappan (from Phi Delta Kappan)
http://www.kappanmagazine.org/

Technology Policy

We will utilize technology in multiple ways to increase personal and professional productivity and expertise. During our face-face sessions, we will follow a **BYOD** policy that is "Bring Your Own Device," to F2F sessions. This can be a tablet, netbook, or iPad. The course will be make extensive use of the Internet with a good portion of hypertext reading assignments able to be accessed online. In addition, students are expected to infuse as much technology- informed strategies as possible in both learning the course material

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and developing the assignments that are part of the course. For each week's assignments, you will see a variety of readings and websites, some required, some recommended. The fact that many of the readings in the course are web-based should add to their ease of access and availability.

You should also be aware of the University's Technology Policy and its guidelines.

Throughout the course, I welcome your input on the effectiveness and usefulness of this approach.

E-Mail

The preferred method of communication to me is through e-mail. In order to keep e-mail correspondence organized, please use the following e-mail address: joseph.piro@liu.edu. When you e-mail me through this address, please make certain your name or a reference and EDD 1206 is in the subject line of the mail so it may be identified as sent from a student in the class.

I will also ask you to provide an official LIU e-mail account (my.liu.edu) as well through which we will communicate during the semester. If your e-mail address changes during the course, please send me an e-mail from the new account immediately so I can change your address in my records and stay in touch with you via e-mail during the course. Please understand that you will not be excused from responsibility for course requirements or other course changes/announcements due to a failure to check your e-mail regularly (including spam/junk mail folders) or to inform me of changes in your email address.

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Campus-based email addresses (i.e., <username>@liu.edu;<username.@my.liu.edu) are the CEIT accepted addresses for all CEIT communication, including communication between faculty and students related to all courses and communication between the Dean's Office and faculty, students, and staff. Faculty, staff, and students will use only LIU email addresses for all LIU (including CEIT) email communication. All emails to students, faculty, and staff are sent to their campus-based email addresses. CEIT communication received from non-campus-based email may not receive prompt attention nor will such communication be considered "official." This is consistent with federal regulations embedded in FERPA.

Twitter

Social media is changing how students learn at all levels of education. When employed properly, these media can enhance communication of ideas and depth of learning. Because of this, I would like all students to follow my microblog (Twitter) feed which is @profpiro. We will discuss details about this during the first class. This Twitter feed will update you on articles, websites, data etc. on topics related to your doctoral studies as well as education at large. Providing access to this type of information will serve to keep you informed about related developments concerning topics we are exploring in class.

Twitter: http://twitter.com/   How to sign up for Twitter: http://tinyurl.com/29sr875

Google Alert

I would like every student to create a Google Alert on school reform (you can personalize this alert with any number of descriptors you would like) so that you receive alerts throughout the duration of the course on the topic of school reform of relevance to your work.

Google Alert: http://www.google.com/alerts   Google Scholar Alert: http://scholar.google.com/

COURSE REQUIREMENTS & GRADING
Requirements for the course will take the following three forms:

ASSIGNMENT	PERCENT	DUE DATE(S)
1. Responses & Postings on Discussion Forum	45%	Ongoing throughout the course
2. Scaffolded Final Project: Project Memo (10%); Reform Symposium Presentation (10%); Final Project (30%)	50%	Memo: June 4, 2019 Symposium: June 25, 2019 Final Project: July, 15, 2019
3. Course Professionalism	5%	Ongoing throughout the course

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1. Discussion Response- Through participation in a *Discussion* Forum, you will be asked to post assignments and react to a variety of "texts" including traditional print documents, websites, podcasts, videos etc. Basically, a response artifact is your response to what you have experienced "textually." It is not a summary of what you have read. You can include ideas, opinions, suggestions and other commentary indicating you have engaged with the "text" and understand its meaning. Discussion Forums are a way for you to engage with each other about the course content. Some weekly modules will ask you to participate in a Discussion forum. You can access each forum by clicking on the DISCUSSIONS button in the course navigation links. In order to get full credit for each discussion, you will need to post a thoughtful, well-written response to the question and respond to two of your classmates' answers. (Rubrics are provided to assist in the response process).

      I strongly encourage you to compose your messages in a word processor then copy and paste the text into the discussion message. Expect to spend time editing and revising your messages until they are clear. Composing your messages in a word processor first, will save you from losing your work if your browser crashes before you click the submit button.

      Participation is essential to your success in this class. In online education courses you are required to participate just as if you were in a face-to-face course. This means that in order to get full credit for participation, you will have to complete your discussion assignments, lesson assignments and other requirements on a timely basis. Please be sure to save a copy of everything you post on the discussion board. I also recommend that you make frequent backups of your work and save the work in multiple places.

2. Cohort Team Project: Scaffolded Project on School Reform Initiatives

      Overview: At its root, this course is about change in education. Thus, one of the overarching themes we will tackle is how we, as educators, should think about change. What does it look like? Why is it necessary? How do we measure its success? Who are some major stakeholders and actors involved in educational change and what are their roles? How is reform achieved and, more importantly, how is it scaled and sustained? These are among key questions to ask when we think about change. In addition, change involves major elements connected to human agency including behaviors such as problem-solving, decision making, forecasting, solution finding and critical thinking. All of these need to be factored into the overall context of change and its multiple facets.

      One increasingly used term paired with "change" is innovation. A popular version of this is something called "disruptive innovation" (http://educationnext.org/how-do-we-transform-our-schools/). Disruptive innovation theory, made popular by Christensen (2014), is basically rooted within the business sector and refers to the introduction, adoption, and sustaining of improvement, first on the margins of an organization and then, gradually, permeating further within the structure. One

approach in analyzing the concept of change in education as "disruptive innovation" is by using, as a theoretical framework, a *content analysis* approach. To this end I would like you to select one "K- 16" community (e.g., city, state; urban, suburban, rural; K-12, higher education) in the US which interests you and investigate their vision of and blueprint for school reform typically accompanying initiatives (e.g. vouchers, mayoral control, charter schools, school choice, standards infusion, school/course restructure) to determine, among other outcomes, its "disruptive innovation" effect.

This must be a community with a (fairly long) history of school reform, about which information can be reasonably collected, analyzed, and managed within the time period of the course. You can utilize research articles, books, book chapters, news reports, web sites, videos and social media resources to show the historical, social, political, technological, and economic evolution of school reform along a continuum and results of this reform to the present day. This approach lends itself, particularly, to the use of a variety of social media and its components. Under 'Twitter feeds' (in the syllabus) are those pertaining to cities including Chicago and Washington. Your Google/Google Scholar Alerts will also be helpful in this regard. Websites of State Education Departments may be useful as well.

For example, you can take school reform in Chicago and look at its innovations over the past decade (or any reasonable time period) by using not only books, articles, and the like, but amplifying these resources by tracing this development as it has appeared on blogs, websites, and other e-resources. You will have to bring yourself up-to-speed fairly quickly in selecting a community and then researching its history of school reform. Once you become familiar with this information, I would like you to "frame" it as you feel it has been understood, interpreted and operationalized by a variety of actors and stakeholders, e.g., the general public, school professionals, teacher unions, the media, education analysts, teachers, and parents. We will discuss this approach during class and continue to work on its application to the final project and to your future research.

a. **Project Memo -** The course final project will be a group effort by doctoral cohort students.
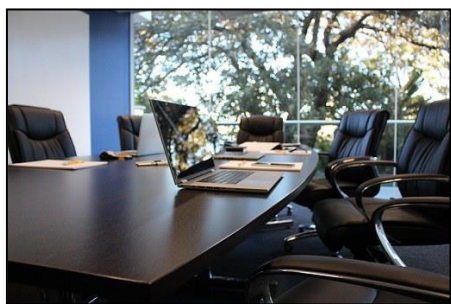
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Paired in either dyads or triads, these groups will work collaboratively and creatively to look at school reform in a location in the US. Because of the timeline of the course, during the face-to-face session in **Week Four (June 4th),** students will present a one to two-page Project Memo defining their project, discussing the reasons for choosing this school system, and outlining intended highlights of their culminating product. Additional information on this will be given in class and will be available on the course Blackboard website.

b. **Reform Symposium-** Each team will present their final product at the final face-to-face session during Week Seven in the form of a Course Symposium. At the Symposium, each team will prepare a 15-20-minute visual presentation (e.g. PowerPoint, Prezi) which highlights their findings, offers their insights on the reform process, and articulates their future projections. Additional information on this will be given in class and will be available on the course Blackboard website.

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3. Course Professionalism

Each class is more than a meeting-- it is an exchange of thoughts and ideas. These types of exchanges lead to a course with energy and vitality. As professional educators you may know there are certain markers to indicate students are learning. Among these markers, I believe, are engagement in discussion, the posing of interesting questions, and demonstrating a connection with course content. This course will use similar markers to assess student engagement level. Participation in large and small group form discussions is also required. Participation does not just mean talking in class. Its components include careful listening, meaningful attempts to interpret what is being discussed, active involvement, and critical thinking-- in summary, informed and enthusiastic participation.

Excessive absence and lateness, especially if unexplained, will result in a reduction of (at least) half a grade. Remember— missing class (or part of it) is also missing content. Thus, please make every effort to notify the instructor of any impending absence, lateness, early departure etc. All work missed through any absences must be made up pending discussion between student and instructor. All applicable policies and procedures of LIU Post and the Doctoral Program in Interdisciplinary Educational Studies will be observed in this course.

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The quality of your course participation/professionalism will be assessed on: (a) evidence of reading and preparation before each class; (b) active participation in and informed contributions to class discussions, and exercises; (c) thoughtful, relevant questions and observations in class reflecting critical thinking and intellectual engagement in lectures, activities, and class discussions. These will be assessed using all class assignments.

Course grades will be accumulation of points over the semester calculated as follows:

Quality of Performance	Letter Grade	Range %	GPA/ Quality Pts.
Excellent - work is of exceptional quality	A	93 - 100	4
	A-	90 - 92.9	3.67
Good - work is above average	B+	87 - 89.9	3.33
Satisfactory	B	83 - 86.9	3
Below Average	B-	80 - 82.9	2.67
Poor	C+	77 - 79.9	2.33
	C	70 - 76.9	2
Failure	F	< 70	0

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4. INCOMPLETE GRADE POLICY

The LIU Incomplete Grade Agreement provides that a grade of Incomplete may be assigned "when, due to extenuating circumstances, a student needs additional time to complete a course." To request a grade of Incomplete, students must submit a written request – with appropriate documentation (e.g., doctor's note) to the appropriate faculty member, chairperson (i.e., Ed.D. Program Director), and the Dean. If the request is approved, the professor will assign the Incomplete grade as per the policies of LIU Post.

Should individual circumstances warrant a grade of Incomplete, the course instructor must be notified ten days before the close of the semester that a grade of INC grade is requested. Any request must be accompanied by appropriate documentation supporting the INC request. Students will have one semester to complete all assignments and submit these to the course instructor. All requests for an INC must be approved by the course instructor and Dean of CEIT.

Students and Special Accommodations

The University follows federal and state guidelines regarding students with documented disabilities, and I will gladly make reasonable accommodations for those students whom the University certifies as eligible. LIU Post is committed to providing qualified individuals with disabilities the opportunity to participate in all University programs and activities, curricular and extracurricular, which are available to non-disabled individuals. Students with disabilities who desire accommodations must submit appropriate documentation of their disability to the Office of Disability Support Services (DSS) located in the Learning Support Center.

Professional staff will confidentially review and evaluate this documentation, interview the student, and provide the student with completed Accommodations Forms for presentation to the teaching faculty. Campus departments will be notified, as necessary, of the need for additional accommodations noted in the student's documentation. Accommodations Forms must be obtained each semester, before the semester begins. DSS files are confidential thus students may not request accommodations from a professor or instructor without first obtaining documentation from the Office of Disability Support Services (DSS).

If you have a documented disability and need accommodations, academic adjustments, auxiliary aids, or other services, please contact the Office of Disability Support Services (Post Hall, Lower Level, East Wing) at 516-299-3057 to request services, documentation for accommodations, or information. Additional information is also available on the Campus's DSS website at http://www.liu.edu/post/dss. I will gladly work out a plan of reasonable accommodations for students with documented disabilities who present a current Accommodations Form from the Office of Disability Support Services. Also see the Graduate Bulletin and the Doctoral Program Handbook: EdD Interdisciplinary Studies: http://www.liu.edu/CWPost/Academics/Schools/CEIS/Dept/Doctoral.aspx

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Miscellaneous Course Items

Emergency Notifications, Campus News, Class Cancellations, and Campus Closings

For information on class cancellations and campus closings at LIU Post, you also may telephone 516-299-EMER (3637) or 516-299-2000 or check the main page of the C. W. Post Campus web site at http://www.liu.edu/cwpost.

You should also be aware of the Emergency Notification System at LIU-Post to which you can subscribe to receive alerts in case of an emergency.

Here is a link to the web page with this information:
http://www.liu.edu/CWPost/About/Offices/Public-Safety/Emergency-Mgmt/Alerts Campus Security: 516-299-2222

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You might wish to follow LIU-Post on Twitter or Facebook as well for up-to-date campus news.
Facebook: https://www.facebook.com/LIUPost   Twitter: https://twitter.com/LIUPost

GENERAL CLASS POLICIES

1.   All work submitted for this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases, websites etc.) must be properly documented and given appropriate credit using APA-style citations. Please see me if you have any questions about proper use of sources.

2.   All applicable policies and procedures of Long Island University-Post and the Doctoral Program in Interdisciplinary Educational Studies will be observed in this course. See the *Graduate Bulletin* and the *Doctoral Program Handbook* for more information.

3.   The course methodology is a continuation of the cohort experience. For this reason, prompt and frequent postings allow your colleagues enough time to contribute thoughtful responses. Late submissions prevent a fruitful dialogue and compromise an essential component of distance learning and the objectives for this course.

Late work will not be accepted. Assignments will not be available after the deadline. If you have an extenuating circumstance, please contact me by e-mail before the assignment is due to make alternate arrangements

4.   Third-Party Software and FERPA
During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a

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public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact me.

ACADEMIC INTEGRITY

Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of Long Island University and the students' personal and intellectual growth. Please see:
http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies

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ANTI-HARASSMENT

Long Island University's anti-harassment/discrimination policy and complaint procedure can be accessed here: *http://www.liu.edu/About-LIU/University-Departments/Human-Resources-Old/HR-Policies/Anti-Harassment-Discrimination-Policy*

STUDENT SUPPORT SERVICES

Students with disabilities, who require accommodations, should contact the appropriate office during the first week of the semester. In Brooklyn, contact Student Support Services: 718-488-1044. At Post, contact Disability Support Services: 516-299-3057. For more information, see:
http://www.liu.edu/CWPost/StudentLife/Services/LSC/DSS

TECHNICAL SUPPORT

Blackboard is available at http://blackboard.liu.edu. For student help, go to: https://help.blackboard.com/en-us/Learn/9.1_2014_04/Student or access help directly from your course by selecting "Help" in the course menu. The help site provides a wide variety of tutorials and videos that will help you navigate the Blackboard environment.

IT staff is available to respond readily to student and faculty questions Monday to Friday 9 a.m. to 5 p.m. at it@liu.edu or 718-488-3300 or 516-299-3300 (or x3300 from the Brooklyn or Post campus). Students and faculty may email after hours and will receive a response as soon as a staff member is available. Often, staff members are able to answer questions in the evening or on the weekends, but an immediate response is not guaranteed.

General Technology Guidelines: You can access Blackboard anywhere you have Internet access, but there are some guidelines to follow that will make your experience more productive:

- The Firefox web browser works best with Blackboard.

- Be sure that your computer has the latest Flash player installed. Flash enables videos from YouTube and other sources to be played within Blackboard.

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● Sometimes Wi-Fi connections can be slow; if you encounter problems, it is best to switch to a hardwired connection.

NETIQUETTE

● Treat all course users with respect.

● It's fine to disagree but do so with professional courtesy.

● When offering criticism, remember to also point out the positives and areas that are well done.

● Do not type posts in ALL CAPS. It's the online equivalent of yelling.

● Stay on topic to avoid rambling.

● Look out for acronyms or jargon. Spell things out the first time and then use the acronym.

● Use appropriate grammar, punctuation, and spelling.

Text messaging shortcuts and emoticons should be used judiciously

Note: This syllabus is only a guide and, as such, it is subject at any time to change by the instructor. Any changes will be announced in class or through e-mail. It is your responsibility to be aware of all such changes.

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COURSE SCHEDULE

Week One   May 14, 2019 – F2F)
Course Overview and Expectations; Some foundational thoughts: How should we think about school reform?

Berners, A. (2017). *No one way to school: Pluralism and American public education*. New York: Palgrave Macmillan. Chapter 7, "Changing the frame," (pp. 135- 154)

Katz, M., & Rose. M. (2013). What is education reform? In *Public education under siege* (pp. 221- 237). Philadelphia: University of Pennsylvania Press.

Noguera, P. (2019, April 29). It's time to develop a progressive education agenda. *The Nation*. Retrieved from https://www.thenation.com/article/progressive-education-agenda/

Schneider, J., & Menefee-Libbey, D. (2018). Why big bets on educational reform haven't fixed the US school system. *The Conversation*. Retrieved from:
https://theconversation.com/why-big-bets-on-educational-reform-havent-fixed-the-us-school-system-92327

Tyack, D, & Cuban, L. (1995). *Tinkering toward utopia: A century of public school reform*. Cambridge, MA: Harvard University Press. Chapter 3, "How schools change reform" (pp. 60- 84).

WEEKS TWO May 21, 2018 (Online) & THREE –   May 28, 2019 (Online)
School reform across the U.S.: What is the role of public education within a democratic society?

Castro, A. J. (2014). Visionaries, reformers, saviors, and opportunists: Visions and metaphors for teaching in the urban schools. *Education and Urban Society, 46*(1), 135- 160.

Smarick, A. (2017). *Analyzing an educational revolution Using Thomas Kuhn's "paradigm shift" to consider the implications for democracy of changes in US public schooling*. Washington DC: American Enterprise Institute.

Tyack, D, & Cuban, L. (1995). *Tinkering toward utopia: A century of public school reform*. Cambridge, MA: Harvard University Press. Chapter 5, "Reinventing schooling" (pp. 110- 133).

Hess, R. (2017, September 21). What we've forgotten about school reform: Courtesy of Messrs. Tyack, Cuban, and Payne. *Education Week*. Retrieved from:
http://blogs.edweek.org/edweek/rick_hess_straight_up/2017/09/what_weve_forgotten_about_school_refor

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Week Four- June 4, 2019 (F2F)
Reform Movements and Global Best Practices: What can the US learn (if anything)

Global Education Reform Movement (GERM);
OECD (2015). *Education policy outlook 2015: Making reforms happen*. Paris: OECD Publishing.
Chapter 12: Education Policy Country Snapshots, pp. 191- 310.

OECD (2015). *Education policy outlook 2015: Making reforms happen (Highlights)*. Paris: OECD Publishing
http://www.oecd.org/education/EPO%202015_Highlights.pdf

Liang, X., Kiwai, H., & Zhang, M. (2016). *How Shanghai does it: Insights and lessons from the highest-ranking education system in the world.* Washington D.C.: The World Bank. Retrieved from:
https://openknowledge.worldbank.org/bitstream/handle/10986/24000/9781464807909.pdf?sequence=2&isAllowed=y

PISA 2015 In focus: Retrieved from:
https://www.oecd.org/pisa/pisa-2015-results-in-focus.pdf

Week Five – June 11, 2019   (Online)
Charter schools and their reform role; The 'Business' of School Reform

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Merrow, J. (2017). "Step two: Calculate the cost of reform" (pp. 21- 51) In *Addicted to reform: A 12-step program to rescue public education.* New York: The New Press.

Charter Schools in New York City- A Report
https://credo.stanford.edu/pdfs/nyc_report%202017%2010%2002%20FINAL.pdf

CREDO at Stanford University (browse website for links on charter schools)
https://credo.stanford.edu/

Charter Schools in the NY Times (browse articles on charter schools)
https://www.nytimes.com/topic/subject/charter-schools

NCES and Charter Schools
https://nces.ed.gov/fastfacts/display.asp?id=30

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Rogers, R. (2015). Making public policy: The new philanthropists and American education. *American Journal of Economics and Sociology, 74* (4), 743–774.

The Business/Education Nexus
https://www.edweek.org/ew/articles/2011/01/12/15piro.h30.html

Week Six- **June 18, 2019   (Online)** ***Case Study: School reform in the Newark Public Schools***

School Reform in Newark, NJ

Russakoff, D. (2015). *The prize: Who's in charge of America's schools?* New York: Houghton Mifflin.

Videos: PBS & Democracy Now;
Podcast: Harvard Podcast

Week Seven- June 25,2019 **(F2F)** ***Reform Symposium***

Committee presentations of the outline of final projects: Final projects will be due in their completed form by: **Monday**, **July 15, 2019**

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