

Johns Hopkins University
School of Education
Educational Policy Practicum-Spring 2019
ED 855 723

Instructor(s): Robert Balfanz
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Credit Hours:3

Class Times: Wednesday 8:30 am to 11:30 am

Course Description: In this class students will examine how state and federal education policy is made through an exploration of contemporary educational issues and current educational policy debates and actors. The class is organized from the perspective of education policy practitioners.

Course Learning Objectives

Course Objectives	Assessment
Learning Objectives from the Program	
At the end of this course participants will be able to be a:	
Content Expert	Assignment 1
Reflective Practitioner	Assignment 2
Evidence Based Decision Maker	Assignment 3

Required Text and Other Materials

There will be weekly readings posted to the ed practicum webpage,
<http://new.every1graduates.org/education-policy-practicum/>

Assignments

Assignments (in addition to weekly readings and discussions)

Assignment 1-How Do Foundations Influence State and Federal Policy – Case Studies

The Governor has been approached by a leading education foundation to have your state participate in their initiative. Your team has been tasked by a Governor's education advisor to produce a brief and presentation on the foundation's initiative and to make a recommendation.

Each team is assigned a foundation initiative. The assignment is to produce a 4 to 5 page case brief and a power point which will support a 15 minute presentation. Select a state to contextualize your responses. The case brief and the power point/presentation should answer four questions.

- 1) What is the initiative and what is its rationale? Who is currently participating in the initiative? Why is the foundation promoting it?
- 2) What is its evidence base and track record? How long would it take to implement at scale in the state?
- 3) What potential benefits and costs could it bring to the state? Which constituencies might be for it and against it (i.e. teachers, teachers unions, parents, community organizations, business etc.)?
- 4) Why should the Governor pass, pilot, or go big with foundation and its initiative.

The foundation initiatives are;

- 1) Gates Foundation-Networked School Improvement
- 2) CZI-Personalized Learning
- 3) Emerson Collective-XQ Super Schools

Assignment 2-Op-eds. Write a 500-word op-ed on an educational policy topic you feel strongly about.

Assignment 3-Presidential Candidate Policy Briefs- - You are the education advisor for a presidential candidate running or considering running in 2020. You have been tasked with creating a signature education policy for the candidate that will position the candidate as an educational innovator. In a five-page brief and supporting 10 slide power point-identify the policy, how it will help the nation, what makes it innovative, who is likely to support it and who is likely to oppose it, what the implementation challenges will be, and how both the implementation challenges and opposition can be mediated.

Evaluation and Grading

Attendance and participation in class discussion (20%)

Assignment 1- (20%)

Assignment 2- (20%)

Assignment 3-(40%)

“The grades of D+, D, and D- are not awarded at the graduate level.”

Course Outline

Jan. 30- Introduction 1-Who are we? Goals of the Class. Going from Research to Policy. Current State of Education Policy. Brief History of Federal Education Policy to Present

Feb. 6-How Ed Policy is Made 1: Role of Foundations.

Feb. 13: No Class-Time to Work on Case Studies

Feb. 20: How Ed Policy is Made 2: Inside Institutional Players-Common Core - Case Studies Present

Feb. 27-How Ed Policy is Made 3: Congressional Committees- ESSA- Case Studies Present

March 6- How Ed Policy is Made 4: Think Tanks-Aspen Commission on Social Emotional, and Academic Development. Role of Op-Eds.

March 13—How Ed Policy is Made 5: State Legislatures and The Courts-Educational Funding - Op-Ed's 1

March 20-No Class Spring Break

March 27- How Ed Policy is Made 6: Federal, State, and Independent Commissions- School Safety and Discipline - Op Ed's 2

April 3- How Educational Policy is Made 7: Grassroots and Use of Media-Teacher Evaluation, Testing, and School Closure- Op Ed's 3

April 10-How Educational Policy is Made 8: Business: Virtual Schooling and Education Entrepreneurs- Ed Policy Presentation 1

April 17-Education Policy Challenges 1- Why are teachers not more involved in Ed Policy formation? -TFA and Teacher Strikes-Policy Presentation 2

April 24-Education Policy Challenge 2-Making Education Policy in a Changing Landscape-How to strengthen the research and practice to policy connection- Design Thinking-Ed Policy Presentation 3

May 4- Flex time- complete policy brief or field trip to see Ed Policy in action. Ed Policy Brief Due May 3.

Policy Statements

The following policy statements must be included on all syllabi exactly as written below (unless otherwise indicated).

Academic Conduct

The School of Education defines academic misconduct as any intentional or unintentional act that provides an unfair or improper advantage beyond a student's own work, intellect, or effort, including but not limited to cheating, fabrication, plagiarism, unapproved multiple submissions, or helping others engage in misconduct. This includes the misuse of electronic media, text, print, images, speeches and ideas. Any act that violates the spirit of authorship or gives undue advantage is a violation. Students are responsible for understanding what

constitutes academic misconduct. (Please refer to the School of Education's Academic Catalog for the current academic year for more information on the School's policies and procedures relating to academic conduct--<http://www.students.education.jhu.edu/catalog/>, see Academic and Student Conduct Policies under the Academic Policies section.)

Please note that student work may be submitted to an online plagiarism detection tool at the discretion of the course instructor. If student work is deemed plagiarized, the course instructor shall follow the policy and procedures governing academic misconduct as laid out in the School of Education's Academic Catalog.

Attendance/Participation

SOE Attendance/Participation Policy Statement:

"Participation in lectures, discussions, and other activities is an essential part of the instructional process. Students are expected to attend class regularly; those who are compelled to miss a class should inform their instructor of the reasons for absences. Students who expect to miss several class sessions for personal, professional, religious or other reasons should consider enrolling in an alternative course section (if possible)."

Religious Observance Accommodation Policy

Religious holidays are valid reasons to be excused from class. Students who must miss a class or examination because of a religious holiday must inform the instructor as early in the semester as possible in order to be excused from class and to make arrangements to make up any work that is missed.

Academic Continuity

Please note that in the event of serious consequences arising from extreme weather conditions, communicable health problems, or other extraordinary circumstances, the School of Education may change the normal academic schedule and/or make appropriate changes to course structure, format, and delivery. (For example, a class session may be delivered online via Blackboard in the event that the regularly scheduled face-to-face class session is cancelled.) In the event such changes become necessary, information will be posted on the School of Education website and communicated to you via email and/or Blackboard.

Classroom Accommodations for Students with Disabilities

If you are a student with a documented disability who requires an academic adjustment, auxiliary aid or other similar accommodations, please contact Jennifer Eddinger in the Disability Services Office at 410-516-9734 or via email at soe.disabilityservices@jhu.edu. For more information on the School of Education's disability services, please visit the disability services website (<http://www.students.education.jhu.edu/disability/>).

Diversity and Inclusion

Johns Hopkins University is a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence. We believe excellence is best promoted by being a diverse group of students, faculty, and staff who are committed to creating a climate of mutual respect that is supportive of one another's success. Through its curricula and clinical

experiences, the School of Education purposefully supports the University's goal of diversity, and, in particular, works toward an ultimate outcome of best serving the needs of all students in K-12 schools and the community. Faculty and candidates are expected to demonstrate a commitment to diversity as it relates to planning, instruction, management, and assessment.

Course Evaluation

Please remember to complete an online course evaluation survey for this course. These evaluations are an important tool in the School of Education's ongoing efforts to improve instructional quality and strengthen its programs. The results of the course evaluations are kept anonymous – your instructor will only receive aggregated data and comments for the entire class. An email with a link to the online course evaluation form will be sent to your JHU email address towards the end of the course. Thereafter, you will be sent periodic email reminders until you complete the evaluation. You may also see a module on the My Institution page where you can access the evaluation and prompts to complete the evaluation when you log into Blackboard. Please remember to activate your JHU email account and to check it regularly. (Please note that it is the School of Education's policy to send all faculty, staff, and student email communications to a JHU email address, rather than to personal or work email addresses.) If you are having difficulty accessing the course evaluation, you haven't received an email notification about the course evaluation, or if you have any questions in general about the course evaluation process, please contact SOEEvalKit@jhu.edu. (Please note that if a course has fewer than four enrolled students, SOE will not conduct an online course evaluation survey for the course.)