

EDP 631 Core Seminar III: Issues and Problems in Organizational Theory, Leadership, and Policy Analysis

Meets: 4:00–6:50 P.M., Wed. Chafee 601

Instructor Dr. David Byrd
 Office: Chafee 706 Work 874-5484
 dbyrd@uri.edu
 Office Hrs: 3:00 – 4:00 PM Wed., by appointment or after class

Course Description

Issues and problems related to applications of organizational theory, leadership theory, and policy analysis are studied. Core seminar examines cases related to district, state, and/or regional educational offices and agencies. (Seminar) Pre 630, 620, 621.

The focus of this course is on educational improvement and policy, particularly at the preschool through secondary levels, for all children in all communities. A central question during this course will be: What are the outcomes for students of educational policy and school improvement efforts and do these policies lead to equity and social justice?

Required Texts

Marzano, Robert J. (2003). *What works in schools: Translating research into action*. Alexandria, Va.: Association for Supervision and Curriculum Development.

In addition, a reading list is provided and some copies will be passed out in class; others are to be downloaded from the listed web address.

Bring laptops to class to allow online review of materials.

Course Requirements

During this course students complete a review of research on a topic that has implications for educational policy and school improvement.

Class time will be spent in the discussion of policy, leadership, and theory related to educational improvement. Therefore, your knowledge and experiences in education are of major importance in the interpretation and analysis of course reading. Class attendance and participation are important aspects of this class.

Scholarly Paper Assignment

You are to pick a policy issue related to school improvement and write a scholarly paper that is of publishable quality in a peer reviewed journal. This article/presentation should have as its core research based inquiry (approximately 5000 words). It is the expectation of this course that you will send the resulting paper to an educational journal for review. The paper will be due in sections and will be discussed and reviewed:

1. statement describing the problem, question, or objective of your paper
2. second draft
3. final paper due (70% Grade)

Weekly assignments

1. You are also asked each week to come prepared with notes or an outline of the readings to assist our discussions during seminar. (10% Grade) (Wiki Spaces www.wikispaces.com/)
2. Each week you will provide an in-class update on progress made toward completion of your scholarly work and meet in teams for peer review and support.
3. You will make a formal presentation of your article/paper (10% Grade) of professional quality using professional standards (RI Professional Teacher Standards Rubric) including

- appropriate use of technology - for example, PowerPoint or other presentation software.
4. Class attendance and participation (10% Grade)

Suggested Policy Related Topics for Scholarly Paper Assignment

<p>Topics introduced in Marzano in <i>What Works in Schools</i>:</p> <ol style="list-style-type: none"> 1. Opportunity to Learn 2. Goal Setting 3. Feedback 4. Parent and Community Involvement 5. Safe and Orderly Environment 6. Teacher Expertise/Experience/Pedagogical Knowledge 7. The Effects of Individual Teachers on Student Achievement 8. Individualization 9. Tutoring 10. Mastery Learning 11. Homework 12. Direct Instruction 13. Questioning 14. Clarity of Presentation 15. Home environment 16. Background Knowledge 17. Student Motivation 	<p>Additional topics from readings or of national importance.</p> <ol style="list-style-type: none"> 1. General Effectiveness of Comprehensive School Reform (CSR) 2. "Effectiveness of Specific CSR: e.g., Success for All, New American Schools, etc. 3. Teacher Certification 4. Reconstituting Schools 5. Urban Reform 6. Mentoring Beginning Teachers 7. High Stakes Testing and/or Graduation Exams 8. Attention Deficit Hyperactivity Disorder: What Works? 9. Innovations in specific content areas for example: <ol style="list-style-type: none"> a. Algebra for Everyone b. Reading Research and Policy 10. Reinforcing Effort 11. Recognition 18. Practice 19. Advanced Organizers 20. Identifying Similarities and Differences 21. Summarizing and Note Taking 22. Cooperative Learning 23. Generating Hypotheses
--	--

Calendar (Note: Subject to Revision)

Date	Topic(s), Readings and Assignment Due Dates
Week 1 1/27	Review syllabus and course requirements. <ul style="list-style-type: none"> • <i>What works in Schools/ Marzano</i> Chapter 1. Introducing the Best of Times
Week 2 2/3	<ul style="list-style-type: none"> • <i>What works in Schools/ Marzano</i>, Section I: School-Level Factors, Chapter 2. The School-Level Factors, Chapter 3. A Guaranteed and Viable Curriculum <p>Darling-Hammond, L. and Sykes, G. (2003). Wanted: A national teacher supply policy for education: The right way to meet the "Highly Qualified Teacher" challenge? <i>Education Policy Analysis Archives</i>, 11(33). Retrieved from http://epaa.asu.edu/epaa/v11n33/</p> <p>York-Barr, J. & Duke, K. (2004). What do we know about teacher leadership. <i>Review of Educational Research</i>, 74(3), 255-316.</p> <p>Review of Research topics for next week.</p>
Week 3 2/10	<p>Meet in Curriculum Materials Library</p> <p>Session will focus of use of online databases to gather reference materials. Please come with a research topic.</p>
Week 4 2/17	<p>Library</p> <p>Finalize a list of references and copies of articles and books needed to complete article or paper for presentation. Please make sure you have an updated library card for URI. (I am told that a RIC library card will be honored at URI.) We will be using the URI library as a resource this semester. Please bring a sample article to class and submission guidelines or the directions for paper presentation submission.</p> <p><i>Review problem statement for papers (2-3 pages with list of APA references and copies of important research studies in area). Include one of the following:</i></p> <ol style="list-style-type: none"> 1. a copy of a problem statement, question, or objective for your paper and an article you consider a model for the type of article you are writing (from the journal to which you will be submitting your article) or 2. a rough draft of completed proposal format (e.g., problem statement, question or objective, cover sheet, abstract, etc.) required for submitting paper for presentation. <p>Send to peer reviewers and dbyrd@uri.edu on Wed.</p>
Week 5 2/24	<p><i>What works in Schools/ Marzano</i> Chapter 4. Challenging Goals and Effective Feedback Chapter 5. Parent and Community Involvement</p> <p>Shute, V. J. (2008). Focus on formative feedback. <i>Review of Educational Research</i>, 78 (1), 153–189.</p> <p>Sipple, J., Killeen, K, & Monk, D. (2004). Adoption and Adaptation: School district Responses to state imposed learning and graduation and graduation requirements. <i>Educational Evaluation and Policy Annalysis</i>, 21 (4), 345-363.</p>

<p>Week 6 3/3</p>	<ul style="list-style-type: none"> • <i>What works in Schools/ Marzano</i> Chapter 6. Safe and Orderly Environment Chapter 7. Collegiality and Professionalism <p>Borman, G.D. (2005) National Efforts to Bring Reform to Scale in High-Poverty Schools: Outcomes and Implications. <i>Review of Research In Education</i>, 29, 1-28</p>
<p>Week 7 3/10</p>	<ul style="list-style-type: none"> • <i>What works in Schools/ Marzano</i> • Chapter 3. A Guaranteed and Viable Curriculum (repeat) Section II: Teacher-Level Factors Chapter 8. The Teacher-Level Factors <p>Newmann, F., Smith, B., Allensworth, E., & Bryk. (2001) Instructional program coherence: What it is and why it should guide school improvement policy. <i>Educational Evaluation and Policy Analysis</i>, 23(4), 297-321.</p> <p>Discussion of Paper Topics</p>
<p>Week 8 3/17</p>	<p>RIC Spring Break No Class</p>
<p>Week 9 3/24</p>	<p>URI Spring Break No Class</p> <p>Draft 2 of paper due next Monday (draft paper, full references) Email by Monday next week to dbyrd@uri.edu and peer reviewer(s)</p>
<p>Week 10 3/31</p>	<p>Draft 2 of paper due Monday this week (draft paper, full references, copies of references brought to class) Email by Monday next week to dbyrd@uri.edu and peer reviewer(s)</p> <ul style="list-style-type: none"> • <i>What works in Schools/ Marzano</i> Chapter 9. Instructional Strategies Chapter 10. Classroom Management <p>D'Agostino, J. V. and Murphy, J.A. (2004) A Meta-Analysis of Reading Recovery in United States Schools. <i>Educational Evaluation and Policy Analysis</i>, 26 (1), 23-38</p> <p>Wayne, A. J. & Youngs, P. (2003). Teacher characteristics and student achievement gains: A review. <i>Review of Educational Research</i>, 73(1), 89-122.</p> <p>Discussion of Paper Topics</p>
<p>Week 11 4/1</p>	<ul style="list-style-type: none"> • <i>What works in Schools/ Marzano</i> Chapter 11. Classroom Curriculum Design Chapter 12. The Student-Level Factors <p>Desimone, L., Porter, A., Garet, M., Yoon, K., & Birman, B. (2002). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study, 24(2), 81-112.</p>

<p>Week 12 4/7</p>	<ul style="list-style-type: none"> • <i>What works in Schools</i>/Marzano Section III: Student-Level Factors Chapter 13. Home Environment Chapter 14. Learned Intelligence and Background Knowledge <p>Sanders, W. L. (2000). Value-Added Assessment from student achievement data: Opportunities and hurdles. <i>Journal of Personnel Evaluation in Education</i>, 14, (4); 329-339.</p> <p>Kupermintz, H. (2003). Teacher effects and teacher effectiveness: A validity investigation of the Tennessee Value Added Assessment System. <i>Educational Evaluation and Policy Analysis</i>, 25(3), 287-298.</p> <p>Amrein-Beardsley, A. (2008). Methodological Concerns About the Education Value-Added Assessment System. <i>Educational Researcher</i>, Vol. 37 (2), 65–75.</p> <p>Gijbels, D., Dochy, F., Van den Bossche, P., and Segers, M. (2005) Effects of Problem Based Learning: A Meta-Analysis From the Angle of Assessment. <i>Review of Educational Research</i>, 75 (1), 27-62</p>
<p>Week 13 4/14</p>	<p>Section III: Student-Level Factors Chapter 15. Student Motivation</p> <p>McBrien, J.L. (2005) Educational Needs and Barriers for Refugee Students in the United States: A Review of the Literature. <i>Review of Educational Research</i>, 75 (3), 329-364</p> <p>Lee, J. (2008). Is test-driven external accountability effective? Synthesizing the evidence from cross-state causal-comparative and correlational studies. <i>Review of Educational Research</i>, 78, (3), 608–644.</p> <p>Sirin, S.R. (2005) Socioeconomic Status and Academic Achievement: A Meta-Analytic Review of Research. <i>Review of Educational Research</i>, 75 (3), 417-453</p> <p>All Final Papers Due Presentations (Computer and LCD for Classroom)</p>
<p>Week 14 4/21</p>	<p>Presentations (Bring Laptop Computer and LCD for Classroom)</p>
<p>Week 15 4/28</p>	<p>Presentations (Bring Laptop Computer and LCD for Classroom)</p> <ul style="list-style-type: none"> •