Final Report Culturally Competent Content Development Program

Name: Dr. Rachel S. White
Rank: Assistant Professor
College: Darden College of Education and Professional Studies (DCEPS)
Department: Educational Foundations and Leadership (EFL)
Course Name and Number: ELS 702/802: Education Politics & Policymaking

Report of Changes to Course Content

I began my work of creating a more inclusive and culturally competent course and classroom from the top (college and department), down (classroom). In particular, I currently serve as the chair of the EFL Department Diversity and Inclusion Committee. As such, I drew upon the expertise and experience of members of the committee, as well as department faculty and graduate students, to lead the development of a department-wide diversity statement. Over three months, I helped foster the development of a diversity statement; sent out draft statements for feedback and review from faculty, staff, and students; and finalized the statement to be voted on by department faculty. The final statement was unanimously adopted. Subsequently, I placed the diversity statement at the top of my course syllabus. Additionally, the DCEPS recently adopted a new diversity statement, which I also added to the first page of my course syllabus.

Simply including the text of the DCEPS and EFL diversity statements, however, is not enough. As such, I have revised my first day of class of the semester course lesson to include discussion of these diversity statements, allowing students space and time to ask questions and discuss the statements, and talk authentically about what those statements mean to them and how they hope to see them enacted in my classroom. In addition to this first-day-of-class change, I also created an entirely new lesson plan for the first day of class. First and foremost, I have revised the first-day-of-class materials to ensure activities are inclusive and begin to establish a sense of trust and respect amongst all voices in the class. In particular, I will begin with Langston Hugh's *Democracy* poem, and Danez Smith's *My President* poem as entrée in to understanding the importance of incorporating diverse voices into the study of policy and politics. Additionally, I have created an activity that allows students to have their voices heard by empowering them to share what it means to have a culturally inclusive classroom. I also ask students to provide specific actions that we all will take in an effort to ensure all voices in class feel valued and heard. Finally, I will encourage students to identify policy/politics topics and/or readings, poetry/prose, music and/or art that they would like to incorporate into our class by opening up a dropbox from them to submit a recommendation on Blackboard (BB). I will track the BB dropbox and, any time a student submits a recommendation, I will read/view it and work to incorporate it into the next week's course content.

Next, I reviewed and revised the course description, purpose, and goals to include a focus on racial and social justice and understanding policy and politics from the perspective of diverse voices. I revised weekly readings and activities so as to bring in diverse voices (see revised syllabus for details), particularly those of historically marginalized populations in the field of education policy and politics such as scholars of color and female scholars. In addition to fostering the inclusion of diverse voices through course readings, I have also developed a repository of diverse voices on policy and politics using multi-media such as videos, prose/poetry, music, and art. For example, in one class lesson plan, I have added Amanda Gorman's *Using Your Voice is a Political Choice* video to discuss the ways that staying silent

about politics and policy only benefits the oppressor, and empower students to use their voice in local, state, and national education politics and policymaking arenas. Once I revised all course content, I reviewed the social identities of all authors of textbooks, articles, and other course resources, with the goal of having at least 40-50% of the voices that are read and heard are those of scholars of color and/or female scholars. I far exceeded that goal, achieving approximately 85% of content being from scholars of color and/or female scholars. Finally, in my first-day-of-class lesson plans, I developed a PowerPoint slide that visibly shows students the authors they will be exposed to.

In addition to diversifying the scholars and experts that students are exposed to through readings and multi-media, I also developed a list of potential guest lecturers/speakers from diverse cultures and backgrounds. The list of guest lecturers/speakers are 90% scholars of color from other universities, as well as policymakers and practitioners of color who can share their experience with policymaking and political processes. For example, I would like to reach out to Virginia Congressman Bobby Scott, who currently is Chairman of the U.S. House of Representatives Education and Labor Committee, to inquire about him visiting with students to discuss a current education policy topic of his choice. Additionally, I have already confirmed with Janelle Scott, a female scholar of color and co-author of one of the course texts, that she is willing to visit the class to discuss any of the topics covered in *The Politics of Education Policy in an Era of Inequality* text. Other scholars that I hope to reach out to are colleagues from professional networks that I am part of such as the Education Policy Consortium, Democracy in Education Workgroup, and the Politics of Education Association. For example, I have reached out to see if Dr. Ain Grooms, Dr. Brittany Murray and Dr. Constance Lindsay—all female scholars of color whose research focuses on experiences of students, families, and teachers of color in America's public schools—would be willing to come speak with students. Even if these esteemed colleagues and scholars are not able to visit my virtual classroom, I will seek out conversation with them to identify additional texts, course materials, and assignment ideas that will ensure diverse voices are included in all facets of my course, and that my pedagogical approach is one that values inclusion, equity, and diversity and is culturally responsive.

Another revision I made to this course was related to the assignments. In particular, I revised the reflective framework assignment to allow for greater expression of students' authentic self, allowing for written, verbal, and artistic submissions to show mastery of content while retaining rigor and quality. Additionally, as noted in the revised syllabus, I revised assignment submission dates to reduce likelihood of unconscious bias in grading. I also reviewed all assignment rubrics to ensure they focused primarily on content and objectives, not language/semantics of writing.

Finally, as a way to continuously improve my cultural competence, and ability to ensure my classroom is inclusive of all cultures, I have incorporated four opportunities throughout the semester for students to provide me with anonymous feedback about their feelings of inclusion within the classroom, and provide recommendations for my pedagogical approach and course materials to be more inclusive. I have drawn on research in higher education to inform feedback survey questions to be included, such as:

- The instructor has provided a safe environment for students to feel comfortable having difficult conversations
- The instructor encourages the inclusion of diverse perspectives
- The instructor sees cultural and personal differences as assets
- The instructor is sensitive to issues of diversity encountered during the course

- How successful has the instructor been in creating an inclusive environment that is conducive to learning for students from all backgrounds and cultures?
- What changes could the instructor make to make the class more inclusive?

These six questions are simply a preliminary draft of potential questions that could be included in the feedback surveys. I will continue to research, have discussions with colleagues, and attend professional development offerings in an effort to continuously improve my pedagogical approaches, course content, and relationships with my students in ways that promote diversity, equity, and inclusion.

Educational Politics and Policymaking
ELS 702/802 || Fall 2020
Dr. Rachel S. White
Wednesdays, 5:00-7:00pm
Old Dominion University
Department of Educational Foundations and Leadership

Location: Zoom - https://odu.zoom.us/my/rswhite
Contact information: rswhite@odu.edu || 810.569.2682
Office Hours: Zoom or by phone, as needed/requested

DEPARTMENT OF EDUCATIONAL FOUNDATIONS & LEADERSHIP MISSION
To advance our communities by advancing research and transforming lives through 1) cutting edge research that contributes to knowledge building and solutions to complex problems in PK-20 education; 2) preparing reflective, competent, and ethical scholars and practitioners in the most up-to-date educational theories and methods to address complex problems in PK-20 education; 3) our individual and collective expertise to engage with and serve our various communities of practice.

DEPARTMENT OF EDUCATIONAL DIVERSITY STATEMENT
The Educational Foundations and Leadership (EFL) Department's work centers on preparing the next generation of educational leaders to embrace diversity, equity, and inclusion as critical aspects of academic, professional, student, and community engagement. We recognize that our mission, workplace, and curriculum center on accepting and understanding histories of discrimination and their institutionalization while striving toward equity and social justice. It is important to recognize that Old Dominion University historically served a White population of students, which contributed to exclusionary policies and practices.

> **Commented [WR1]:** As chair of EFL Diversity & Inclusion Committee, worked with EFL department faculty to develop this statement to communicate values placed on diversity, equity, and inclusion.

DARDEN COLLEGE OF EDUCATION & PROFESSIONAL STUDIES DIVERSITY STATEMENT
The Darden College of Education & Professional Studies is dedicated to engaging in intentional and ongoing efforts to create a culturally sustaining climate that is committed to equity, inclusivity, and diversity. We are devoted to fostering a diverse community of faculty, staff, and students in uncovering and addressing systemic barriers, promoting an inclusive and equitable community, and supporting social justice in our programs and in the professional disciplines for which we prepare our students. Such dedication includes aligning our efforts with the university's strategic plan, evaluating our progress and adjusting our efforts to meet our evolving goals.

> **Commented [WR2]:** Added new DCEPS diversity statement

The Darden College of Education & Professional Studies strives to build a culture of inclusivity which helps our faculty and students thrive in scholarship, knowledge generation and community engagement. We believe these efforts will assist our university in meeting the needs of a rapidly changing world and our success depends upon the robust exchange of ideas across cultures

COURSE DETAILS

Description

This course will support aspiring school leaders understanding of how politics and policy shapes school-based decision-making and how school leaders can influence politics and policy processes to improve learning environments for children. The course focuses on collaborative conversations among students and faculty related to contemporary problems that confront school leaders as they work to improve the conditions of learning for their students, faculty, and staff. To effectively address and solve problems, school leaders need to understand the processes of policymaking at various educational levels, to develop the relevant skills of policymaking needed at the school level, and to use their authentic voice in difficult and complex policy and politics conversations. The centering authentic voice in these conversations is particularly important for students and educators who have been traditionally marginalized and/or left out of policy and politics conversations due to structural racism in our political institutions. Thus, this course addresses the following three essential principles of educational politics and policy as they apply to school level administrators:

1. School leaders must be able to recognize the political and policy dynamics that influence their work in schools;
2. School leaders must be able to accurately identify, diagnose, and develop solutions to the problems in order to achieve instructional goals of the school and division; and
3. School leaders must confront, engage in, and effectively deal with conflict (i.e., politics) emanating from within the school, division, or community in order to achieve school and division learning goals.
4. School leaders must seek out and meaningfully engage voices, particularly those who have been traditionally marginalized, in the development of school policy.

Purpose

The purpose of this course is to develop in each student the ability to understand, respond to, and influence myriad policy initiatives that originate at national and state levels, but reach into schools in ways that influence decision making around critical issues of student learning, human resource management, school-level reform, etc. Students will also consider the political systems and dynamics that privilege some policy initiatives and/or certain political voices over others and that constrain or extend opportunities for instructional leadership at the building level. Students will consider which voices have been included in policy conversations, and which have been excluded; and examine ways to incorporate traditionally marginalized voices in meaningful ways.

Specifically, students in this course will 1) be able to understand the policy issues that define and drive school work environments through various policy and political frameworks that affect school leaders; 2) examine who's voices were at the table in prior policy decisionmaking process and consider how to engage diverse voices in policy reform and/or the development of new policy that aims to enhance equity and social justice within school systems; 3) develop skills in problem-finding and problem-solving in order to address school level policy issues including identification, analysis, and resolution of problems with effective problem-solving techniques; and 4) develop interpersonal and group dynamics knowledge and skills that will allow them to address head-on the difficult (and inherently political) conversations that face school leaders everyday. Students will also identify and apply the processes of educational policy development

Commented [WR3]: Rephrased to focus less on students being "taught to" and more as students being active learners who develop an understanding together with each other and the instructor.

Commented [WR4]: Added descriptions/wording to emphasize the use of authentic voice and helping students feel and believe in the importance and value of their voice, particularly for those students who have been traditionally marginalized and/or left out of much of American politics/policymaking discussions due to structural racism in our political institutions.

Commented [WR5]: Added goal

Commented [WR6]: Added focus on voices

Commented [WR7]: Added purpose

Commented [WR8]: Added focus on social justice and equity

at the state, local and school level; and identify and demonstrate ways to influence educational policy development at the state, local and school levels.

Primary Texts

The readings for this course—be they texts or articles—will generally fall into two categories: 1) educational policy and politics for school leaders and 2) the micro political and group dynamics of problem finding/problem solving at the school level. The following texts are required:

1. Alexander, N. (2013). *Policy analysis for educational leaders: A step-by-step approach*. Boston, MA: Pearson.
2. Douglass Horsford, S., Scott, J.T., & Anderson, G.T. (2019). *The politics of education policy in an era of inequality: Possibilities for democratic schooling.*
3. Allen, D. (2015). *Getting things done: The art of stress-free productivity*. New York: Penguin.

*Other selected readings may be assigned and available via Blackboard course content folder.
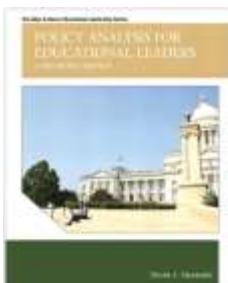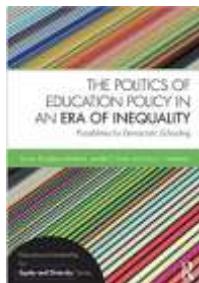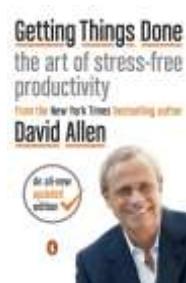
1. 2. 3.

> **Commented [WR9]:** Conducted a systematic review of texts to inventory all content that is covered and, subsequently, developed a more research and practitioner journal article-based syllabus (see below) that allows for not only a greater number of perspectives to be heard, but more diverse perspectives to be heard. See course outline below for added articles (in red)

Because all assignments require that you follow APA v.7 guidelines and format you may find the following resource valuable: https://owl.english.purdue.edu/owl/resource/560/01/. As a graduate student in this program, it is strongly recommended that you invest in your own copy of the newest edition of the APA manual, which was recently updated in September 2019: American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.) Washington, DC: Author. Available at https://www.apa.org/pubs/books/publication-manual-7th-edition-paperback

Suggested Reading:

Anagnostopoulos, D., Buchanan, N.T., Pereira C., Lichty, L.F. (2008). School staff responses to gender-based bullying as moral interpretation: An exploratory study. *Educational Policy, 23*(4), 519-553.

Anagnostopoulos, D., Lingard, B., & Sellar, S. (2016). Argumentation in educational policy disputes. Competing visions of quality and equity. *Theory Into Practice, 55*(4), 342-351.

Alemán, E. (2009). Through the prism of critical race theory: *Niceness* and Latina/o leadership Anagnostopoin the politics of education. *Journal of Latinos and Education, 8*(4), 290-311.

Apple, M. W. (1996). *Cultural politics and education*. Teachers College Press.

Bardach, E. (2011*). A practical guide to policy analysis: The eightfold path to more effective problem solving*. Sage.

> **Commented [WR10]:** Reviewed suggested readings and added 22 suggested readings, with 20 (91%) being published by at least one scholar of color and/or female scholars.
>
> I have also modified the reflective framework assignment so that students will be required to draw on one of these suggested readings to inform their framework – because of this, I focused on readings that discussed education policy/politics issues that students are often quite interested in such as school accountability, school dress code/appearance code, and school discipline. These are also often topics that students focus on for their final assignment, so I anticipate many students will draw on these suggested readings from diverse authors.

Bigott, J.C. (2013). Policy versus practice: The problems of urban school reform. *Journal of Urban History, 39*(4), 788-794.

Brockenbrough, E. (2015). "The discipline stop": Black male teachers and the politics of urban school discipline. *Education and Urban Society, 47*(5), 499-522.

Dunbar, C., & Villarruel, F.A. (2009). Urban school leaders and the implementation of zero-tolerance policies: An examination of its implications. *Peabody Journal of Education, 77*(1), 82-104.

Eppley, K. (2009). Rural schools and the highly qualified teacher provision of *No Child Left Behind*: A critical policy analysis. *Journal of Research in Rural Education, 24*(4).

Happel, A. (2013). Ritualized girling; School uniforms and the compulsory performance of gender. *Journal of Gender Studies, 22*(1), 92-96.

Hemmer, L.M., Madsen, J., Torres, M.S. (2013). Critical analysis of accountability policy in alternative schools: Implications for school leaders. *Journal of Educational Administration, 51*(5).

Irby, D.J. (2014). Trouble at school: Understanding school discipline systems as nets of social control. *Equity & Excellence in Education, 47*(4), 513-530.

Lencioni, P. (2002). *Five dysfunctions of a team: A leadership fable*. Jossey Bass.

Lopez, G. R. (2003). The (racially neutral) politics of education: A critical race theory perspective. *Educational Administration Quarterly, 39*(1), 68-94.

Marshall, C. & Gerstl-Pepin, C. (2005). *Re-framing educational politics for social justice*. Allyn & Bacon.

Millei, Z., Piattoeva, N., Silova, I., & Aydarova, E. (2018). Hair bows and uniforms: Entangles politics in children's everyday lives. In I. Silova, N. Piattoeva, & Z. Miellei (eds). *Childhood and Schooling in (Post) Socialist Societies*. Palgrave Macmilllan

Mitchell, D.E., Crowson, R.L., & Shipps, D. (eds). *Shaping education policy: Power and process*. Routledge.

Parker, L., & Villalpando, O. (2007). A race(cialized) perspective on education leadership: Critical race theory in educational administration. *Educational Administration Quarterly, 43*(5), 519-524.

Ozga, J. (2020). The politics of accountability. *Journal of Educational Change, 21*, 19-35.

Pillow, W. (2006). Teen pregnancy and education: Politics of knowledge, research, and practice. *Educational Policy, 20*(1), 59-84.

Reckhow, S., & Snyder, J.W. (2015). The expanding role of philanthropy in education politics. *Educational Researcher, 43*(4), 186-195.

Shipps, D. (2003). Pulling together: Civic capacity and urban school reform. *American Educational Research Journal, 40*(4), 841-878.

Shipps, D., & White, M. (2009). A new politics of the principalship? Accountability-driven change in New York City. *Peabody Journal of Education, 84*(3), 350-373.

Tompkins-Stange, M. (2016). *Policy patrons: Philanthropy, education reform, and the politics of influence*. Harvard Education Press.

Wirt, F. M., & Kirst, M. W. (2005). *The political dynamics of American education* (3rd ed.). McCutchan.

Wong, K.K. (2013). Politics and governance: Evolving systems of accountability. *Educational Policy, 27*(2), 410-421.

LiveText

The purchase and/or use of LiveText (Approved Web-based Portfolio Assessment System) is required for this course. This must be purchased either from ODU bookstore or www.livetext.com. Make sure to register with your official ODU name and your UIN.

VA Performance Standards
This course addresses components of each of the seven performance standards for the Uniform Performance Standards and Evaluation Criteria for Principals. The utilization of a Leadership Evaluation framework with the seven standards and performance indicators are used in this course and throughout the program. Each semester students are required to complete a self-assessment at the beginning and end of the course using the Leadership Evaluation framework. The instructor will interact with the students individually about their progress and interpretation of their abilities to meet the standards and specific indicators. Students are encouraged to interact with their mentors/coaches using the framework as well.

COURSE REQUIREMENTS AND GRADING

Grading Scale. The course has 200 available points, shown in Figure 1: participation (80 pts total), which includes engagement during class (25 pts), one discussion leading session (10 pts), two reflective frameworks (10 pts each), and presentation of a personal productivity system (25 pts); one synthesis statement (40 pts); and one policy analysis exercise (80 pts).

The final course grade will be based on the following point scale:

A	100-94%	C	79-75%
A-	93-90%	C-	74-70%
B	89-85%	F	below 70%
B-	84-80%		

Commented [WR11]: Reviewed all assignments to ensure rigor and high quality, while also allowing for flexibility and greater expression of students' authentic self via communication mode (e.g., written, verbal, artistic). Also reviewed all assignment rubrics to ensure they are focused on mastery of content and objectives, not heavily focused on language/semantics of writing.

Figure 1. ELS 7/802 Assignment Breakdown
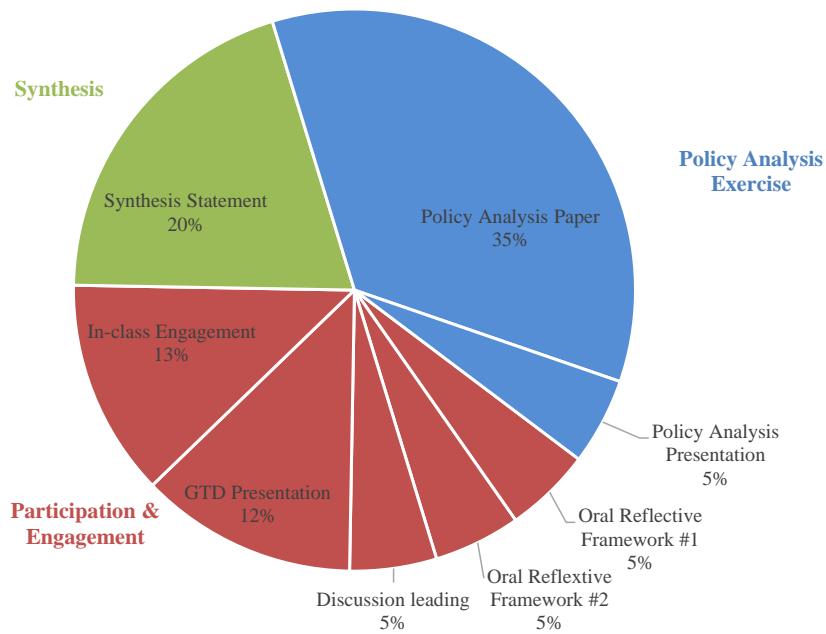
An electronic version of all written assignments must be submitted to the appropriate assignment folder on Blackboard by the date due on the syllabus**. Unless otherwise noted or communicated by the professor, assignments must be submitted <u>prior to the start of class</u> on their due date.** The PAE assignment must be uploaded to Blackboard (paper) and LiveText (presentation). **Completion and submission of all assignments is required to obtain a passing grade in the course.**

All ODU students receive an email account upon registration. These must be activated for this course. After activating this account, students will receive course related emails and have access to course documents on BlackBoard. Additionally, since ODU is a research institution and NCATE and the Commonwealth of Virginia accredit the Darden College of Education, it is possible that student work will be made available to reviewers and that students will be asked to participate in research. Participants will be assured anonymity and consent as needed.

1. Engagement (80 points) The engagement grade is based on all aspects of class interaction including readings, class discussions, and activities. Students are expected to: 1) be thoroughly prepared for each class session (e.g., having read and reflected on class material); 2) complete weekly tasks assigned; 3) participate actively and thoughtfully in class; 4) respectfully, yet

critically and supportively, respond to others' ideas; 5) lead one well-prepared class discussion; and 6) demonstrate a commitment to learning activities both in- and out-of-class.

Please note that part of your participation grade will include completion of (1) two **oral reflective frameworks** (10 points each), (2) one discussion leader activity (10 points), (3) presentation that illustrates implementation of your own **productivity system** based on the Getting Things Done (GTD) framework and approach (25 points), and (4) quality of your class participation and engagement (25 points).

For the reflective frameworks, you will be asked to submit either an oral, visual, or written piece of work where you communicate a practice-based frameworks you are developing as you complete the course readings. The framework should focus on connections between the course reading for that week plus one of the suggested readings (see above). Your instructor will review reflections looking for evidence of critical thought and application of knowledge from class readings that would be **evidence of socially just and effective school leadership**.

> **Commented [WR12]:** Added flexibility to assignment format – can submit via written paper, visual (art), and/or oral format

For the discussion leader activity, you will be paired with one or two other person(s) to collaboratively develop an engaging presentation and activity to help the class digest and comprehend the week's reading materials. Discussion leaders must present on the politics/policy-related texts, and it is optional to incorporate the GTD text. Discussion leading time, including the activity, may not exceed 30 minutes. There should be ample evidence that all group members contributed to the development of ideas, products, and activities used for the discussion.

Evidence of GTD productivity strategies will be reflected upon periodically, both during and outside of class sessions. Toward the end of the semester you will share out and turn in a presentation in which you reflect on the system you have developed.

Finally, the quality of your class participation and engagement is extremely important to both your and your classmates' learning and growth. Nonetheless, I understand the need for flexibility and will do my best to accommodate student physical, emotional, and mental health needs as they relate to engagement in and completion of this course. Additionally, students are highly encouraged to utilize ODU services to seek additional support and guidance related to not only academics, but also emotional and mental health. Some resources students have access to are:
ODU Student Resources:
https://www.odu.edu/emergency/news/2020/2/novel_coronavirus_co/student-resources#tab520202=2
ODU Center for Learning and Teaching: https://clt.odu.edu/keep-learning/#ask-for-help
ODU Student Health: https://www.odu.edu/content/odu/life/health-safety/health/monarch-wellness/physical-wellness.html
ODU Counseling Services: https://www.odu.edu/life/health-safety/health/counseling

> **Commented [WR13]:** Removed COVID-19 context and will continue to keep this flexibility and emphasis moving forward.

2. Synthesis Statement (40 points) The synthesis statement is a writing assignment designed to: 1) provide an opportunity to synthesize key concepts and ideas from readings, 2) improve your professional writing and synthesis skills, and 3) cause you to reflect on your own professional practice *vis a vis* course concepts.

Your synthesis statement will a) consist of four sections, b) be **no longer** than 4 double-spaced pages (not including references), and c) follow APA 7th Edition guidelines. The first section will *__introduce__* the reader to the ideas in the statement by providing a brief roadmap for what follows (one paragraph). Your introduction *must* culminate with a purpose statement. The second section will *__synthesize__* key ideas in the readings that you weave together to make your points as you identify themes, consistencies, or contradictions across the readings. The third section *uses* your synthesis to *__reflect__* on your professional experience as it relates to your synthesis topic. Make explicit connections between your synthesis and reflection sections. Finally, the fourth section provides a brief *__conclusion__* section that highlights the main takeaway points. The conclusion section is not a summary. Conclusion sections should leave the reader with a set of final and concluding ideas or assertions that draw from the prior evidence presented.

This exercise is critical to your development as an educational leader and practitioner-scholar. Excellent written communication reflects clear reasoning, critical thinking, and deep understanding of research and experiential knowledge that defines your field of practice. You will have two opportunities to revise your synthesis statement, with your grade for your last submitted statement counting as your final grade. In order to revise your synthesis statement, you must submit the prior synthesis statement on or before the submission date. You may not skip a submission date and submit during a following date.

3. Final Project: Policy Analysis Exercise (80 points) The purpose of the Policy Analysis Exercise (PAE) is to provide you with the opportunity to address and reflect upon an actual and substantive policy in your workplace. In all aspects of this assignment, you must reference relevant in-class readings and additional resources when and where appropriate. Specifically, your PAE will: 1) find and define a specific problem that can be address via policy, 2) use evidence gathered to make the case for a new or updated policy, 3) determine and establish the driving values of key stakeholders and consider those values in the policy analysis, 4) develop policy alternatives, and 5) make a policy recommendation.

Your PAE will consist of two (2) products: (1) a report no longer than 15 double-spaced pages that addresses report guidelines is required (70 points), and (2) a persuasive presentation that you will deliver to your classmates (10 points). Your presentation will last no longer than 10 minutes, with 5 additional minutes for questions and answers. Your presentation must be documented in some way (e.g., presentation slides, handouts, etc.) and provided to the instructor.

PAE topics should emerge from problems of practice that can be addressed through policy. Situations, school or division data, or existing policy manuals are some examples of where you may begin to identify a problem. Or, students may interview key stakeholders in their school for ideas for new or revised policies. You will engage stakeholders invested in the problem as you consider ways to address the issue through policy.

As approved by the Virginia State Department of Education this course will require 10 embedded internship hours that will be made possible through the PAE assignment that provides students opportunities to:
- Participate in (facilitate if possible) dialogue with colleagues regarding a policy issues and its political components of the school and division and how to work in a positive manner within

the political system to effectively implement positive educational change.

- Identify an actual problem that can be addressed through local (e.g., school or division) policymaking and develop or improve a policy based on structured analysis as per course discussions and readings.
- Engage in role playing scenarios with division colleagues around interpersonal and group dynamics related to conflict and change.
- Practice problem-solving skills with real-life processes and problems within your workplace.

GENERAL INFORMATION

As with all graduate level work, course requirements will be evaluated on the level of completeness, appropriateness, creativity, and cohesiveness of the work. The focus of each activity, discussion, and course assignment should be from an educational leadership perspective. Clarity of writing and grammar will be considered in evaluation. Language used throughout this course should be sensitive to issues of socioeconomic level, race, culture, gender, sexual orientation, special learning factors, etc.

Attendance and Assignments:
A student who misses more than one class will receive a grade reduction by 5 points per class, excluding pre-approved and/or extenuating circumstances. Missing 2+ classes may result in a failing grade. I will work with you to make necessary accommodations should you and/or a family member experience a personal and/or health condition and need additional time to complete assignments. In order to do so, timely communication is necessary – do not hesitate or wait to contact me if you believe your ability to complete course assignments may be hindered.

> **Commented [WR14]:** Modified to ensure students feel welcome and are able to use their authentic voice when communicating with me about potential issues with assignment completion.

All work must be in APA 7th edition format when appropriate and typed with a 12-point font, one-inch margins and double spacing. All work must be submitted via **a Microsoft Word document** (i.e., .doc or .docx). If you have any difficulties with submitting via Microsoft Word (e.g., software accessibility issues), please let me know and we will work together to find an alternative submission format. Any questions or concerns about the course assignments should be discussed with the instructor prior to the due date.

> **Commented [WR15]:** Added to ensure accessibility for all students, especially those who may not be able to afford a Microsoft license, who may use a free tool like Google docs

Unless arrangements have been made between the instructor and student, late assignments will be reduced by 5 percentage points per day. It is expected and required that all work completed and submitted in this course be *original* work. This means that anything used or submitted for a previous course is not allowed. Students are bound by the ODU Honor Code to adhere to this.

Old Dominion University Honor Pledge: I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that, as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to the Honor Council hearing if summoned. By signing your work, you are pledging to the honor system.

University Catalogs: Students are held individually responsible for the information contained in the University Catalog. Failure to read and comply with University regulations will not exempt students from whatever penalties they may incur.

Students in need of accommodations: Old Dominion University is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. The Office of Educational Accessibility (OEA) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you experience a disability which will impact your ability to access any aspect of my class, please present me with an accommodation letter from OEA so that we can work together to ensure that appropriate accommodations are available to you.
- If you feel that you will experience barriers to your ability to learn and/or testing in my class but do not have an accommodation letter, please consider scheduling an appointment with OEA to determine if academic accommodations are necessary.

The Office of Educational Accessibility is located at 1021 Student Success Center and their phone number is (757)683-4655. Additional information is available at the OEA website: http://www.odu.edu/educationalaccessibility/.

Students are encouraged to self-disclose disabilities that have been verified by the Office of Educational Accessibility by providing Accommodation Letters to their instructors early in the semester in order to start receiving accommodations. Accommodations will not be made until the Accommodation Letters are provided to instructors each semester

COURSE SCHEDULE
(Instructor reserves the right to make changes as necessary)

Week	Date	Topic	Readings & Assignments
Module 1: Policy Analysis: An Introduction			
Week 1	DATE	Course overview + Syllabus review Democratic process of defining what it means for our class to be culturally inclusive & specific actions to ensure all voices are valued & heard Student input: additional course readings to bring their culture into the classroom Policy & politics activity– identity, privilege, and how this influences how we see and experience policy and politics.	Brewer. (2011). School leaders as political strategists: William Boyd's contributions to our understanding of the politics of leadership. *Peabody Journal of Education, 86*(4), 450-463. Gooden, M.A. (2021). Why every principal should write a racial autobiography. *The Empowered Principal, 78*(7), 32-37.
Week 2	DATE	Laying the Groundwork for Effective Policy Analysis: Knowing what you stand for. **ACTIVITY: A DAY OF POLICIES, RULES & NORMS + Reflecting on how your identity and/or privilege do/do not impact the policies, rules and norms you notice**	Alex. Ch1 Horsford et al., Ch1 GTD Ch2 Radd, S.I., & Grosland, T.J. (2018). Desegregation policy as social justice leadership?: The case for critical consciousness and racial literacy. *Educational Policy, 32*(3), 395-422.
Module 2: Problem Finding Dimensions of Policy Analysis: Seeking Out Diverse Voices in Understanding Policy/Political Problems			
Week 3	DATE Reflective framework #1 due	Policy Analysis as Problem Analysis	Alex. Ch2, Horsford et al. Ch2 GTD Ch3 Koyama, J. & Chang, E. (2018) Schools as refuge? The politics and policy of educating refugees in Arizona. *Educational Policy, 33*(1), 136-157.

Commented [WR16]: Reviewed course schedule and revised weekly readings to incorporate more diverse voices—all new readings (in red) are from persons of color and/or women, voices that have traditionally been left out of education policy/politics conversations.

Revised and planned weekly activities that bring in diverse voices, particularly through multi-media such as videos, prose/poetry, music and art

Planned for the inclusion of guest lecturers/speakers who are scholars of color, and/or policymakers and practitioners of color who can share their experiences with the policymaking and political processes.

Commented [WR17]: Revised modules and weekly topics to incorporate stronger focus on social justice, antiracism, and inclusion in the policymaking/political process

Commented [WR18]: Reviewed class activities and content to ensure all activities are inclusive and begin to establish sense of trust and respect among peers and instructor.

Devised first day of class activity that allows students to contribute to defining a culturally inclusive classroom, including specific actions that all will take to ensure all voices feel valued and heard.

Added course content to week 1 materials that include overview of social identities of all authors of course readings and materials – created PowerPoint with photos of all authors

Created space for students to contribute to the selection of additional course readings that bring their culture in to the classroom

Commented [WR19]: Added to activity to focus on identity and privilege.

Commented [WR20]: Added additional emphasis on diverse voices

Commented [WR21]: Reviewed all assignment submission dates to reduce likelihood of unconscious bias in grading by ensuring submission dates allow me, as instructor, time to deeply engage in the review and grading of the assignment.

Moved up reflective framework by 1 week to provide more space in between this assignment and next.

Week 4	DATE	Problem Finding and Problem Definition + Who Gets to Find and Define Problems	Alex. Ch3 Horsford et al. Ch 5. GTD Ch4 Snir, I., & Eylon, Y. (2016) Pedagogy of non-domination: Neo-republican political theory and critical education. *Policy Futures in Education, 14*(6), 759-774.
Module 3: Processes and Dynamics of Policy Analysis for Social Justice			
Week 5	DATE Synthesis Statement Submission #1 due	Values at Work in Policy Analysis: Taking a Stand + Antiracism as a Central Value	Alex. Ch5 Horsford et al., Ch 4 GTD Ch5 Honey, N., & Smrekar, C. (2020). The legacy of busing and *Brown*: How school desegregation experiences shape public perceptions and communities' school diversity priorities in the resegregation era. *Urban Education.*
Week 6	DATE	The Role of Evidence in Policy Analysis + Critical Race Lens for Policy Analysis	Alex. Ch4 GTD Ch6 Scott, J., Moses, M.S., Finnigan, K.S., Trujillo, T., & Jackson, D.D. (2017). *Law and order in school and society: How discipline and policing policies harm students of color, and what we can do about it*. National Education Policy Center.
Week 7	DATE	Consider the Alternative: Preparing for Change	Alex. Ch6 & Ch7 GTD Ch7 Trujillo, T., Moller, J., Jensen, R., Espinoza Kissell, R., & Larsen, E. (2021). Images of educational leadership: How principals make

Commented [WR22]: Added additional emphasis on diverse voices

Commented [WR24]: Focus in on antiracism as central to policy decisionmaking process

Commented [WR23]: Moved up due date by one week to provide time for students to reflect on feedback and ask questions, seek clarification before rewrite is due

			sense of democracy and social justice in two distinct policy contexts. *Educational Administration Quarterly*.
Week 8	DATE Synthesis Statement Submission #2 due (if necessary)	Making and Communicating a Policy Recommendation: Ensuring Accessibility	Alex. Ch8-9 Horsford et al., Ch7 National School Public Relations Association (2008). *The communication factor in superintendent success: Keep a focus on communication.* Author.
Module 4: Navigating the Politics of Implementation and Evaluation			
Week 9	DATE	Implementing a Socially Just & Equitable Solution	Alex. Ch10 Horsford et al. Ch8 Mavrogordato, M., & White, R.S. (2020). Leveraging policy implementation for social justice: How school leaders shape educational opportunity when implementing policy for English learners. *Educational Administration Quarterly, 56*(1), 3-45.
Week 10	DATE Synthesis Statement Submission #3 due (if necessary)	Monitoring Progress Toward Problem Solving	Alex. Ch11 Horsford et al. Ch9 GTD Ch8-9
Week 11	DATE Reflective framework #2 due	Evaluation and the Politics of Evaluation + Is it Just?	Alex. Ch12-13 Horsford et al., Ch10 Thomas, V. G., & Madison, A. (2010). Integration of social justice into the teaching of evaluation. *American Journal of Evaluation, 31*(4), 570-583.

Commented [WR25]: Focus on communication being accessible to all

Commented [WR26]: Switched from "right" to "socially just and equitable" solutions

Week 12	DATE GTD Presentations due	Getting Things Done (FlipGrid)	GTD Ch10-13
Week 13	DATE	NO CLASS – THANKSGIVING BREAK	NONE
Week 14	DATE PAE Presentations due	PAE presentations	None
Week 15	DATE (if needed)	PAE presentations	None

PAE Paper due to Bb by DATE at 11:59pm
REMINDER: <u>DO NOT FORGET</u> to upload your PAE paper and presentation to LiveText.
<u>REMOVE ALL IDENTIFYING INFORMATION</u> (e.g., individual's names, division and/or school names) from PAE prior to submitting to LiveText.