EDLD 8250/8256

Organizational Power, Politics, & Policy Formation

Fall 2021

F2F/Zoom 8/21, 9/18, & 10/23 from 1-5p

Asynchronous other weeks

Department of Educational Foundations, Leadership, and Technology

Auburn University College of Education

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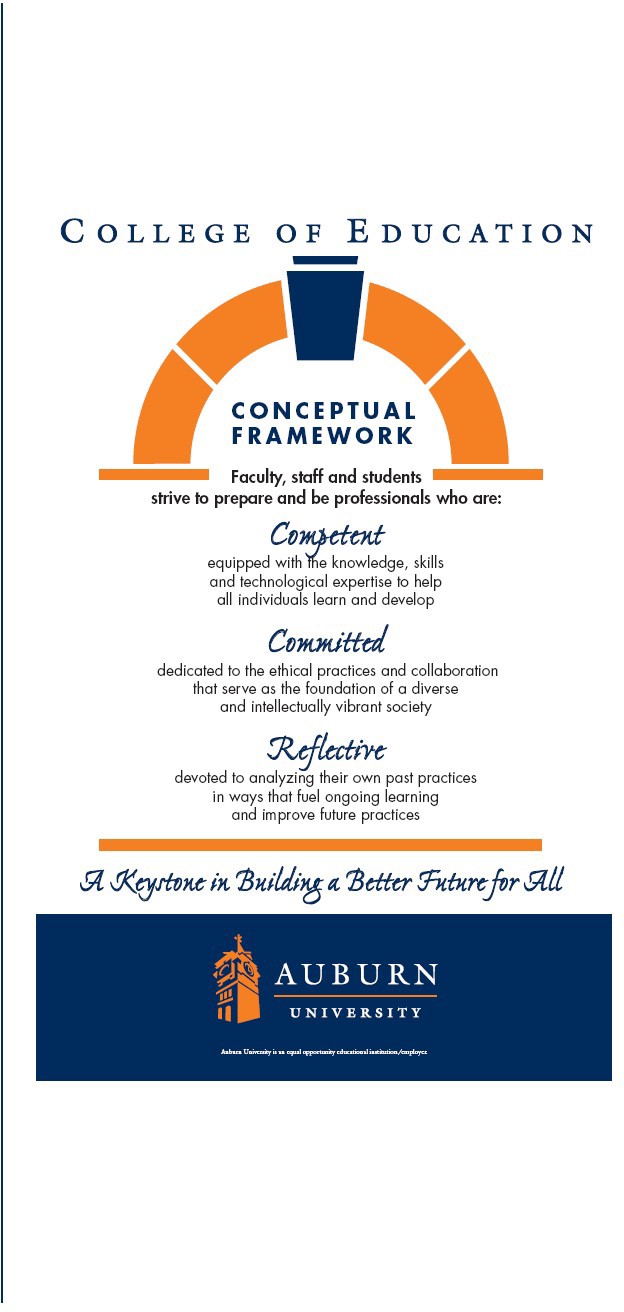
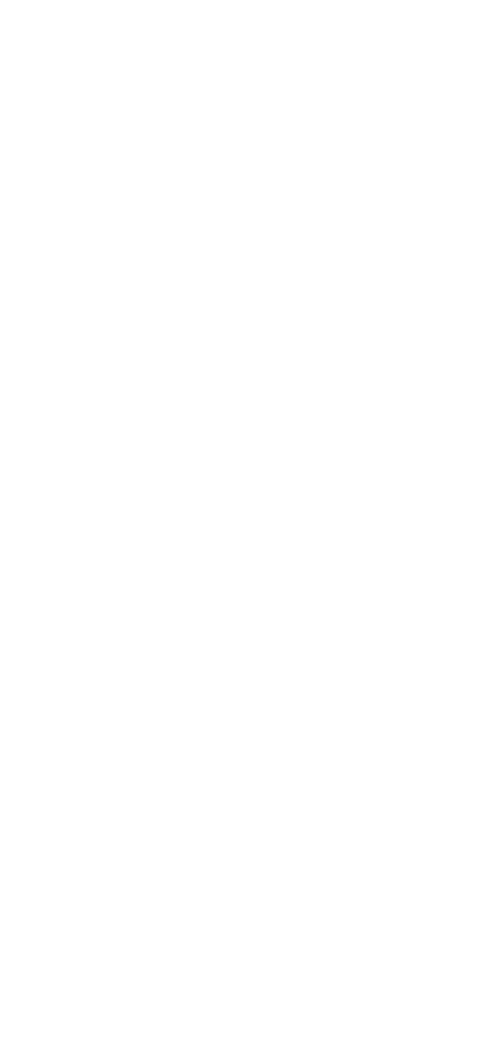
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By Appointment



**EDLD 8250/8256 Syllabus**

**Organizational Power, Politics, & Policy Formation**

**Dr. Andrew Pendola**

**Course Description**

This is a doctoral level course focused on the analysis and application of how social forces, antecedent movements, and political actions affect organizations and leadership. It is about both what policy is and how it operates. The course is aimed at equipping the student with ways of recognizing both specific and abstract forces that shape school policy, as well as ways of engaging with policy as it is articulated through the school.

**Required Texts**

Fowler, F. C. (2012) *Policy Studies for Educational Leaders: An Introduction (4th Edition).* London, England: Pearson.

Tyack, D. B., & Cuban, L. (1995). *Tinkering toward utopia*. Harvard University Press.

**Course Objectives**

|  |  |
| --- | --- |
| Objectives: | Measured by: |
| Discuss the purpose and intent of public education and how policy shapes it. | Weekly discussion, Policy Analysis Paper |
| Demonstrate an understanding of the policy making process from original intent through evaluation of effectiveness. | Weekly discussion, Policy Analysis Paper, Action Project |
| Demonstrate ability to analyze policy and recommend changes. | Weekly discussion, Policy Analysis Paper, Action Project |
| Become a change agent to influence or change a policy. | Weekly discussion, Action Project |
| Discuss how organizations and policies are affected by social forces, antecedent movements, and political actions. | Weekly discussion, Policy Analysis Paper, Action Project |
| Identify and explore problems with educational policy | Weekly discussion, Action Project |
| Understand levels of policy from local, to state, to federal. | Weekly discussion, Action Project |
| Understand the role of stakeholders in policy making process. | Weekly discussion, Policy Analysis Paper, Action Project |

**Assignments/Projects**

Measurement of student growth will be assessed using five activities for a total of 200 points.

1. Participation in F2F class (30 points)
2. 5 Journal reflections (50 point)
3. Policy Analysis (60 points)
4. Policy Action Project (60 points)

**Description of Course Activities to be Evaluated**

1. **Participation in class (30pts).** You are expected to attend each face to face class session with the required reading **completed before class** and **prepared to discuss the topic** of the day. During class you are expected to be an active contributor to the discussions and activities in a constructive professional manner.
2. **Journal Reflections (5 @ 10pts ea).**Journal reflections are assessed on the quality and depth of reflection [specificity, clarity, accuracy, synthesis, reflection, and application]. Each reflection should have roughly three sections, and be no less than a single-spaced APA formatted page. An example is provided on canvas.

* Synthesis: Place each reading in conversation with another, either by drawing a conceptual thread throughout or contrasting tensions between the authors.
* Reflection: The takeaways from the reading should then be applied a personally reflective manner in terms of how it deepens/alters your own conceptions, assumptions, or postures.
* Application: look forward to how your personal takeaways can inform future practice or actions. In short, how can your reflections be expressed in the school setting?

1. **Policy Analysis (60pts)**

You will select a policy to dig deeply into to develop a thorough understanding of the process and resulting implications. You may focus on a state or federal policy/law which addresses the topic you choose. I suggest you choose a topic that aligns with your dissertation topic. Construct an APA paper of publication quality addressing the following:

* 1. Identify and describe the policy you are examining in greater depth including the type of organization setting and key players.
  2. Getting on the Agenda: Briefly summarize key details about how the policy came to be (how did it get on the agenda, who championed it, was there a window, what political compromises were made, etc.) and if it is still in place
  3. Policy Formulation: Identify what this policy is/was supposed to do (its intended goal or goals)
  4. Policy Implementation: Identify how this policy is/was supposed to accomplish the goals or who/what entity was responsible for implementing the policy.
  5. Policy Evaluation: Summarize the evidence available regarding whether the policy “worked” (Review at least 5 research articles on the topic. Not all research studies are created equal however. So don’t just go for the first five you find. Try to locate the “big” evaluation study/ies that are commonly cited for this topic).
  6. On the basis of this evidence, propose a change that will either make the policy more successful in attaining its goals or move the policy in a direction of a new and better goal.

*Possible Policies Include*: • Class Size Reduction Policies • School Voucher Policies or Choice Programs • Accountability Policies (like ESSA, but select some aspect to examine) • Student Retention (vs. Social Promotion) Policies • Teacher Certification Policies (requiring an MA, Student Teaching, etc.) • Teacher Merit Pay Policies • Universal Pre-K Policies • Bilingual Education Policies (like limiting the number of years a student can be in bilingual education)

*Rationale*: Moving beyond a building level leader, you will need to be able to dig deeply into the federal, state, and/or local polices not only to understand the intent and process, but to influence and promote change. I strongly encourage you to consider submitting this paper to be presented at the Alabama Association of Professors in Educational Leadership (Conference will be in February in Montgomery). I will also work with you to submit this paper for publication, which is an expectation for positions in higher education.

*Rubric:* **Total Points: /60**

Organized & Professional Writing (30 points)The paper is written in a concise and professional, scholarly, and non-conversational manner. It is evident that the writer organized his/her thoughts prior to writing. For example, the author likely outlined the main sections of the paper prior to writing. The writer used topic sentences and organizational statements. The paper reads smoothly from beginning to end with appropriate transitions between points. The paper does not contain grammatical & spelling mistakes. It is clear that the writer proofread! The paper uses APA citation form (e.g., quotes are accurately quoted and paraphrased ideas are properly cited).

6 Paper Components The paper clearly and adequately addresses the seven components outlined in the project description: (1) identify and describe the policy; (2) getting on the agenda; (3) policy formation; (4) policy implementation; (5) policy evaluation; (6) proposed change

1. **Policy Action Project**

The final project is your chance to explore something you care about in depth. I have proposed five models for the final project below. If these do not suit your interests, please feel free to propose something else. The goal of this project is not for it to be another academic exercise – I want you to use the project to develop something that really matters to you.

You will give a formative presentation on your identified topic in the last face to face class session. It should run ~5 minutes and should demonstrate your major ideas. It will then be open to discussion with the group.

**Total Points: /50**

*Option 1: Policy Analysis*

The first possibility is to develop a policy analysis (12-15 pages). Policy analyses define a policy problem, consider a range of potential alternatives, and make a succinct argument for why one alternative should be preferred. Be sure to explain the theory of action behind your proposed policy change, critiques of that theory of action, and a rebuttal for why it is still the preferred strategy. Consider also the potential financial costs as well as the political feasibility of your proposal. Policy analyses are also written with a particular audience in mind; include with the policy analysis a cover letter to the intended reader of your proposal. While not required, I strongly suggest that you get in touch with one or two key players in the field that you are writing about early in the process. Ask them what questions they are puzzling over, and consider this as you think about formulating your definition of the problem. You are also much more likely to convince someone to take the steps you suggest if you get buy-in early on. If they are willing to look at the draft of your analysis, incorporate their reactions into your final version.

*Rationale: The goal here is to change policy.*

*Option 2: Action Project*

This option is available to students who are inclined to action, but whose preferred vehicle is not state or federal policy. Actors are changing the school system from a variety of angles, most notably those who are founding schools or non-profits or are working with or advising these organizations. You might write a business plan for an educational organization that you are looking to start. You might write a strategic memo on the challenges and opportunities for scaling a school model that you find particularly appealing. The length will vary depending on the format; 15 pages is standard. While not required, I strong recommend that you get reactions to your document from at least two players in the field that you are trying to influence, and incorporate these reactions into your plan. I am happy to continue to work with students as they seek to implement their visions, even after the semester is over.

*Rationale: The goal for this kind of project is not only to produce some kind of document but to try to achieve the kind of change that you seek.*

*Option 3: Research Project*

This option is open to students who want a chance to do original research. Either individually or in groups of up to three, those who take this option would seek to explore some aspect of schooling using quantitative, qualitative, or historical methods. You could observe how a local school is faring under Every Student Succeeds Act. You could investigate the factors that predict school success cross nationally. You could interview foundation leaders or educational entrepreneurs about how they are seeking to shape the next round of school reform. You could examine the historical roots of movements for accountability or vouchers. Whatever you choose to do, I will help you to shape a viable research project. Previous experience doing original research is not expected or required. Experience suggests that one semester is not enough time to do complete a research project, but it is enough time to make a good start towards that end. Final research projects should: define the question of interest; review other work on the question; choose a method and a source of data; provide an initial analysis on the basis of that data; and outline the further steps that would be need to make the study publishable. Research papers should be as long as is required to do the above tasks (and no longer!). I am happy to continue to work with students as they seek to publish their work, even after the semester is over.

*Rationale: The goal for those who choose this option is to produce a high quality piece of publishable research.*

*Option 4: Essay*

The fourth possibility is to develop an original essay of about 5,000 words. Original essays try to illuminate some aspect of the question of education policy. They draw their impact less on the basis of new data and more on their ability to lend new insight to old questions. Good essays are situated in some kind of ongoing conversation, and they push that conversation forward in new ways. They also have an angle, a way into a question that leads to new ways of thinking about it. I will provide examples of published essays that I think meet this standard. I think this is the most difficult of the four options to do well, because writing a good essay requires originality without the aid of original data. If you choose this option, be particularly ready to do through revisions between the initial due date and the final draft.

*Rationale: The goal here is to produce a publishable essay for an edited volume or journal. We should agree upon the expected outlet before you start, and you should use the types of pieces published in that outlet as a guide for your writing.*

*Option 5: Organizing Project*

The final option is to do an organizing project. To do this effectively would mean defining a problem in the real world, organizing relevant actors, and then working with those actors to intervene on the problem for the better. This might take the form of a march or a demonstration; it might be demanding a meeting with a public official; it might be organizing a campaign in the press. Organizing projects are probably best done in groups of 3-4; to do this successfully, you will need to work on it over the semester and not simply in the last month. The deliverable for this project is a 10 page report describing the source of the problem, the actions you took, and reflecting upon what you’ve learned from the experience. Each person should submit a separate version of this report.

*Rationale: Here your goal is less to write and more to organize people to take action for change.*

**Course Policy Statements**

Attendance: For EDLD 8250, class attendance and punctuality are expected and required. Students must meet the assignment deadlines described in the syllabus.

Communications: Students are encouraged to email the professor with questions or notifications. Please expect a 24-hour window for reply.

Excused absences: Being present is the point of the Auburn cohort model. Prioritizing class demonstrates your commitment to a graduate level degree, and as such should be taken seriously. If you must miss a class, contact the instructor as far in advance as feasible and make arrangements to make up. Depending upon the class session, you may or may not be able to make up points. Course may be excused for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays – as detailed in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)).

Late work: Life happens, we understand. If an assignment is going to be late, contact the instructor to make an arrangement prior to the due date. The instructor will weigh the merits of the request in terms of graduate level prioritization and forethought and render a decision. **If not contacted/excused prior no points will be awarded.**

Make-Up Policy: Arrangement to make up a missed major examination/assignment (e.g., hour exams, mid-term exams, major papers) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

*Please note:*

Copying and/or pasting other individuals’ work and then presenting it as your own (intentional or unintentional) is considered plagiarism and is in direct violation of the Honesty Code. Violations of the Honesty Code may result in a zero for the assignment, a failing grade for the course, suspension and/or expulsion from the university.

I expect you to produce original work for this class. You may not submit work for this class that you have previously completed for a different class. If you have any questions, please see me prior to submitting your assignment. You will receive a zero for work that too strongly resembles another course’s work.

Major paper writing guidelines (doesn’t apply to reflective journals):

1. You should follow the APA style of writing (6th edition).
   1. Your paper should be double-spaced with 1” margins.
   2. Please use an APA-approved, 12 pt. font (e.g., Times New Roman).
   3. Include a title page and list your references separately. Your reference page is
   4. not included in the expected page limits. No abstract is needed.
   5. Direct quotations should be followed by a page number.
   6. It’s better to over-cite than under-cite.
   7. Ask if you have questions.
2. Your writing style and tone should be scholarly.
   1. You should not use a conversational tone. Avoid rhetorical questions and trite phrases/colloquialisms.
   2. Exhibit grammar and spelling appropriate to graduate-level study.
   3. Do *not* overuse quotations.
   4. Turn your paper in on time.
   5. Do not use Wikipedia as a reference.
   6. Plagiarism Tutorials: http://library.camden.rutgers.edu/EducationalModule/Plagiarism/ http://library.acadiau.ca/tutorials/plagiarism/

**Zoom Policies (Note for Participation)**: When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

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**Graduate Responsibilities**

*A major aspect of Doctoral-level courses is developing professional standards of conduct, and it is expected that these will be demonstrated in class behavior.*

The following skills, applications, and dispositions are considered important for Accomplished Educational Leaders (National Board Core Propositions from the National Board for Professional Teaching Standards). We expect students fulfilling the expectations for graduate-level work in instructional leadership to utilize the course learning opportunities to practice the following:

*Skills*

* Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.
* Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.
* Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

*Applications*

* Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.
* Accomplished educational leaders are committed to student and adult learners and to their development.
* Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.

*Dispositions*

* Accomplished educational leaders model professional, ethical behavior and expect it from others.
* Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.
* Accomplished educational leaders advocate on behalf of their schools, communities and profession.

*Professionalism*: As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Agenda**

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| --- | --- | --- |
| **Week 1** | **Saturday, August 21** |  |
| **Zoom/F2F** | On the Purpose of Education | **# Pages** |
| Have Read | Tyack & Cuban Prologue and Chapter 1 | 39 |
|  | Lindblom – Muddling through | 20 |
|  | Ed Policy History Document |  |
| **Due** | **Reflective Journal** |  |
| **Week 2** | **8/28** |  |
| **Canvas** | Intro to the Study of Policy and Politics |  |
| Have Read | Fowler Ch 1 & 2 | 54 |
|  | Malen. *An enduring issue* | 37 |
|  |  |  |
| **Due** | **Reflective Journal** |  |
| **Week 3** | **9/4** |  |
| **Canvas** | Rational v. Political Approaches |  |
| Have Read | Stone. *Policy Paradox* | 7 |
|  | Rosen. *Symbolic Action* | 18 |
|  | Fowler p. 94--106 | 12 |
|  | Fowler Ch 5 | 34 |
|  |  |  |
| **Due** | **Reflective Journal** |  |
| **Week 4** | **9/11** |  |
| **Canvas** | Agenda Setting & Social Construction |  |
| Have Read | Schneider & Ingram*. Social construction of target populations*. | 13 |
|  | Fowler Ch 6 & 7 | 54 |
|  |  |  |
| **Due** | **Reflective Journal** |  |
| **Week 5** | **9/18** |  |
| **Zoom/F2F** | Implementation |  |
| Have Read | Elmore. *Backward mapping* | 17 |
|  | Tyack & Cuban Ch 3 | 24 |
|  | Fowler Ch 9 | 30 |
|  |  |  |
| **Due** | **Reflective Journal** |  |
| Week 6 | **9/25** |  |
| **Canvas** | Identity |  |
| Have Read | Spillane*. Implementation and cognition* | 33 |
|  | Norton. *Theses on politics, culture, and method* | 9 |
|  | Fowler Ch 10 | 33 |
|  |  |  |
| **Due** | **Reflective Journal** |  |
|  |  |  |
| **Week 7** | **10/2** |  |
| **Canvas** | Scale and Sustainability |  |
| Have Ready | *Policy process ideas/thoughts* |  |
| Have Read | Tyack & Cuban Ch 4 | 25 |
|  | Coburn. *Rethinking Scale* | 10 |
| **Due** | **Reflective Journal** |  |
| **Week 8** | **10/9** |  |
| **Canvas** | Theories of the Problem: Bureaucracy |  |
| Have Read | Fowler Ch 8 | 43 |
|  | Tyack & Cuban Ch 5 | 23 |
|  |  |  |
| **Due** | **Reflective Journal** |  |
| **Week 9** | **10/16** |  |
| **Canvas** | Theories of the Problem: Inequality |  |
|  | Meyer. *The effects of education as an institution* | 24 |
|  | Ireland. *Cost of inequality* | 12 |
|  | Mujic. *Increasing access* | 7 |
|  | Chemerensky. *Segregation and resegregation* | 18 |
|  |  |  |
| **Due** | **Reflective Journal** |  |
| **Week 10** | **10/23** |  |
| **Zoom** | Policy Assessment |  |
|  | Fowell Ch 11 | 24 |
|  | Henig and Stone. *Rethinking school reform* | 29 |
|  |  |  |
|  |  |  |
| **Due** | **Policy Analysis, Reflective Journal** |  |
| **Week 11** | **10/30** |  |
| **Canvas** | Theories of the Problem: Charters and Choice |  |
|  | Cooper Ch 14 | 22 |
|  | Credo Report. *Growth and Replication* - *Exec Summary & Skim* | 80 |
|  | Charter & Choice News Articles (6) | 42 |
|  |  |  |
| **Due** | **Reflective Journal** |  |
| **Week 12** | **11/6** |  |
| **Canvas** | Human Capital & School Effectiveness |  |
| Have ready | *Policy Action Formative Presentations* |  |
| Have read | News Articles (3 of 6) |  |
|  | Koretz. *Evolution of testing* | 18 |
|  | Oakes et al. *Detracking* | 30 |
|  | Supovitz & Spillane. *Challenging standards* | 8 |
| **Week 13** | **11/13** |  |
| **Canvas** | State & District Reform |  |
| Have Read | Honig. *Street level bureaucracy revisited* | 27 |
|  | Spillane. *State policy and the non-monolithic nature* | 30 |
|  | Holme. *Suburban school districts & demographic change* (skim) | 33 |
|  |  |  |
| **Due** | **Reflective Journals** |  |
| **Week 14** | **11/20** |  |
| **Canvas** | Work on Action Project |  |
|  | **Work on Policy Action Project** |  |
|  |  |  |
| **Week 15** | **12/4** |  |
| **Canvas** | Policy Action Project Due |  |
| Have Ready | **Submit Policy Action Project 12/4 @ midnight** |  |