**Course Description**

**ELPA**940

The purpose of this course is to provide students with an introduction to inquiry in the field of educational policy and leadership. The course is organized around critical readings, discussions and activities that will invite students to view their doctoral program as an ongoing journey of engagement with ideas—from identifying and crystallizing meaningful problems to designing research to addressing key challenges in conducting meaningful and disciplined inquiry—and provides them with the basic knowledge and skills to begin that journey. The course will provide an opportunity for class members to develop professional peer relationships (especially through providing and receiving formative feedback) that cultivate a mutually reinforcing teaching and learning community for the duration of their doctoral study.

The Educational Leadership and Policy Analysis department covers a broad range of research areas and methods. This course attempts to provide a coherent map of the methods, topics and research practices relevant to ELPA researchers. Part 1 focuses on how problematize areas of education, teaching, learning and leadership for research inquiry. Part 2 highlights **xxxxxxxxxx**.

We will investigate how researchers create, integrate, exchange, and apply knowledge about leadership, learning, and organizational performance to advance educational quality and opportunity across these areas of inquiry. Drawing on exemplary research studies across these domains class participants will engage in ongoing discourse regarding how researchers have conceptualized, engaged in, reflected on, and communicated their research.

Course Objectives

* To critically read and discuss core texts across the field of K-16+ educational leadership and policy analysis;
* To write incisive commentaries of relevant research articles;
* To understand how authors link questions to the selection of appropriate research methods for developing answers;
* To build research questions and methods that will support sustained inquiry;
* To learn the role that literature reviews; theoretical and analytical frameworks, research epistemology; question formation and data analysis strategies play in research activities.

Required Texts

Texts will be available through Amazon; readings will le available in .pdf form through the course web-site.

Class Format

This course will meet five times over the course of the semester. Here is the calendar for meeting times:

Sat 9/17: 8 AM-5 PM

Sat 10/15: 8 AM-5 PM

Sat 10/29: 8 AM- 2 PM

Sat 11/12: 8 AM- 2 PM

Sat 12/3: 8 AM -1 PM

The course web-site (<https://learnuw.wisc.edu>/) will furnish the location for a majority of the administrative tasks (e.g. assignment submission and grading, group coordination, assignment posting) as

well as a virtual space for group members to discuss and plan research projects. Since we will use the course site extensively, access to an Internet capable computer is a requirement for successful completion of the course.

**Class 1 (9/17)**.

*Problematizing Education*.

We will read several provocative education thinkers to help us unpack what education means in the contemporary world, how leaders can create schools that matter, and consider the central questions of contemporary education research. We will focus on the current debate over the quality and future of public schooling through discussion, collaborative design activities and videos.

*Readings*:

* Dewey, J. (1997). [*Experience and Education*](http://www.amazon.com/Experience-Education-John-Dewey/dp/0684838281/ref=sr_1_1?ie=UTF8&qid=1314035581&sr=8-1). Free Press. (a .pdf version is [here](http://playpen.meraka.csir.co.za/~acdc/education/Dr_Anvind_Gupa/Learners_Library_7_March_2007/Resources/books/dewey2.pdf))
* Ranciere, J. (1991). [*The Ignorant Schoolmaster: Five Lessons in Intellectual Emancipation*.](http://www.amazon.com/Ignorant-Schoolmaster-Lessons-Intellectual-Emancipation/dp/0804719691/ref=sr_1_1?ie=UTF8&qid=1314035478&sr=8-1) Stanford University Press.
* Cohen, D. (1988). [*Teaching practice, plus que ca change*.](http://dl.dropbox.com/u/7024485/02%20Cohen%20copy.pdf) In P. Jackson, (Ed.) Contributing to Educational Change: Perspectives on Research and Practice. Berkeley, CA: McCutchan. 27-84.
* Elmore, R. (2000). [*Building a New Structure for School Leadership*](http://dl.dropbox.com/u/7024485/Elmore%201%20copy.pdf). Albert Shanker Institute.

**Class 2 (10/15).**

*Teaching and Learning*

Teaching and learning constitute the core practices of schooling. Leaders are responsible for establishing the conditions of teaching and learning in schools. During today’s class, we will consider several ways that leadership researchers address classroom teaching and learning including video analysis, student testing and new methods for evaluating teacher performance.

*Readings:*

* Perlstein, L. (2007). [*Tested: One American School Struggles to Make the Grade*](http://www.amazon.com/Tested-American-School-Struggles-Grade/dp/0805088024/ref=tmm_pap_title_0). Henry Holt.
* Tucker, P. & Stronge, J. (2005). [Linking Teacher Evaluation and Student Learning](http://www.amazon.com/Linking-Teacher-Evaluation-Student-Learning/dp/1416600329). ASCD Press.
* Halverson, R. & Clifford, M. (2006). [Evaluation in the Wild: A Distributed Cognition Perspective on Teacher Assessment](http://dl.dropbox.com/u/7024485/HalversonCliffordEAQ%202006%20copy.pdf). *Education Administration Quarterly 39*.
* Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). [*Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools*](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_math_pg_042109.pdf)(NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
* Jenkins, H., Clinton, K., Purushotma, R., Robison, A. J., Weigel, M. (2007). [*Confronting the challenges of participatory culture: Media education for the 21st Century*](http://digitallearning.macfound.org/atf/cf/%7B7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E%7D/JENKINS_WHITE_PAPER.PDF). MacArthur Foundation Digital Media and Learning White Paper.

**Class 3 (10/29)**

*K-12 Leadership*.

School leadership research often has a distinctive policy and practical emphasis: researchers create the kinds of knowledge that practitioners can use to improve learning in schools. Here we consider research on how leaders orchestrate people and resources to create powerful learning environments:

*Readings:*

* Odden, A. (2011). [*Strategic Management of Human Capital in Education*](http://www.amazon.com/Strategic-Management-Human-Capital-Education/dp/041588666X/ref=sr_1_1?s=books&ie=UTF8&qid=1314042222&sr=1-1). Routledge.
* Bryk, A., Sebring, P., Allensworth, E., Luppescu, S. & Easton, J. Q. (2010). [*Organizing Schools for Improvement: Lessons from Chicago*](http://www.amazon.com/Organizing-Schools-Improvement-Lessons-Chicago/dp/0226078000/ref=sr_1_1?s=books&ie=UTF8&qid=1314042328&sr=1-1). University of Chicago Press.
* Salen, K., Torres, R., Wolozin, L., Rufo-Tepper, R. & Shapiro, A. (2011). [*Quest to Learn: Developing the School for Digital Kids*](http://www.amazon.com/Quest-Learn-Developing-Catherine-Foundation/dp/0262515652). MacArthur Foundation.
* Halverson, R & Halverson, E. (2011). [Education as Design for Learning: A Model for Integrating Education Inquiry Across Research Domains.](http://dl.dropbox.com/u/7024485/Papers/110221%20Halverson%20%26%20Halverson.pdf) In C. F. Conrad and R. C. Serlin (Eds.), *The SAGE handbook on research in education: Engaging ideas and enriching inquiry*. (2nd Ed.) Thousand Oaks, CA: SAGE

**Class 4 (11/12)**

**Class 5 (12/3)**

Course Work

The typical class meeting will consist of a discussion of required readings, and an in-class activity such as a guest speaker, a case study discussion or a survey. Since class discussions are vital to the success of the class, your attendance and participation are required and will constitute a substantial portion of your final grade.

*Reading and Reaction papers*

Students will be expected to read several research papers or book chapters per class. Although class will meet once/month, students will be expected to submit reaction papers for each book/article weekly between class periods. class, students will prepare and post a 1 page (250-300 word) reaction paper about the readings on the class web-site at https://learnuw.wisc.edu/.

Students must write a reaction papers for each assigned week to receive full credit. The reaction papers should be thoughtful and completed by 5 pm Friday afternoon. The instructor will comment on each reaction paper, and papers will be graded on a pass/fail standard.

*In-Class Activities*

In addition, each class period will include a collaborative design activity intended to highlight the central ideas of the course. Each design activity will be graded on a pass/fail basis. Each student must complete all design activities in order to pass the course.

Full Inclusion

We seek to fully include persons with disabilities in this course. Please let us know if you need any special accommodations in the curriculum, instruction, or assessments in this course to enable you to fully participate. We will try to maintain the confidentiality of the information that you share with me. Please contact us as early in the course as practicable. You may also contact the McBurney Disability Resource Center, 305 Linden Drive (263-2741 or FrontDesk@mcb.wisc.edu) if you have questions about campus policies and services. Questions or concerns about disability accommodations can be brought to the attention of Associate Dean Cheryl Hanley-Maxwell (262-2463) or the Educational Leadership and Policy Analysis office (251-2486), the ELPA coordinator.

Grading

Grades for the course will be calculated according to the University of Wisconsin grading scale. Class work will count in the following proportions toward your final grade:

50% *Class Activities (5 at 10% each; graded pass/fail)*

50% *Reaction papers*