

Fall Supplement to the 2008-2009 *HGSE Catalogue*

This supplement is an update to the information printed in the 2008-2009 *HGSE Catalogue*. Please make these changes in your copy. For the most up-to-date room and time schedules, please visit <http://gseweb.harvard.edu/academics/catalogue/index.html>.

Revised Course Description

A-385 *Doctoral Research Practicum: School Leadership, Organizational Change, and Educational Equity

John Diamond

Yearlong course; Friday, 1:00 - 4:00 p.m.; four credits; course will meet on alternate weeks beginning with the first Friday of the Fall semester.

The purpose of this year-long practicum is to provide doctoral students (primarily in their second year and beyond) with an intensive apprenticeship in qualitative research on school leadership and organizational change to promote educational equity. Under the leadership of the instructor, students in the practicum will design and conduct research at a local Boston high school. We will use interviews, observations, and descriptive statistics to analyze the school's efforts to support students who face academic and disciplinary challenges as well as to document students' school experiences. In the course, we will review literature on school leadership and organizational change, race, class, and educational outcomes, school discipline, and high school drop out. We will collectively design the research, develop research protocols, collect and analyze data, and prepare written reports (for school officials and a broader audience). Students will also be expected to present findings to school staff.

Revised Faculty Bio

Lee Teitel

Lecturer on Education

Ed.D., Harvard University

Lee Teitel teaches courses on leadership development, on partnership and networking, and on understanding organizations and how to improve them. He was the founding director and is currently faculty senior associate of an innovative multi-School effort that focuses on bringing high quality teaching and learning to scale in urban and high need districts. The Executive Leadership Program for Educators builds on several prior initiatives at Harvard's GSE, Business School, and Kennedy School and works with state commissioners of education and school superintendents, along with their leadership teams and key stakeholders. Teitel's research has focused on principal and superintendent leadership development, including those in "alternate" or non-traditional settings, and on interorganizational collaboration and other partnerships, especially between schools and universities. As a consultant, he has worked with numerous individual partnerships, networks, and with statewide school and teacher improvement efforts. Teitel has worked extensively on executive leadership development with principals and school superintendents, collaborating with Kennedy School colleagues Ron Heifetz and Marty Linsky to set up superintendent networks in Massachusetts and Ohio, and co-facilitating instructional rounds networks with superintendents and other school leaders in Connecticut, Ohio, and Iowa with GSE colleague Richard Elmore. Teitel has taught at HGSE for the last nine years as a part-time lecturer and visiting professor in 2004-2005. He came to the School full-time in 2006, after more than 15 years in teaching and writing about educational leadership at the University of Massachusetts at Boston, where he was full professor and associate chair of the Department of Leadership in Education.

Course Corrections, Additions, and Changes

A- Courses

A-307, *Practicum on Leadership in Nontraditional Settings*, taught by Lee Teitel, will meet on alternate weeks throughout the year. In Fall, class will meet on Thursdays from 8:30 to 11:30 a.m. In Spring, the class will meet on Fridays, from 1:00 to 4:00 p.m.

A-328, *Proseminar: School Leadership*, taught by Janice Jackson, which ordinarily meets Tuesdays from 5:00 to 7:00 p.m., will meet 5:00 to 7:30 p.m. on October 28, November 4, March 17, and May 5.

A-360, *Doctoral Research Practicum: Case Study Research: Community Organizing for School Reform*, taught by Mark Warren, will meet Fridays, 9:00 a.m. to 4:30 p.m. on the following dates: September 19, October 24, December 12, February 6, March 13, April 24, and May 15.

The title for A-801, taught by Fernando Reimers, has changed to *Educational Policy Analysis and Research in Comparative Perspective*.

H- Courses

Times for H-810F, *Children's Literature*, taught by Lolly Robinson, have changed. The module, held from September 16 through October 21, will be offered from 5:30 to 8:30 p.m. on Tuesdays.

Times for H-810G, *Adolescent Literature*, taught by Lolly Robinson, have changed. The module, held from November 11 through December 16, will be offered from 5:30 to 8:30 p.m. on Tuesdays.

H-880, *Doctoral Research Practicum: Improving Literacy Outcomes in Urban Middle Schools: Practice-Embedded Research*, taught by Catherine Snow, will be offered on Mondays from 4:00 to 6:00 p.m.

S- Courses

S-010Y, *Answering Questions with Quantitative Data*, taught by John Willett, will begin October 30 instead of November 4.

S-710B, *Observation and Participation in Qualitative Research*, taught by Mica Pollock, will end October 28 instead of October 30.

S-710C1, *Interviewing in Qualitative Research*, taught by Mark Warren, will begin October 30 instead of November 4.

S-710C2, *Interviewing in Qualitative Research*, taught by Mark Warren, will begin October 30 instead of November 4.

Changes for Spring 2009

New Course Description

A-125 State Education Policy: A Practicum

Paul Reville

Spring course; Monday, 5:00 - 8:00 p.m.; four credits.

States play a central role in contemporary US education policy. In the complex intergovernmental partnership that comprises US public education, the states play the lead role in establishing local systems of schools, establishing goals, assessments and accountability mechanisms for those systems, and in regulating and financing the schools. For the past two decades, states have assumed an even larger role with the advent of standards-based, systemic school reform, a set of policies that originated in the states. It is impossible to understand current education policy without a thorough grasp of the role, responsibilities and challenges facing state governments in the execution of their leadership role in education. This course immerses students in the realities of state governance in education. It begins with a thorough consideration of the state role in education, state education policy and current issues in state policy. After this introduction, the state of Massachusetts, one of the nation's leading school reform states, becomes the laboratory for this course. Students will examine a number of education policy issues in the context of Massachusetts. Students will be introduced to the history, politics and current education policy issues in Massachusetts. Students will form into small groups for the purpose of serving as consulting teams to various education policy-making entities in Massachusetts. Each team will be assigned a particular educational policy challenge and will be charged with researching the issue, its history, politics and current status. Then, each team will propose a set of recommendations to address the policy challenge. The recommendations will be based on research, interviews and extensive deliberation with key policy-makers, practitioners and advocates. Each team will make a culminating oral and written presentation to the class and to senior staff of the particular organization. All students in the class will do some general readings on each of the policy issues to be examined by the teams. There will be four or five teams in the class. The team consulting projects are designed to give students first-hand experience with the practice of doing policy development work in the context of state government. Students should conclude this course with a clear understanding of the state role in education, a sense of the strengths and weaknesses of policy solutions at the state level, an understanding of the constraints imposed by politics on the development of policy, skills in the development, articulation and advancement of a policy agenda, and a working knowledge of several leading issues in the field.

Revised Course Description

T-510A Authorship and Learning in the Digital Age

Marielle Palombo

Spring module; Thursday, 4:00 - 7:00 p.m., February 5 - May 7, 2009; two credits. Module will meet every other week.

This module explores the notion of authorship, its role in learning, and its complex, evolving relationship with digital media and the Internet. Theory, design, and practice are woven together throughout the course, and participants will have many opportunities to engage in authorship to further their own learning and contribute to the collective knowledge of the class learning community, both online and face-to-face. Course learning experiences incorporate strategies for using digital communication media (e.g., chats, blogs, wikis, and discussion forums) to support the composition process, collaborative authorship, and dynamic publication. Topics include the role of writing and multimedia authorship in the curriculum; the impact of interactive digital media on the composition process and its products; and implications for curriculum and pedagogy of educating young authors operating in a highly

interconnected, digital multimedia world. This course is suitable for anyone interested in harnessing the potential of digital communication media to engage students of any age in authorship to improve literacy and learning in any content area. A moderate level of fluency in digital media is assumed.

Course Corrections, Additions, and Changes

A- Courses

A-018, *Strategic Management for Public Purposes*, taught by Harry Spence, will start on Thursday, January 29, in accordance with the Harvard Kennedy School spring course schedule.

A-604, *Partnering: Leadership Skills for a Networked World*, taught by Lee Teitel, will be offered on Thursdays from 8:30 to 11:30 a.m.