

Fall Supplement to the 2009-2010 *HGSE Catalogue*

This supplement is an update to the information printed in the 2009-2010 *HGSE Catalogue*, and is produced by the Office of the Registrar. 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 Descriptions

A-024 *Politics, Policymaking, and Political Action in Education

Martin West

Fall course; Friday, Noon - 3:00 p.m.; four credits. Starts Friday, September 4.

Education is inherently political. The experience of schooling contributes to the socialization of the young, and curricular choices inevitably legitimate some forms of knowledge while excluding others. Educational attainment and achievement are key determinants of the economic success of individuals and groups. The education sector is among the largest employers in the national economy, and public schools typically command the lion's share of state and local government budgets. It is no surprise, then, that education policy debates are often among the most contentious in American politics. This course examines the politics of education in the United States. It considers the key institutions (e.g., school districts, mayors, states, Congress, and the courts) and actors (e.g., elected officials, parents, teachers, interest groups, and the general public) shaping the American K-12 education system in order to understand recent reform efforts and their consequences for students. We will look closely at past conflicts over education governance, ongoing policy challenges, and the forces shaping current reform efforts. Throughout the course, we will draw on theoretical concepts from political science to understand the politics of American education while using education policy to learn about the American political system more generally.

A-205 *Microeconomics: A Policy Tool for Educators

Richard Murnane

Fall course; Monday and Wednesday, Noon - 2:00 p.m.; four credits. Starts Wednesday, September 2.

The primary goal of this course is to teach students how to use microeconomics in analyzing a wide range of educational policy issues. Examples of policy problems are drawn from early childhood education, elementary and secondary education, and post-secondary education in a variety of countries. The course has several secondary goals, including: 1) providing students with an understanding of the results of recent research that bear on important educational policy issues; 2) showing students how to access on the web important data relevant to the economics of education, such as the relationship between educational attainment and earned income; 3) helping students to become skilled at writing brief policy memos. The course will prepare students to take other courses at Harvard that have a microeconomics prerequisite. There are no prerequisites, and the course does not use mathematics beyond high school algebra and geometry. Moreover, the teaching fellows provide a great deal of help and support. However, students should only take this course if they are willing to do the preparation for every class (more on that below). If students feel that they would benefit from the course and are prepared to do all of the work, but are worried that they might not do well on the exams, they are welcome to take the course with a Pass-Fail grade option. Students should not take this course if they have already taken an intermediate level micro-economics course. HGSE students who plan to take A-205 must complete three on-line surveys. One brief survey asking students about their background and contact information must be completed by 3:00 p.m. on Saturday, August 29. (The instructor needs the results of this survey to make enrollment decisions.) The other two surveys must be completed by 3:00 p.m. on Tuesday, September 1. One survey asks students to rank papers for the group project. (The instructor will use student rankings to form project groups.) The other survey asks about initial answers to a group of educational policy questions. Enrollment is limited to 95 students. Priority is given to students for whom this is a requirement, including those in the International Education Policy (IEP) Program and Urban Superintendents Program (USP).

Next, preference is given to doctoral students and students in the Education Policy and Management (EPM) Program. (Students in these programs do not need the instructor's signature to enroll in the course.) Admitted students will be notified by 3:00 p.m. on Sunday, August 30.

Course Correction

Course credits for T-310A, *Pre-practicum in Secondary Education (Mathematics or Science)*, taught by Katherine Merseeth, and T-310B, *Pre-Practicum in Secondary Education (English, History, or Political Science/Political Philosophy)*, taught by Vicki Jacobs, were incorrectly listed in the *Catalogue* as four credits. **The correct number of credits for each of these modules is two.**

Looking ahead to Spring 2010

New Modules

A-310B Recognizing Public Value in K-12 Education (Part I): The Theory and Practice of Performance Measurement and Performance Management

Mark Moore

Spring module; dates and times to be announced; two credits.

The module takes up the important subject of how “public value” can be reliably recognized and produced through the development and use of performance *management* systems tied to the development and use of specific performance *measurement* systems. This course is envisioned as a didactic course in which ideas about how to develop and use performance measurement systems to enhance school performance are presented through readings, case discussion, and practical exercises. The course will treat the development and use of performance management/measurement systems as requiring four quite different kinds of work: 1) *Philosophical Work* (focusing on the development of normative theories about the important social goals of public education); 2) *Technical Work* (focusing on the development of instruments that can translate philosophical concepts of public value in education into statistical measures with known properties); 3) *Managerial Work* (focusing on the important questions about how information generated by performance measurement systems will be used inside organizations to animate and guide performance and enable organizational learning); and 4) *Political Work* (focusing on the process by which educational leaders negotiate the terms of their accountability with their political overseers, and settle on a shared conception of public value in education).

A-310C Recognizing Public Value in K-12 Education (Part II): A Workshop in K-12 Educational Performance Measurement and Management

Mark Moore

Spring module; dates and times to be announced; two credits.

This course is envisioned as a field work course. It is designed to be a follow-up to *Recognizing Public Value in K-12 Education (I): The Theory and Practice of Performance Measurement and Performance Management*. Students will be responsible for developing a working relationship with a site that can be used in doing this work. The core requirement of the course is to complete a report that describes how performance information is being developed and used in a particular school setting, evaluates the practical impact of the managerial uses of performance data, and makes recommendations for improving the collection and use of performance data. Readings for the course focus on field work methods of gathering information from organizations, assessing performance, and making recommendations for improvement. *Prerequisite:* 1) A-310B, *Recognizing Public Value in K-12 Education (Part I)*; and 2) established working relationship with a school site.