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# WINTER COURSES OF INSTRUCTION, 2011–2012

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## A-011M \*[The Lives of Education Leaders]

This course has been cancelled.

*Jerome Murphy*

Not offered in Winter 2012.

What does it take to succeed as an organizational leader in difficult situations—and in difficult times? How do you cope with leadership stresses and strains when facing enormous educational challenges? How do you respond to “swamp” problems—messy, devilishly complex issues with no neat solutions, which pop up out of the blue and sidetrack your plans? How do you handle—as a person and a professional—the inevitable emotional upheavals of leadership work? This module, which is a condensed version of A-605, addresses these questions by examining the inner and outer lives of leaders. Effective practice requires a focus on the “head and hand” of leadership work—i.e., on thinking and skill. It also requires and often-overlooked focus on the “heart and soul” of leadership work—i.e., on emotions and passions, hopes and dreams, values and commitments. This module introduces both action planning skills and mindfulness practices as approaches to survive and thrive, and also to become fully alive, as an education leader.

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## A-101 Native Americans in the 21st Century: Nation-Building I

*Joseph Kalt*

Winter module; two credits.

This module examines issues Native American tribes and nations face as they enter the 21st century, including political sovereignty, economic development, constitutional reform, cultural promotion, land and water rights, religious freedom, health and social welfare, and education. Because the challenges are broad and comprehensive, the course emphasizes the breadth of issues that leaders must confront. Research finds that effective nation-building must be compatible with individual societies’ cultures. Yet, American Indian societies are culturally heterogeneous; hence, there is not “one size” that fits all. Case studies and simulations derived from field research and experience are utilized to engage students in the multidimensional settings that confront Native societies. Scholars and leaders from the Harvard University Native America Program will provide selected presentations. Grades will be based on issues briefs, 20 percent, and a take-home final exam, 80 percent.

*No prior knowledge of the field is required or presumed. Cross-listed at the Harvard Kennedy School (HKS) as PED-501M.*

Dates, days, and times to be announced.

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## A-111J Critical Issues in Special Education Policy and Practice

*Thomas Hehir*

Winter module; two credits.

The goal of this module is to give students a comprehensive understanding of special education policy by examining six critical issues of special education practice that have been a challenge for implementers at the local level. These include who should be served by special education; response to intervention models of disability determination; over-placement of minority students in special education; inclusion of students with disabilities into general education environments; students with disabilities within standards-based accountability systems (ESEA); and universal design for learning. Although each session will involve an in-depth examination of one of the issues, the module will seek to connect the issues in order to promote a comprehensive understanding of special education law with focus on strategies that educational leaders can use to help address these issues at the local level. In addition, the module will teach students the practical skill of writing a cogent policy memo. Students will be expected to read relevant research, law, and commentary on each issue between class meetings and do reflection postings on each session’s readings.

*Fulfills one of the School Leadership Program’s School Development strand requirements.*

January 3 and 4, 2012, 4:00 – 7:00 p.m.; January 6, 1:00 – 4:00 p.m.; January 9 and 11, 4:00 – 7:00 p.m.; and January 13, 1:00 – 4:00 p.m.

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## A-310E \*Leadership for Instructional Improvement

*Robert Peterkin*

Winter module; two credits.

Several decades of school reform have failed to significantly improve student learning or close the racial and socioeconomic achievement gaps. Increasingly, school-based researchers and reflective practitioners have focused on interventions around the *instructional core*—the interaction of the teacher, students, and rigorous content—as the most promising for driving high-quality academic and social outcomes. School districts are rightfully looking for educational leaders who can support the positive development of the instructional core. Through case studies and site visits, this module will provide students with a theoretical and practical understanding of how to lead instructional improvement at the classroom, building, and district levels. Students will develop a theory of action for their emerging roles as leaders by focusing on the instructional core via instructional rounds in classrooms at a local Boston high school. Students will be required to interact with current school leaders, instructional leadership teams, teachers, and students by observing classroom instruction. They will provide written feedback on their observations, basing their “wonderings” and recommendations on the work of Resnick, Elmore, and Cudeiro-Nelson, among others. In addition to

scholarly materials, the instructor will use case studies and other resources drawn from his years of leading instructional rounds in the Boston Public Schools as a critical component of the Urban Superintendents Program, and working with a network of New Jersey superintendents.

*Permission of instructor required. Enrollment is limited to 20. Recommended for both master's and doctoral students who aspire to improve their own instructional leadership. Enrollment procedures will be posted on the course web site.*

January 4 and 6, 2012, 9:00 a.m. – 1:00 p.m.; January 9, 8:00 a.m. – Noon (school site visit); January 11, 9:00 a.m. – 3:00 p.m.; and January 13, 9:00 a.m. – 1:00 p.m.

### **A-310G Data Wise: Using Data to Improve Teaching and Learning**

*Kathryn Boudett*

Winter module; two credits.

This module provides an intensive introduction to the Data Wise Improvement Process, a step-by-step approach to using data to improve instruction and student achievement in K-12 schools. The primary objective is to prepare students to lead collaborative analysis of a wide range of data sources, including annual standardized tests, periodic formative assessments, daily class work, and observation of classroom practice. In a hands-on, interactive format, we will learn tools for presenting, discussing, and acting on data. We will also practice a concrete strategy for approaching the work of leading school improvement with the Data Wise “habits of mind,” which include (1) a shared commitment to action, assessment, and adjustment; (2) an intentional collaboration built into all group time; and (3) a relentless focus on evidence in all conversations. Additionally, through case studies, large group presentations, and small-group discussions, we will analyze the challenges and successes experienced by a diverse group of school leaders engaged in this work. Finally, students will create a data overview presentation. This exercise is designed to help students acquire skills in addressing both the technical challenge of analyzing and displaying data and the adaptive challenge of supporting their colleagues in using that data wisely.

*Must be taken satisfactory/no credit.*

January 9, 2012, 9:00 a.m. – Noon and 1:00 – 4:00 p.m.;  
January 10-13, 1:00 – 4:00 p.m.

### **A-710J \*Using Data to Support Decision-Making and Improvement in Higher Education**

*Matthew Miller*

Winter module; two credits.

This module offers a hands-on introduction to the strategic use of data across a range of higher education contexts, administrative domains, and functional roles. In what ways, we will ask, can leaders at all levels within colleges and universities effectively use data in the service of institutional improvement? We will learn methods for analysis of data from surveys, campus information systems, publicly available datasets, and other sources to support continuous improvement in higher education settings. Functional applications

include areas such as: enrollment management and admissions, supporting student learning both in and out of the classroom, enhancing faculty working life, interacting meaningfully with external audiences (e.g., as part of accreditation and other accountability processes), and mapping the landscape of peer and competitor institutions. Our work in the course will assume that evidence-based improvement efforts within higher education institutions are complex social, political, and symbolic processes. We will learn to apply information-design theories and use a range of software tools to prepare thoughtful analytic products that encourage deliberation, understanding, and informed action.

*Permission of instructor required. Enrollment limited to 25. Prior course work in statistics not required. Preference given to Ed.M. students in the Higher Education Program. Enrollment procedures on course web site.*

Dates and times to be announced. There will be a combination of class meetings and required and optional learning-lab sessions.

### **A-810D \*Building Institutional Capacity for Large-Scale Education Reform: International Cases**

*Cecilia Velez*

Winter module; two credits.

This module addresses the need for institutional reforms and organizational change to support policy implementation in the education sector. Special attention is paid to the role of institutional reform and capacity-building at national ministries of education and other government agencies. Drawing on selected case studies of education reform around the world, students will closely analyze institutional changes, focusing on how strategic planning, organizational processes, and the development of education management and information systems have been aligned to achieve the goals for educational reform. The module's focus is thus on how the reorganization of central administrative mechanisms and processes becomes a key element in the development of successful education policy. Through the analysis of case studies of large-scale reforms (e.g., Chile, Colombia, Brazil, South Africa, Spain), students will develop an understanding of the conditions that have made reforms challenging yet possible. In this seminar course, students are expected to actively participate in class discussions and work in groups.

*Permission of instructor required. Enrollment limited to 25. Preference given to Ed.M. students in International Education Policy Program. Enrollment procedures available on course web site.*

January 3, 5, 6, 9, 10, and 11, 2012; 9:00 a.m. – Noon.

### **H-110G \*Learning in a Globalizing World: Language Acquisition, Cultural Awareness, and the Brain**

*Bruno della Chiesa*

Winter module; two credits.

Linguistic and cultural diversity present potential enhancements to international education systems, but are also a source of immense challenges. Globalization means, among other things, that a broader set of linguistic competencies is demanded from more individuals than ever before. What are the consequences of successfully acquiring one or more non-native languages, especially as far as “sense of belonging” is concerned? Why are some individuals more successful than others at acquiring languages? Why are some education systems more successful than others at teaching languages? This module examines these issues from the perspective of educational neuroscience and considers the implications for education policy and practices internationally. More specifically, the module will develop hypotheses about the role that perceptions, values, beliefs, identity images, and alterity (“otherness”) play in motivating language learning; offer analytical tools for assessing the economic and social outcomes of successful language acquisition; and introduce recent developments in educational neuroscience in order to deepen current understandings of the brain’s role in (foreign) language acquisition. The module will touch on many key issues in education that are explored in other courses but generally considered separately. In addition, the module will use historical and philosophical standpoints to tackle questions of identity that impact language/culture learning. The content will hopefully be helpful to students in future education courses that require familiarity with the neurosciences; that place education and policy issues within an international context; and that draw on an interdisciplinary framework for understanding (non-native) language acquisition.

*Permission of instructor required. Previous international experience, such as living abroad, would be useful. Enrollment procedures will be posted on course web site.*

January 3, 5, 6, 9, and 11, 2012, 9:00 a.m. – Noon; January 13, 9:00 a.m. – 2:00 p.m. Two additional optional sessions to be arranged.

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### **H-310W \*Effective Interventions and School Reforms for At-Risk Children**

*Richard Weissbourd*

Winter module; two credits.

How can we develop more effective interventions for at-risk children? This module addresses this question with a focus on children in poverty and children suffering social and emotional risks. Students’ primary work will be to develop a proposal for an intervention that they will then present to Boston city leaders, including the mayor of Boston (schedule permitting), and city leaders from other nearby towns. Students may select an intervention designed to improve students’ academic performance; to reduce children’s social or emotional risks; or to promote social, emotional, or moral development. The module will consider not only whether these initiatives ameliorate deficits and troubles, but whether they nurture strengths and resiliency; new models of resiliency will also be examined. Attention will be given to the different sources and different expressions of risk and resilience across race, class, and culture. For each of the interventions, we will explore several questions: How convinced are we—based on the available evidence—that the intervention will, in fact, be effective? In what sense is the intervention effective? For example, what

kinds of children are helped by these interventions, how much are they helped, and who is left behind? What is the “theory of change,” and what are the major ingredients of the intervention? What are the factors, including political factors, that determine whether a city leader supports an intervention? How can interventions best be sustained over time? What determines whether interventions can be effectively scaled up? Classes will be a combination of discussion, lectures, and guest speakers involved in interventions, but will also be devoted to students presenting their intervention proposals at various stages.

*Permission of instructor required. Enrollment is limited to enable more intensive classroom discussion. Prerequisite: Prior knowledge and background in theories of risk and resilience and current school reforms helpful. Cross-listed at the Harvard Kennedy School (HKS) as SUP-425M.*

January 4, 5, 6, 9, and 10, 2012, 1:00 – 4:00 p.m.; and January 11, 12, and 13, 2:00 – 4:00 p.m.

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### **H-811A No Adult Left Behind: Adult Literacy Development and Instruction**

*Lauren Capotosto*

Winter module; two credits.

Nearly one in five adults in the world lack the basic reading and writing skills needed to participate fully in society. To reach their goals as citizens, workers, and family members, many of these adults participate in a range of educational programs, including adult basic education classes, family literacy programs, literacy classes through their children’s K-12 schools, and college remedial reading courses. This course is designed to integrate adult literacy theory and research with applications to instructional practice and policy. Using lecture, discussion, and small-group activities, this module is designed to integrate adult literacy theory and research with applications to instructional practice and policy. During the first half of the course, we will focus on foundational issues in adult literacy, including the severity and nature of the national and international adult literacy problem; the broad range of language and literacy profiles that adult students exhibit; and popular adult learning theories (i.e., andragogy, transformative learning). In the second section of this module, we will apply what we have learned about adult literacy students, their needs, and how they learn to key questions in instructional practice and policies for improving adult literacy.

January 4, 5, 6, 9, 11, 13, 2012; 9:00 a.m. - Noon.

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### **HT-123 Informal Learning for Children**

*Joseph Blatt*

Winter course; four credits.

Young people today grow up in a media-saturated environment. As parents and teachers know all too well, remarkably few of these media offerings are deliberately designed to benefit children or adolescents educationally. In the realm of informal media designed specifically for learning, the most powerful and successful intervention ever devised is *Sesame Street*, the long-running public television series for preschoolers. HGSE students will have the opportunity in this practicum course to work with researchers, creative talent, and senior executives from Sesame Workshop, and from other exemplary producing organizations, to develop concepts for a new infor-

mal-learning venture. Students will work in small groups to conceive, research, design, and develop the proposal for a major media product. At the end of the course, groups will submit written proposals and also present their ideas orally to industry experts, who will evaluate them and provide feedback. Students will learn how to recognize opportunities and assess needs for informal learning interventions; how to conduct, assemble, and synthesize research on media-based teaching and learning; how to design, test, and revise materials that are responsive to particular audiences and objectives; how to make diversity a fundamental component of the design process; and how to gauge the short- and longer-term impact of an intervention. The project topic for 2012 will be announced in late Fall. Previous topics have included improving children's health and fitness, engaging young people in protecting the environment, promoting civic engagement and political participation, developing global citizenship, and helping children and teens to become wiser consumers.

*Open to all students.*

January 4, 2012, 10:00 a.m. – 12:30 p.m. (class), 2:00 – 4:00 p.m. (section), 4:00 – 6:00 p.m. (class); January 5, 10:00 a.m. – 12:30 p.m. (class), 2:00–4:00 p.m. (section), 4:00 – 5:30 p.m. (class); January 6, 10:00 a.m. – 12:30 p.m. (class), 2:00 – 4:00 p.m. (section), 4:00 – 6:00 p.m. (class); January 9, 10:00 a.m. – 12:30 p.m. (class), 2:00 – 4:00 p.m. (section), 4:00 – 6:00 p.m. (class); January 10, 10:00 a.m. – 12:30 p.m. (class), 2:00 – 4:00 p.m. (section), 4:00 – 5:30 p.m. (class); January 11, 10:00 a.m. – 12:30 p.m. (class), 2:00 – 4:00 p.m. (section), 4:00 – 6:00 p.m. (class); January 12, 10:00 a.m. – 12:30 p.m. (class), 2:00 – 4:00 p.m. (section), 4:00 – 5:30 p.m. (class); January 13, class sessions to be arranged.

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### **S-010B Questionnaire Design: A Practical Guide from Conceptualization to Administration**

*Hunter Gehlbach*

Winter module; two credits.

Although surveys are among the most common data collection methods that educational researchers and other social scientists employ, far too few of them are fluent in the basic processes needed to produce valid, reliable surveys. This course will familiarize students with the steps and procedures that are essential to developing high-quality surveys, focusing primarily on extracting best practices in designing surveys from the extant evidence. For example, we will examine research that bears on the following questions: How many response options should survey items provide? Should the format of the items be open ended, rankings, or ratings? How should the items be organized? In addition, students will learn a modest number of theories associated with survey design. These theories will help inform survey design, particularly in the (many) areas in which there are few empirical studies. The major topics of the course include defining constructs; creating items and item wording; response scales; cognitive pretesting items; organizing, ordering, and formatting surveys; bolstering response rates; and pilot testing surveys. The course is not designed to cover sampling procedures (i.e., how to obtain a random sample of participants versus collecting a stratified random sample). This module will cover most of the same content as the semester-long course S-015. However, unlike S-015, students in the module will focus on

evaluating and adapting existing surveys rather than developing completely new measures.

*Must be taken for satisfactory/no credit, unless by permission of the instructor.*

January 3, 4, 5, 9, 10, 11, 2012; 9:00 a.m. - Noon.

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### **T-210X Foundations of Urban Education**

*Meira Levinson*

Winter module; two credits.

Urban schools are complex political constructs. Many actors from many different vantage points have tried to create, protect, reform, eliminate, and reassess them over time. In many cases, these efforts to shape urban schools reflect broader efforts to shape American schools in general; in other cases, urban schools have been the target of specific initiatives. Some of the most profound effects on urban schools have resulted from decisions that were ostensibly not about education at all: immigration, housing, and zoning regulations, for instance. It seems fair to say that the results for urban education have been mixed at best. Against this backdrop, and as a means of exploring the political and historical dynamics of urban educational institutions, we will investigate a single question over the course of the module, namely, how have people tried to achieve equity in urban schools over time? We will look at equity in attendance (including desegregation initiatives and dropout rates and policies); curriculum provision and pedagogy (including tracking, detracking, and differentiated instruction initiatives); school and district financing; assessment and accountability measures; and school-family partnerships. By considering the relationship among intentions, school and social contexts, and outcomes with respect to these issues, students will gain important understandings that will help them be reflective and effective actors in a variety of urban educational contexts. Instructional methods will include lecture, whole-class and small-group discussion, simulations, case study, and other pedagogies.

*Required for Ed.M. students in the Teacher Education Program. Open to all interested students. Must be taken for satisfactory/no credit.*

January 9, 2012, 4:00 - 7:00 p.m.; January 10, 9:00 a.m. - Noon, and 1:00 - 4:00 p.m.; January 11, 4:00 - 7:00 p.m.; January 12, 1:00 - 4:00 p.m.; and January 13, 3:00 - 6:00 p.m.

Wednesday, 4:00 - 7:00 p.m.