A- COURSES

A-011B Learning from Practice: Evaluation and Improvement Science
Candice Bocala

Spring module; two credits.

(New module.) Most individuals and organizations engaged in practices or programs want information about what is working or not working so they can improve. But how do individuals and organizations learn to engage in continuous improvement, in which improvement happens with frequency and depth and the process is grounded in an understanding of the whole system? This course is designed to introduce students to key concepts in improvement science and models of formative evaluation as a way to support learning from real-life attempts at improvement. It is meant for students who will be working or leading in educational settings where they will be asked to collect and use information for the purposes of building capacity and organizational change, as well as for those students interested in an introduction to the practice of evaluation. Students will acquire a practical set of skills, such as understanding and diagramming program theory, communicating with key stakeholders, and developing an evaluation proposal with relevant evaluation questions and at least one way to collect related data. Students will practice these skills in an authentic setting by working closely with a specific program or practitioners to understand and document their program theories and develop a draft proposal for a formative program evaluation.
January 30 - March 6, 2014; Thursday, 1:00 - 4:00 p.m.

A-011F Collaboration in Education: Solving Problems Working Together
Geoff Marietta

Fall module; two credits.

(New module.) People must work together to solve complex social problems that cut across organizational, political, and ideological boundaries. Yet, getting a group of people from different backgrounds to work together effectively and take action is complex work with few available tools. Collaboration in Education explores how educational organizations—schools, districts, labor unions, nonprofits, for-profits, government agencies, foundations, and universities—can collaborate effectively to improve performance. Using case-based learning, the class investigates real-world examples of organizations working with schools and districts. We analyze whether or not these partnerships were successful in promoting student learning, and how the examples inform your own work. In doing so, we explore the underlying reasons for pursuing collaboration, fundamental barriers at the inter-group and organizational levels, and approaches to overcome biases and enhance cooperation. We also examine the structures, systems, and processes by which collaboration occurs including negotiations, community task forces, standing and ad hoc committees, and informal gatherings. The course is designed for practitioners and policymakers in diverse settings—for-profits, nonprofits, start-ups, schools, and other educational organizations—who want to understand how to get leaders from different groups to work together in concert to solve complex social problems.
September 4 - October 9, 2013; Wednesday, 4:00 - 7:00 p.m.

A-011K *21st-Century Learning Systems Design Workshop
Paul Reville

Spring module; two credits.

(New module.) The 21st-Century Learning Systems Design Workshop is a class devoted to conceiving and developing a vision and strategic plan for comprehensive, integrated systems of education, child development, health and human services and cultural enrichment designed to prepare all of our children for success in the 21st century. Students will begin by identifying the limitations of our current school system which, despite extensive reform, has failed to close achievement gaps and produce excellence and equity in American education. Working in teams and as a class, students will participate in a design and planning process to produce models of integrated, “schooling plus” systems, that deliver on the promise of “all children ready for success”.
Permission of instructor required. Enrollment procedure will be posted on the course website.
January 30 - March 13, 2014; Thursday, 10:00 a.m. - 1:00 p.m.
Class will not meet on February 20.

A-019 *Education Sector Nonprofits
James Honan

Fall course; four credits.

This course examines the growth of education sector nonprofits, focusing specifically on how these organizations are governed, managed, and financed. Through the use of case studies, pertinent research and scholarship, visiting practitioners, and emerging institutional examples, students will have an opportunity to explore the work of a wide range of education sector nonprofits and their overall contribution to educational reform and improvement. The course will be intentionally broad in scope and will include discussion of education sector nonprofits that focus on higher education, early-childhood education, public education, arts and culture, international NGO work, etc. Students will prepare a written case analysis, participate in a “book group,” and do a group-based final paper/presentation/project.
Permission of instructor required. Enrollment is limited to 40. Enrollment procedure will be posted on the course website.
Tuesday, 1:00 - 4:00 p.m.

A-021 *Leadership in Social-Change Organizations
Karen Mapp

Fall course; four credits.

This course explores the types of leadership practices and organizational structures needed to create and sustain social-change organizations that focus on the closing of existing educational opportunity gaps and, as stated in the 2010 U.S. Department of Education’s Blueprint for Reform, the provision of an education where “every student graduates from high school well prepared for college and a career.” What kinds of leadership skills and practices are required to take on and succeed at this type of social-change work? What types of organizational structures create the conditions for successful initiatives aimed
at addressing issues of educational access, equity, and equality.

Components of the course will include (1) the exploration of current leadership and organizational theory; (2) meetings with educational leaders from a diverse spectrum of education-related organizations such as schools, community-based institutions, not-for-profit organizations, and parent and student groups; and (3) an in-depth analysis of a social-change leadership. Through the lens of social change in education, as a community of learners we will expand our understanding of leadership and organizational theory, gain expertise in diagnosing and addressing leadership and organizational challenges, and reflect on and enhance our own leadership skills and practices.

Permission of instructor required. Enrollment is limited to 50. Enrollment procedure will be posted on the course website.

A-024  [Politics and Education Policy in the United States]
Martin West

Not offered in 2013-2014.

Education is inherently political. The experience of schooling contributes to the socialization of citizens, and curricular choices inevitably legitimate some forms of knowledge while excluding others. Educational attainment is a key determinant 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 a sizable share of state and local government budgets. It is no surprise, then, that education policy debates are so often contentious. This course examines the politics of education in the United States. It considers the key institutions (e.g., school boards, state governments, Congress, executive branch agencies, and courts) and actors (e.g., elected officials, parents, teachers' unions, 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 study past conflicts over education governance, ongoing policy debates, and the forces shaping current reform efforts. Throughout the course we will draw on concepts from political science to understand the development of the American education system while using education policy to learn about American politics and the nature of political action more generally.

A-027A  Managing Financial Resources in Nonprofit Organizations
James Honan

Fall course; four credits.

This course provides a general introduction to and overview of the financial management practices and problems of nonprofit organizations. Specific topics will include financial accounting; budgeting/resource allocation; cost containment and retrenchment; and strategy development/strategic planning. Course activities will include lectures, discussions, case analyses, exercises, and outside readings. Grades will be based on written case analyses, class participation, and a final examination.

Jointly offered at the Harvard Kennedy School (HKS) as MLD-427A.

Monday and Wednesday, 8:30 - 10:00 a.m.

A-027B  Managing Financial Resources in Nonprofit Organizations
James Honan

Spring course; four credits.

This course provides a general introduction to and overview of the financial management practices and problems of nonprofit organizations. Specific topics will include financial accounting; budgeting/resource allocation; cost containment and retrenchment; and strategy development/strategic planning. Course activities will include lectures, discussions, case analyses, exercises, and outside readings. Grades will be based on written case analyses, class participation, and a final examination.

Jointly offered at the Harvard Kennedy School (HKS) as MLD-427B.

Tuesday and Thursday, 8:30 - 10:00 a.m.

A-029  *An Introduction to Education Finance and Budgeting
Jon Fullerton

Fall course; four credits.

This course introduces students to public education financing and budgeting systems in the United States. The course begins from the premise that how and how much money is spent is a reflection of our actual, as opposed to theoretical, policy priorities. Specific topics covered will include revenue generation options; equity and adequacy frameworks for evaluating school finance systems; school and district budget processes and the politics of budgeting; cost drivers; activity-based costing and cost-benefit analysis; and performance management. This is a hands-on course; students will be expected to access and analyze publicly available data sets using Microsoft Excel and to create compelling presentations aimed at policymakers from the results. Students are required to complete a final budget policy project and present results to system leaders. At the end of the course, students should have an understanding of the American school finance framework, be able to analyze school and district budgets with a critical eye, and be able to think fluently about the financial implications of policies or proposals.

Permission of instructor required. Enrollment is limited to 30. Enrollment procedure will be posted on the course website.

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

A-100  Introduction to the Development and Implementation of Education Policy
(S formerly titled Introduction to Educational Policy)
Saeyun Lee

Fall course; four credits.

The public education landscape in the United States is changing and evolving, but debates about the development and implementation of education policy and their impact on students and families are anchored by the same questions that policymakers and key stakeholders have grappled with for decades. What is the purpose of schooling? How should educational opportunities be provided to our children and youth, and by which entities? How can we provide educational opportunities to an increasingly diverse student population, and what measures should be taken to close persistent achievement and
attainment gaps? If there is agreement that the necessity of providing high-quality educational opportunities cannot be denied given the far-reaching implications for the health and welfare of our citizens, our economy, and our democracy, what type of public education system do we need to achieve our goals? In this course, students will have the opportunity to discuss these questions through the exploration of key themes related to education policy in the United States, including the following: (1) the necessary conditions for the development, successful implementation, and sustainability of education policy, including building the right policy architecture and increasing capacity at multiple levels of our public education system; (2) creating policy coherence from birth through postsecondary education; (3) systemic policies and policies differentiated by population, geography, and other factors; (4) the influence of political factors and dynamics; (5) locus of control within the context of a decentralized public education system in the United States; and (6) the importance of stakeholder engagement. Students will examine specific federal and state policy issues and topics, strategies to close persistent achievement and attainment gaps that disproportionately affect specific groups of students; initiatives to continually enhance educator effectiveness; the Common Core State Standards and state consortia to create new student assessments; school choice; and efforts to increase college and career readiness. This course is strongly recommended for students in the Education Policy and Management program; students in other programs at the Harvard Graduate School of Education as well as other graduate programs at Harvard University are welcome to enroll as well. Strongly recommended for Ed.M. students in the Education Policy and Management Program. Jointly offered at the Harvard Kennedy School (HKS) as PED-501M.

Tuesdays, 10:00 - 4:00 p.m.

A-102 *Native Americans in the 21st Century: Nation-Building II

Dennis Norman

Spring course; four credits.

This field-based research course focuses on some of the major issues Native American Indian tribes and nations face as the 21st century begins. It provides in-depth, hands-on exposure to Native development issues, including sovereignty, economic development, constitutional reform, leadership, health and social welfare, land and water rights, culture and language, religious freedom, and education. In particular, the course emphasizes problem definition, client relationships, and designing and completing a research project. The course is devoted primarily to the preparation and presentation of a comprehensive research paper based on a field investigation. In addition to interdisciplinary faculty presentations on topics such as field research methods and problem definition, students will make presentations on their work in progress and findings.


Tuesday, 2:00 - 4:00 p.m.

A-107 [The Ecology of Education: Culture, Communities, and Change in Schools]

Sara Lawrence-Lightfoot

Not offered in 2013-2014.

Mapping the ecology of education and using the frames and language of sociology, we will explore the theories and practices of school culture and change. The course is organized around three concentric and overlapping circles of analysis—moving from macro to micro, structures to people, ecology to biography, analysis to advocacy; seeking to interrogate the connections among research, policy, and practice. The first circle focuses on the broad ecology of education, documenting the ways in which schools are embedded within social, historical, and cultural contexts; their complex relationships with the families and communities they serve; and their role in shaping processes of socialization, stratification, and selection. The next circle centers on the school as a dynamic organism, a society within itself, with a dominant system of values, a pervasive ideology, and a characteristic set of relationships, rituals, and authority patterns among administrators, teachers, and students. The innermost circle examines the nature of the interpersonal encounters within the classroom: the authority, voice, and autobiography of the teacher, and the social, cultural, and aesthetic dimensions that shape the learning and development of both students and teachers. Within and across each of these circles of analysis, we consider the pervasive inequalities of access, opportunity, and student outcomes; the historical and contemporary influences of race, culture, gender, class, and immigrant status; and the opportunities for addressing—and reducing—these asymmetries. Students will be evaluated on the basis of two essay take-home examinations and participation in class and sections.
A-108 Strategies and Policies for Narrowing Racial Achievement Gaps
Ronald Ferguson

Spring course; four credits.

This course develops a “big picture” understanding of how policymakers, philanthropists, and civic entities can work in concert with schools, families, and out-of-school-time organizations in pursuit of excellence with equity for children and youth. As the title suggests, the course is concerned with strategies and policies for narrowing racial achievement gaps. But narrowing gaps is not enough. Excellence matters too. Therefore, the focus of the course is academic excellence with equity. The value orientation of the course is toward high-quality developmental outcomes for youth of all racial, ethnic, and social class backgrounds, with “group-proportional equality” (race fades as a predictor) and widespread excellence. With an emphasis on students of color and youth from less advantaged families, the course explores several policy and strategic responses to achievement disparity: identify and work to remove key structural barriers to educational equity; promote a civic ethos of collective responsibility for excellence with equity goals; design more effective policies and practices to improve the quality of teaching; provide consistently high-quality out-of-school-time learning opportunities; support families with ideas and practices for parenting children more effectively; engage youth to reshape their culture of achievement to align with their most positive values; mobilize the business community to support youth, including integrated work and learning; and help build and promote a national social and political movement for excellence with equity. The course concerns theories, evidence, designs, methods, and mechanisms associated with these major prescriptions for raising achievement and closing gaps

Students who have taken H-204 should not take this course. Jointly offered at the Harvard Kennedy School (HKS) as SUP-470.

Tuesday and Thursday, 11:30 a.m. - 1:00 p.m.

A-111B Civic Education and Civic Action: Theory, Research, and Practice
Helen Haste

Spring module; two credits.

(New module.) This module is designed to equip researchers and practitioners with critical and technical skills and course will address the following questions: What do we understand by the terms “civic engagement,” “civic action,” and “civic education,” and how do we justify our definitions? What educational objectives are implied by these definitions, within what social-political contexts? What personal, community, and educational experiences and social, cultural, political, and educational contexts promote or inhibit the development of civic participation? How might understanding these enable constructing civic education programs, within and beyond the school; and by what criteria can we evaluate their effectiveness? The module explores how questions about participation relate to concepts of democracy, rights, globalization, national identity, and definitions of citizenship. It also reviews the antecedents of civic engagement and action, educational and community programs, and interactive and other media experiences. The module includes a detailed examination of research programs—critically considering both methods and data—on civic engagement internationally: for example, community groups, service programs, evaluations of interventions, the use of games and interactive media for civic education, and the effects of civic and social movement participation. Students will explore curricular materials, media, school and classroom climate and culture, and activity programs. In addition, students will generate research questions; design studies, curricula, and action programs; and produce educational material using multimedia.

Formerly numbered A-166. Students who have taken the four-credit course A-166 should not take this course. Prerequisites: Foundational coursework in research methods. Previous coursework that lays the foundation in concepts of democracy and human rights and/or in the educational issues relating to these recommended.

March 26 - April 30, 2014; Wednesday and Thursday, 2:00 - 4:00 p.m. Less than monthly workshops to be held on Fridays, 8:00 a.m. - Noon, yearlong.

A-111C Politics and Education Change: A Case Study
Chris Gabrieli

Spring module; two credits.

President Obama has said to students, “The longer you are in school, the smarter you get,” and recent federal policy has mandated “increased learning time” across turnaround schools in America. At the same time, some charter schools and an increasing number of district schools have done away with the traditional school schedule of 180 days a year with six-and-a-half hours of schooling per day. So what does it take to accomplish such a policy change in public education? In this module, we will study how and why education policy shifts (or doesn’t) primarily using the example of changing the school schedule. Along the way, we will also look at a couple of other examples—charter policies and teacher policy under former governor Bill Clinton. We will explore the classic political science framework for how policy agendas get set. We will look at how individuals and institutions have worked to drive change and how these efforts have impacted education practice to date. We will hear from weekly guests who are advocates, participants, and critics in this fluid policy space to study the process and practice of policy change in American education.

January 31 - March 7, 2014; Friday, 1:00 - 4:00 p.m.

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

Winter module; two credits.

The goal of this module is give students a comprehensive understanding of education policy related to students with disabilities. To do this, we will examine policies in the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA) addressing (1) how students are identified for special education; (2) how students with disabilities are educated in school; and (3) how students with disabilities are included within accountability systems. We will explore local implementation challenges and how policy mechanisms can be used to respond to those challenges. In particular, we will cover topics including over-representation...
of minority students in special education; response to inter-
vention; inclusion of students with disabilities into general 
education; universal design for learning; and assessments. The 
course will draw connections between the issues to promote a 
comprehensive understanding of education policy pertaining 
to students with disabilities and its implementation. Students 
will be expected to read relevant law, research and comment-
tary between class meetings, write reflection posts on each 
session's readings, and work in groups to address a particular 
implementation problem. In addition to giving the students a 
comprehensive understanding of special education issues, the 
course seeks to teach students how to decipher statutory and 
regulatory language and how to write a policy memo.
Dates and times to be announced.

A-111P *Public Narrative: Self, Us, Now
Marshall Ganz
Fall module; two credits.
Public narrative is how we turn values into action—a discursive 
process by which individuals, communities, and nations con-
struct identity, formulate choices, and motivate action. Because 
we use narrative to engage the “head” and the “heart,” it both 
instructs and inspires, not only teaching us how we ought to 
act but also motivating us to act—thus engaging the “hands” 
as well. Public narrative is a leadership art composed of three 
elements: a story of self, a story of us, and a story of now. A 
story of self communicates who I am: my values, my experi-
ence, why I do what I do. A story of us communicates who 
we are: our shared values, our shared experience, and why we 
do what we do. And a story of now articulates the present as a 
moment of challenge, choice, and hope. Based on a pedagogy 
of reflective practice, students will work in groups to learn to 
tell their own public story.
Permission of instructor required. Enrollment is limited to 30. 
Enrollment procedure will be posted on the course website. Jointly 
offered at the Harvard Kennedy School (HKS) as MLD-355M.
September 5 - October 15, 2013; Tuesday and Thursday, 
2:40 - 4:00 p.m.

A-111Q *Public Narrative: Conflict, Continuity, 
Change
Marshall Ganz
Fall module; two credits.
This module builds on its prerequisite, A-111P. In this module 
we will go deeper: what if there’s more than one story in play, 
more than one storyteller, and stories that conflict? Confronted 
with the same challenge, different leaders may respond with 
different narratives, calling on different “us’s,” each linked to 
a different form of action. Most of us have experienced com-
peting narratives in our families, communities, faith tradition, 
schools, workplaces, organizations, and nations. Can we “clear 
up the confusion” by “getting the facts”? Is one story “wrong” 
and the other “right”? Or are competing narratives rooted in 
competing values, different life experiences, diverse stories of self 
and us? Can we learn how to manage this challenge—without 
suppressing it? Students will learn to draw on their narrative 
resources to respond to four critical leadership challenges:
domination, difference, loss, and change. We can respond 
to domination with resistance or compliance; to difference 
with inclusion or exclusion; to loss with redemption or con-
tamination; to change with rejection, conservation, reform, or 
revolution. The question is how we can respond and enable 
others to respond with “agency”—our capacity to act mind-
fully—by accessing hope over fear, empathy over alienation, 
and self-worth over self-doubt.
Permission of instructor required. Enrollment is limited to 30. 
Prerequisite: A-111P. Enrollment procedure will be posted on 
the course website. Jointly offered at the Harvard Kennedy School 
(HKS) as MLD-356M.
October 22 - December 5, 2013; Tuesday and Thursday, 2:40 - 
4:00 p.m.

A-111R Elements of Effective Family-School 
Partnerships
Karen Mapp
Winter module; two credits.
The purpose of this module is to provide an overview of the 
systems, structures, and organizational culture needed to create 
and sustain systemic family-school partnerships that support 
student learning and school improvement. The module will 
cover four areas: (1) the link between family engagement and 
student achievement—students will review the most up-to-date 
information on the ways that family engagement relates to 
improvements in student outcomes and school improvement; 
(2) the characteristics of, and criteria for, family engagement 
initiatives that are effective, sustainable, and linked to improved 
educational outcomes; (3) how to cultivate partnerships with 
diverse families—students will explore research-informed strate-
gies to form trusting, respectful, and sustainable family-school 
partnerships that support student learning and success; and 
(4) how to measure and evaluate family-school partnership 
initiatives. Classes will include lectures, case studies, and guest 
presentations.
Students who have taken or will take A-122 should not take this 
module.
Dates and times to be announced.

A-112 [Students with Disabilities in School]
Thomas Hehir
Not offered in 2013-2014.
Students with disabilities constitute approximately 10 percent 
of those enrolled in public schools. As the disability com-
community seeks full participation in all aspects of society, schools 
are playing a greater role in promoting equity. Increasingly, 
these students are educated in regular schools and classrooms 
as traditional, separate approaches of educating the disabled 
are viewed as inconsistent with an inclusive vision of society. 
Recent changes in federal law—the 2004 reauthorization of the 
Individuals with Disabilities Education Act (IDEA) and No 
Child Left Behind (NCLB)—reflect the importance of educa-
tion in securing a future of full participation for students with 
disabilities with its strong emphasis on improving educational 
results. The course focuses on administrative and policy issues 
related to the effective implementation of IDEA and other
A-117 Implementing Inclusive Education
Thomas Hehir
Fall course; four credits.
Students with disabilities are increasingly being educated in regular schools and in general education classrooms, as disability advocates and parents increasingly seek inclusive educational placements for children with disabilities. Further, the Individuals with Disabilities Education Act Amendments of 1997 (IDEA 1997) require that students with disabilities have access to the general education curriculum and that students with disabilities be included in statewide and district-wide assessment programs. These forces have combined to create a need for all public school educators to understand and be able to implement inclusive educational practices. Research is increasingly demonstrating that well-implemented inclusive education benefits both disabled and nondisabled students. However, research also indicates that successful inclusive education is difficult to implement. This course focuses on providing school administrators and teacher-leaders with the skills and insights needed to implement successful inclusive education. Specifically, the course will explore the (1) historical and theoretical foundations of inclusive education; (2) research related to implementation; (3) research related to inclusive education; (4) whole-school change models of inclusive education; (5) controversies surrounding inclusion; and (6) considerations and reservations concerning inclusion as it impacts specific disability populations and age groups. Students will be required to spend time in a school observing the area implementing inclusion. Five short reflection papers based on class readings and a final paper integrating students’ field placements with the course content are also required.

Strongly recommended for Teacher Education Program students who wish to obtain Special Education licensure.

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

A-121 Teaching and Learning: Links Between Research and Practice
Katherine Boles
Fall course; four credits.
This course is designed to introduce a broad range of current educational research, equipping students who will work in schools or in the policy arena with a solid understanding of the bigger picture of today’s major educational issues. Students will learn how to read qualitative and quantitative research studies critically and be prepared to use the findings of these studies judiciously in their future work. Students will also compare relevant disability law. In the course, students will have an opportunity to (1) gain an understanding of the historical context of the movement to secure educational rights for students with disabilities; (2) develop an awareness of the diversity that exists within the population of students with disabilities; (3) gain a comprehensive understanding of current legal requirements of IDEA; (4) develop an understanding of research-based, effective practices for educating students with disabilities; and (5) explore different models of service delivery for students with disabilities, including ways in which special education resources can be combined with those of other programs to promote comprehensive, whole-school reform.

Karen Mapp
Spring course; four credits.
This course examines the role of school, family, and community partnerships as a component of whole-school educational reform. Why is partnership now considered an important element of whole-school reform? What is the definition of partnership? How are effective partnerships among school staff, parents, and community members developed and sustained? As a learning community, we will interrogate our own beliefs about the role of families and community members in school reform; analyze the research on the impact of home-school and community-school partnerships on student learning; and explore the various theoretical frameworks about these partnerships. We will also investigate “promising practice” strategies being implemented by schools and districts to cultivate and sustain school, family, and community connections that support children’s learning. Through case studies, lectures, readings, guest panel presentations, site visits, and class discussions we will probe the benefits and challenges of these partnerships.

Permission of instructor required. Enrollment is limited to 50. Students who have taken or plan to take A-111R should not take this course. Enrollment procedure will be posted on the course website.

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

A-123 Teacher and Teaching Quality
Heather Hill
Fall course; four credits.
This course examines and compares the literatures on teacher and teaching quality. Although both fields have as their goal improving student learning, their definitions of quality vary, and thus their respective proposals for improvement appear markedly different. Initiatives focused on improving teacher quality have included increasing teacher education and certification requirements, incentivizing entry and commitment to the profession, and terminating teachers who contribute little to gains in student achievement. Initiatives focused on improving teaching quality include professional development, coaching, improved curriculum materials, and removing individuals with little evidence of teaching effectiveness. In this course, we will
Massachusetts, one of the nation's leading school reform states, 
state policy. After this introduction, the Commonwealth of 
immerses students in the realities of state governance in edu 
execution of their leadership role in education. This course 
responsibilities, and challenges facing state governments in the 
assessments and accountability mechanisms for those systems, 
in establishing local systems of schools, setting goals, creating 
constitutes public education in America, states play the lead role 
in supporting the implementation of federal reform initiatives 
will also examine the role of the national foundation community 
foundations play a disproportionately influential role in shap 
in the formation of reform and innovation in the schools. We 
will examine several of the best documented studies of major 
foundations education initiatives, including the Carnegie Foun 
dation's role in launching the standardized testing movement 
and the Gates Foundation's high-school reform program. We 
will also examine the role of the national foundation community 
in supporting the implementation of federal reform initiatives 
such as the Investing in Innovation Fund (i3). Each week's 
will be divided into two parts. In the first half, we will discuss the week's thematic topic and assigned reading. 
In the second half, we will focus on the work of a major educa 
nonprofit or foundation. For some of these discussions we 
will be joined by a leader of the organization being analyzed. 
In the final weeks of the course these case discussions will be 
led by student teams.

**A-124 School Reform from the Outside In: The Roles of Philanthropy and Nonprofits**  
(formerly titled School Reform from the Outside In: The Roles of External Partners and Funders)

*Nancy Hoffman*

Spring course; four credits.

This course is primarily about the role of the independent sector 
in supporting school reform and improvement. In particular, 
focus on the work of national and local foundations and the 
orations they fund to carry out their reform agendas. Our underlying premise is that, because so few public dollars are 
available to support research and development, private foundations play a disproportionately influential role in shaping 
the direction of reform and innovation in the schools. We 
will examine several of the best documented studies of major 
foundation education initiatives, including the Carnegie Foundation's role in launching the standardized testing movement 
and the Gates Foundation's high-school reform program. We 
will also examine the role of the national foundation community 
in supporting the implementation of federal reform initiatives 
such as the Investing in Innovation Fund (i3). Each week's 
three-hour class will be divided into two parts. In the first half, 
we will discuss the week's thematic topic and assigned reading. 
In the second half, we will focus on the work of a major education 
nonprofit or foundation. For some of these discussions we 
will be joined by a leader of the organization being analyzed. 
In the final weeks of the course these case discussions will be 
led by student teams.

**A-125 *State Education Policy: A Practicum***

*Paul Reville*

Fall course; four credits.

States play a central role in contemporary U.S. education policy. In the complex intergovernmental partnership that 
constitutes public education in America, states play the lead role 
in establishing local systems of schools, setting goals, creating 
assessments and accountability mechanisms for those systems, 
and 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's 
role in education, state education policy, and current issues in state policy. After this introduction, the Commonwealth of Massachusetts, one of the nation's leading school reform states, 
becomes the laboratory for the 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; however, 
they will also consider other states' approaches to matters of 
policy leadership and development. Students will participate in 
small groups for the purpose of serving as consulting teams to 
various education policymaking entities in Massachusetts. 
There will be six teams in the class. Each team will be assigned 
a particular educational policy challenge and be charged with 
researching an 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 policymakers, practitioners, and advocates. Each team will 
makc a culminating oral and written presentation to the class 
and to senior staff of the particular organization. All students 
will do some general readings on each of the policy issues to 
be examined by the teams. The team consulting projects are 
designed to give students firsthand experience with the prac 
tice of doing policy development work in the context of state leadership in education.

Permission of instructor required. Enrollment procedure will be 
posted on the course website.

**A-129 The Federal Government in the Schools***

*Thomas Hehir*

Spring course; four credits.

The course is intended to explore the current role that the federal government plays in our PreK-12 public schools, and 
how current practitioners or policymakers can manage that role in ways that improve outcomes for all children. Particular emphasis will be placed on how federal programs impact at the school level and how school site leaders can manage and use various federal programs to improve educational results for all children. For those outside the school level this course will 
provide a deeper understanding of how these programs can 
be used to support positive outcomes for students at the local 
level. We will begin with a brief examination of the history of school reform efforts in America, emphasizing the role that the federal government has played in the formation and shaping of 
how our schools function. We will explore the role the federal government has played (and not played), for better or worse, 
in the creation of vocational education, bilingual education, 
racially integrated schools, gender-equitable programs, and 
inclusive environments for students with disabilities. The course will then turn its attention to the federal government and 
policymaking. We will explore how the structure of the federal government interacts with national sentiment, history, local and 
state systems, and research to promote (and inhibit) the creation 
of policies that interact with the public schools. Subsequently, 
the bulk of the course will focus on federal policies that impact 
the work of educators in districts and schools, particularly 
the Elementary and Secondary Education Act/No Child Left Behind Act, the Perkins Act, Individuals with Disabilities 
Education Act, Temporary Assistance for Needy Families pro 
gram (welfare reform), Social Security, Medicaid, Head Start, 
the federal Children's Mental Health Services program, and 
Reading First. We will explore in detail how these policies are
shaping the way schools currently operate, how school-based practitioners can use them to improve outcomes for children, and where potential policy "gaps" exist for productive future work. Each week students will be expected to do a variety of activities designed to increase their knowledge of these federal programs and to provide them with skills necessary to manage and use these programs effectively for improving outcomes for children. Further, each week students, and class discussion, will focus on the practical application of policies as raised by the cases or decisions. Students in the course will develop an understanding of the formation of federal policy agendas, the specification of policy alternatives, and the reality of implementation "on the ground" of federal programs in the schools.

Strongly recommended for Ed.M. students in the Education Policy and Management Program.

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

A-130 *Sparking Social Change
Mark Moore and Jorrit de Jong
Fall course; four credits.
This course examines strategies and processes of contemporary social change in the United States, other developed countries, developing countries, and transnational contexts. It is aimed at students who hope to produce social change from varied social platforms, including both start-up entrepreneurial efforts and established organizations, and located in the for-profit, non-profit, and governmental sectors. It will also explore different methods for producing social change ranging from social and political mobilization, through the development of specific products and services that can be scaled up through market processes. Through an inductive examination of a large number of social change projects, students will gain a knowledge of how different processes and structures of liberal society can be used to leverage social change efforts, including changes in government policy, law reform, social research and development, philanthropy and volunteerism, market processes, and social and political mobilization. The course should be valuable to students with imagination, initiative, social ambition, and policymakers in identifying ways to close the achievement gap. On the other hand, there are real patterns to how groups in social worlds? Why does parental level of education bear a strong relationship to children's educational outcomes? These are some of the many questions about education that have been answered with cultural explanations sometimes insightfully, and other times more clumsily. Various aspects of "culture" are often used to explain variance in academic achievement, by scholars as well as educators and journalists. However, the empirical evidence for cultural explanations is thin and often difficult to assess. Cultural explanations for low achievement have sometimes been criticized as blaming children for their own low achievement, and for offering little to practitioners and policymakers in identifying ways to close the achievement gap. On the other hand, there are real patterns to how groups in society understand and encounter schooling. An understanding of the complex role of culture is essential to developing policies and practices aimed at reducing educational inequality. This course attempts to understand how and when culture can lead to ethnic and racial inequality in education, in order to facilitate social ambition and offer little to practitioners and policymakers in identifying ways to close the achievement gap. The course will start with exploration of research from bad. The course will start with exploration of empirical evidence for cultural explanations is thin and often difficult to assess. Cultural explanations for low achievement have sometimes been criticized as blaming children for their own low achievement, and for offering little to practitioners and policymakers in identifying ways to close the achievement gap. On the other hand, there are real patterns to how groups in society understand and encounter schooling. An understanding of the complex role of culture is essential to developing policies and practices aimed at reducing educational inequality. This course attempts to understand how and when culture can lead to ethnic and racial inequality in education, in order to facilitate a better understanding of how to reduce educational inequality. The course will be run as a seminar.

A-133 *Cultural Explanations for Ethnic and Racial Inequality in Education*
Instructor to be Announced
Not offered in 2013-2014.

Why do children from some ethnic and racial groups have higher average test scores than children from other ethnic and racial groups? Why do some students seem more focused on academic achievement, while others focus more on their peer social worlds? Why does parental level of education bear a strong relationship to children's educational outcomes? These are some of the many questions about education that have been answered with cultural explanations sometimes insightfully, and other times more clumsily. Various aspects of "culture" are often used to explain variance in academic achievement, by scholars as well as educators and journalists. However, the empirical evidence for cultural explanations is thin and often difficult to assess. Cultural explanations for low achievement have sometimes been criticized as blaming children for their own low achievement, and for offering little to practitioners and policymakers in identifying ways to close the achievement gap. On the other hand, there are real patterns to how groups in society understand and encounter schooling. An understanding of the complex role of culture is essential to developing policies and practices aimed at reducing educational inequality. This course attempts to understand how and when culture can lead to ethnic and racial inequality in education, in order to facilitate a better understanding of how to reduce educational inequality. The course will be run as a seminar.

A-142 *Analyzing Education Policy*
Joshua Goodman
Not offered in 2013-2014.

This course examines a variety of education policy issues in the United States and abroad, with an emphasis on rigorous empirical evaluation of such policies. After completing the course, students will have an analytical framework to critically assess the impact of education policies and to distinguish good research from bad. The course will start with exploration of
A-162 *[The Art and Science of Portraiture]
Sara Lawrence-Lightfoot
Not offered in 2013-2014.
This seminar investigates the methods, form, and purposes of social science portraiture: its relationship to other qualitative research strategies and its links to literature and art. Seminar members will respond critically to examples of portraiture in field studies, ethnographies, biographies, letters, diaries, and literature, as well as write their own portraits of individuals, institutions, relationships, processes, or concepts. Attention will be paid to systematic description, careful analysis, composition, and writing and to the aesthetics and science of creating portraits. This will be a working seminar with members acting as discussion leaders, critics, and respondents of each other's work. In addition to composing a portrait, students will be required to write short, critical analyses and give collaborative oral presentations.

A-164 *Program Evaluation
Thomas Kane
Spring course; four credits.
The key challenge when evaluating the impact of an education policy or program is to identify what would have happened if that policy or program had not been implemented. There are a number of different approaches to constructing a plausible estimate of what would have happened, using experimental or quasi-experimental techniques. In this course, we will have three goals: to gain insight into the strengths and weaknesses of different evaluation designs, including experimental and quasi-experimental techniques; to develop the skills required to be a critical reader of impact evaluations; and to develop the ability to more clearly recognize opportunities for impact evaluations in education and to implement policies in a manner that would be amenable to evaluation. During the course, we will read and critique a number of impact evaluations, replicate the results of several evaluations, and design evaluations of educational programs. The course will focus on quantitative impact evaluations, as opposed to qualitative or process evaluations.
Permission of instructor required. Enrollment is limited to 40. Prerequisite: Successful completion of S-030 or S-040, or prior equivalent training in multiple regression. Enrollment procedure will be posted on the course website.
Monday, 4:00 - 7:00 p.m. Optional section to be arranged.

A-201 [Education Reform in America]
Roland Fryer
Not offered in 2013-2014.
This course introduces students to the methods and the research frontier in the economics of education. The first quarter of the course will cover common statistical methods in applied microeconomics, including instrumental variable models, regression discontinuities, difference-in-differences, and randomized inference. With these tools in hand, the course will critically survey the economics of education literature, placing particular emphasis on policies and practices designed to raise achievement among vulnerable populations. Topics will include achievement gaps, the role of incentives, the rise of charter schools, school turnaround efforts, and education's role in determining economic outcomes.

A-205 Microeconomics: A Policy Tool for Educators
Felipe Barrera-Osorio
Fall course; four credits.
The primary goal of this course is to teach students how to use microeconomics in analyzing a wide range of educational policy issues. The course emphasizes applications drawn from developing countries. Examples relate to 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 important data on the web relevant to the economics of education, such as the relationship between educational attainment and earned income; and (3) helping students to become skilled at writing brief policy memos.
No prerequisites; course does not use mathematics beyond high-school algebra and geometry. Students should not take this course if they have taken an intermediate-level microeconomics course. Enrollment procedure will be posted on the course website.
Monday and Wednesday, 10:00 a.m. – Noon.

A-210D *Schools and the Law: Selected Topics
(formerly titled Schools and the Law)
Rhoda Schneider
Spring module; two credits.
This seven-week module introduces some of the most significant legal issues that arise in public elementary and secondary schools and their implications for school leaders. We will explore evolving legal standards on a variety of issues, including school safety, discipline, and student well-being; free speech; services for students with disabilities and English language learners; and harassment and bullying; and examine educational, political, ethical, and financial questions that legal issues often generate. We will draw on real cases and legal/policy dilemmas that practitioners now face; and focusing on preventive law—providing legal issues that arise in public elementary and secondary schools and their implications for school leaders. We will explore evolving legal standards on a variety of issues, including school safety, discipline, and student well-being; free speech; services for students with disabilities and English language learners; and harassment and bullying; and examine educational, political, ethical, and financial questions that legal issues often generate. We will draw on real cases and legal/policy dilemmas that practitioners now face; and focusing on preventive law—providing
Permission of instructor required. Ed.M. students in the School Leadership Program given preference. Required for students in the School Leadership Program's Principal Licensure strand. Enrollment procedure will be posted on the course website.
Monday and Wednesday, 10:00 a.m. – Noon.
A-222 Higher Education and the Law
Robert Iuliano

Fall course; four credits.

Thirty years ago, few institutions of higher education had in-house legal staff. Now, all but the smallest schools do. What has changed? This survey course introduces some of the most pressing legal issues that confront colleges and universities today and acquaints students with how institutions handle them. We will address a variety of topics, including noteworthy legal developments that might arise during the semester, but will focus on issues such as academic freedom and tenure; the authority of schools to discipline students for academic and behavioral misconduct; student privacy and well-being; affirmative action and other attempts to create a diverse student body; sexual harassment; sponsored research; and intellectual property issues in higher education. One of the goals for the course is to consider policy questions that are associated with institutional responses to these legal issues.

Thursday, 6:00 - 8:00 p.m.

A-304 *Strategic Management for School System Excellence
Andy Moffit

Spring course; four credits.

This course explores a comprehensive and strategic approach to school system-level management. We will examine key individual system strategies on their own—ranging from setting system performance goals; to establishing its standards and accountability systems; to managing a portfolio of schools; to managing its educators, parents, and students; to organizing the central office and infrastructure and designing a finance system—and explore the need for their integration to form an aligned and coherent system effort. This strategic management approach can be applied universally, regardless of the geography, context, governance structure, or performance level of a particular school system. This course will not focus on the practical realities faced by school system leaders in managing their stakeholders, budgets, and operations and/or driving change on a daily basis. In fact, given their focus on such tactical issues, too few system leaders are able to seize this type of opportunity to conduct a system-level strategic examination of an entire school system (and its strategies comprising the overall system effort), and develop a coherent system-level strategy. This course will provide students with specific opportunities to 1) understand a comprehensive approach to school system strategies; (2) develop an ability to diagnose strengths and weaknesses of system strategies; and (3) explore, and use examples from, both global and domestic school systems.

Permission of instructor required. This course is appropriate for a wide range of students at HGSE who have an interest in system-level management and leadership practices, and an eagerness for a learning experience grounded in a practical reality of system leaders. Enrollment procedure will be posted on the course website.

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

A-305 *Deeper Learning for All: Designing a Twenty-First Century School System
Jal Mehta

Fall course; four credits.

(New course.) From the classroom to the statehouse, education discussions today are rife with the idea that all students should graduate from high school “college and career ready,” able to do the kind of advanced critical thinking that is so necessary for participation in modern life. But these expectations are placed on a school system that is not remotely equipped to realize them. American schooling assumed its modern form at the beginning of the 20th century and still bears the heavy imprint of its industrial era origins as a command and control bureaucracy. This course will examine what it would mean to rethink those assumptions and design anew a 21st century system that would support deeper and more engaging instruction for all students. We will move across levels, ranging from in-depth exploration of the nature of good teaching and learning at the classroom and school level, up through what district, state, and federal policies would support such a transformation, as well as how other countries have organized their systems to aim for high-quality schooling for all students. Readings will span these subjects, drawing on literatures that explore the history of schooling, how people learn, how other nations organize their school systems, American educational policy, organizational theory, and writings on the future of schooling. The latter part of the course will draw on design principles to ask students to redesign an aspect of schooling in a forward looking way; these ideas will be presented in a culminating exhibition to a diverse group of educational stakeholders. Students will also visit pedagogically diverse schools and learn concrete skills around evaluating instruction, as well as how to utilize the design process.

Permission of instructor required. Enrollment is limited to 40. Students interested in the course will be asked to fill out an application form during the shopping session.

Wednesday, 1:00 - 4:00 p.m. Required one-hour weekly section meetings to be arranged.

A-309 Instructional Coaching: Practice, Policy and Reform
MAK Mitchell

Fall course; four credits.

(New course.) A variety of teacher coaching models have emerged in the past decade, often instigated by ambitious policy and practice reforms. As more politicians call for reforms that will raise student achievement, many school district leaders are turning to coaching as a way to improve both teacher quality and student learning. For these school leaders, coaching is the necessary instructional response to state and district accountability policies. For others, it is the best way to create authentic instructional change within a school. These different views on the purposes of coaching are grounded in the inherent tension between the high accountability stakes and low instructional capacity support that we find in our current policies. The research on the effectiveness of coaching lags its steady adoption by school practitioners. Recent studies of peer, mentor and team have identified a variety of conditions and attributes that make a positive difference in coaching results, but systemic conclusions are still preliminary. The course is...
organized as an inductive collaborative study with students responding to the lack of common professional knowledge base about instructional coaching. Students will conduct a class synthesis of instructional coaching, tapping their prior knowledge, and analyzing class field observations, interviews, relevant research and policy levers. The course will culminate in student recommendations for improving coaching practice, research and future policies as a contribution to the emerging coaching knowledge base. This course is for all educational leaders interested in strengthening coaching with informed practice, research and policy and focused on improving teaching and learning.

This course is designed for teachers, administrators, and thought leaders interested in influencing coaching policy and practice at all levels of the educational system. Two days of fieldwork are required.

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

A-310D  *School Leadership Pre-Practicum
Lee Teitel

Summer 2013 course; noncredit course.

This noncredit module serves as a pre-orientation to the School Leadership Program (SLP) and to the half-time practicum that accompanies it. It provides students an opportunity to begin the learning networks that will be used throughout the year in SLP’s core course, A-328. Students will engage with the “big ideas” that undergird the SLP—about what schools that meet the needs of all students look like and what school leaders do to create, support, and sustain these schools. Students will begin to assess and build their own leadership and communication skills as they prepare for their year at Harvard and plan how to maximize their learning in the practicum.

Enrollment is limited to, and required for, newly admitted Ed.M. students in the School Leadership Program. The module will begin with seven days at HGSE followed by eight days full-time at the practicum sites, where students will meet with their site principals to clarify practicum expectations and engage in joint planning.

On campus Monday, August 5 - Tuesday, August 13, 8:00 a.m. - 4:00 p.m. At practica sites August 14 - 23, 2013.

A-310E  *[Leadership for Instructional Improvement]
Instructor to be Announced

Not offered in 2013-2014.

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 provides 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 Public 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.

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 complete a final project that allows them to apply their learning to a real-world context in which they address the adaptive and technical challenges involved in using data wisely.

Must be taken satisfactory/no credit.

Dates and times to be announced.

A-312  *Systemic Reform in Urban School Districts and Schools
Andres Alonso

Spring course; four credits.

The recent past has seen extraordinary federal and state efforts to bring about system reforms in American public education systems. The results have been the introduction of new forms of competition, changes in state laws that have reshaped evaluation for teachers and administrators, the emergence of national Common Core standards and assessments, and unprecedented political dissension about the best ways to bring about improvement in public education, as reflected in the delay in the reauthorization of the Elementary and Secondary Education Act. What seemed an attempted massive restructuring of the public education system is under retreat as the complexities of bringing about improvement in resilient bureaucracies and political and cultural systems reassert themselves against structural reforms. This course examines innovation efforts in districts and charter management organizations over the past decade in their
political and cultural context, as well as insights from private sector improvement efforts, to explore the opportunities and constraints shaping system reform efforts in American education over the past decade. The course will reflect the perspective of a district leader who helped lead the reform efforts in New York City and Baltimore over the past ten years, as well as those of other leaders and critics of the reform movement who will discuss their aims, opportunities, challenges and lessons learned in response to the cases. Students will explore the theories of action and strategies in the cases, probe deeply into the role and dilemmas of reform leaders in the new district contexts, and build their skills through hands-on projects and feedback on their writing and presentation.

Permission of instructor required. Application procedure will be posted on course website.

Monday and Wednesday, 8:30 - 10:00 a.m.

A-315 *Market-Based Reforms in American Education
Martin West

Not offered in 2013-2014.

The past two decades have seen dramatic growth in the use of school choice and other market-based reform strategies in American K-12 education. More than 1.5 million students now attend one of the more than 4,500 charter schools nationwide. While voucher initiatives remain limited to targeted populations in a handful of states and cities, over 100,000 students attend private schools with government support through tuition tax credit programs. Many large urban districts now offer parents some measure of choice among public schools, and No Child Left Behind requires that students attending schools in improvement status be provided with public school choice and the opportunity to receive privately provided supplemental instruction. This seminar course examines the theoretical rationale for market-based education reforms and empirical evidence on their consequences for students. Topics considered in depth will include public school choice, charter schools, vouchers, and homeschooling. We will pay special attention to the design and operation of education markets, the politics of market-based school reform, and methods for evaluating school choice initiatives.

A-320 *Building a Democratic School
Linda Nathan

Spring course; four credits.

Boston’s pilot school initiative, begun in 1994, is in the forefront of a national movement to create small, innovative learning communities as alternatives to traditional ways of organizing public education systems. This course, taught by the founding headmaster of one of Boston’s most successful pilot schools (the Boston Arts Academy), examines a wide range of issues related to the philosophy, planning, governance, and sustenance of nontraditional public schools, including charter schools. The course is intended for students with significant experience as teachers or administrators and for those who wish to become school leaders or program or policy designers. Students will be expected to reflect on their own experience as material for analysis in written assignments and class discussions.

Permission of instructor required. Enrollment procedure will be posted on the course website.

Thursday, 5:00 - 8:00 p.m.

A-322 *School Systems
David Cohen

Spring course; four credits.

(New course.) Recent reforms seek fundamental change in U.S. schools (standards-based reform, Comprehensive School Reform Designs, charter school networks, and achievement districts). These all aim at system-building, whether organizing systems anew (charter networks) or reorganizing those that exist (standards-based reform). They represent a novel conception of what schools should do—i.e., dramatically improve student achievement by tightly coupling teaching, learning, and management—and do so by system-building. These are not the first to offer alternatives to conventional public schools. There are religiously defined school systems, and culturally and educationally defined school systems (Montessori and Steiner). There are sub-systems in public schools (AP and IB), and New Visions in NYC. We will study these systems qua systems. There has been little scrutiny of the nature of these systems or how they work, and we will probe a fundamental matter: To what structures, functions, and attributes does “system” refer in schooling and school reform? “System” is everywhere in schooling, school reform, and debate about these matters, but there is little agreement about what this ubiquitous thing is, and how it works. The course will address four questions: (1) How do systems define and organize instruction? (2) How do those definitions and organizations affect teachers’ and students’ work? (3) How do systems create and sustain know-how for instruction and its management? and (4) Are differences in systems related to democratic control, access, or participation? The course aims to illuminate school systems’ structure and operation, not to teach system management.

Permission of instructor required. Intended for Ed.D. and Ed.L.D. students, but interested master’s students may apply. Enrollment procedure will be posted on course iSite. Course will be taught simultaneously by faculty members at the education schools of University of Michigan and Northwestern University, and class sessions across the universities will frequently be linked synchronously.

Days and times to be announced.

A-326A *School Reform: Policy, Practice, and Leadership
(formerly titled School Reform: Curricular and Instructional Leadership)
Katherine Merseth

Fall course; four credits.

This course explores school reform policy and practice from the perspective of the classroom, school, and district. It examines topics related to leadership and pedagogy, including a deep investigation into the purpose(s) of education. The course focuses on leading and enacting school reforms, with a keen eye on practice within school districts, buildings, and classrooms and an emphasis on how policies play out in the real world. Those with an interest in teaching or work in education—current and aspiring teachers, principals, curriculum coordinators, superintendents, parents, and others with passion for school reform and educational leadership—will benefit from this course. The course primarily uses cases and case discussions as a pedagogical approach and is extremely interactive. It also
This course explores the role of charter schools in the U.S. education landscape and examines what is known about their impact—both the promising and the disconcerting—on public education. The course begins with an overview of the central elements of the charter movement's history from both policy and practice perspectives. Following this, the focus shifts to more complex questions surrounding charter schools, including issues of equity and access in American schooling and the role and responsibility of charter schools as public schools, with special attention to issues of instruction, governance, finance, special education, leadership, community needs, and accountability. The course encourages all points of view about charters and promises active, engaging interactions with substantive presentations and informative sessions from occasional speakers, including union opponents, charter entrepreneurs, and national leaders. Case discussions and in-class activities are frequent. The course specifically offers students experience in the design of their own future charter school or in developing the knowledge, through original research, to become a thoughtful researcher/policy analyst on the topic. Whether participants want to start a charter school; develop policy about school reform at the local, state, or federal level; or learn about the movement, the course will contribute significantly to their knowledge about important issues related to K-12 schooling and what it will take to enable all schools, whether charter or traditional, to successfully educate all students.

Especially relevant to Ed.M. students in the School Leadership, Teacher Education, Learning and Teaching, and Education Policy and Management Programs. Also relevant to students at Harvard Business School, the Harvard Kennedy School, and Harvard College. Cross-registration is encouraged and welcomed.

Monday, 4:00 - 7:00 p.m. Required one-hour monthly section meetings during class time.

A-328 *Proseminar: School Leadership
Lee Teitel

Yearlong course; eight credits.

This course has three major goals. One is to address the leadership skills students need to understand schools as organizations and to mobilize effective improvements in them—how to enter and assess the challenges, needs, and opportunities in a particular school, and how to develop and practice leadership moves and interventions that advance the work of instructional and organizational improvement. At the same time, the course focuses on how students develop and practice a set of personal leadership skills—finding their voices as writers and speakers, developing agency as powerful organizational contributors, working effectively across differences, and developing communities of learners. Students will understand how their sense of purpose, their mental models and operating principles, and their skills and courage in working with other adults shape their effectiveness as leaders. The third major goal of the course is integrative—drawing on and synthesizing experiences within the cohort, in the practicum, and in required and elective coursework—to help students develop and build their responses to the three overarching questions for the School Leadership Program: (1) What does a great school—one that provides high-quality teaching and learning for all students—look like? (2) What do leaders do to make great schools? (3) How do you develop and assess your own readiness to lead a great school?

Permission of instructor required. Required for Ed.M. students in the School Leadership Program. Enrollment procedure will be posted on course website.

Friday, 9:00 a.m. - Noon, and 1:00 - 4:00 p.m.
A-350 *[Urban School Reform: Challenges, Policies, and Implementation]
*Instructor to be Announced*

Not offered in 2013-2014.

This course examines the challenges and implementation of systemic school reform in the context of America’s cities. Sweeping reforms designed by federal, state, and municipal policymakers are now being implemented in cities across the country. While policies and strategies vary widely, the goals of urban reforms are generally similar and focus on improved learning for all students. Urban school systems face enormous and persistent challenges that shape the conception and execution of policies and implementation strategies. Through the extensive use of case studies and field research on selected U.S. cities, this course explores the major reform strategies and the theories, policies, practices, controversies, and politics surrounding them. We will consider how policy and implementation is shaped by local context. Cases, lectures, readings, exercises, discussion, and group investigations of particular cities will draw attention to issues such as governance, leadership, improving teaching, issues of race and class, high-school reform, labor-management collaboration, and the use of financial resources. Student groups will become experts on particular cities and make periodic reports on the progress of reform strategies in those cities. Finally, this course focuses on the “local,” rather than state or federal, dimension of our intergovernmental system of public education.

A-362 Institutional Change in School Organizations, Systems, and Sectors
*Ebony Bridwell-Mitchell*

Spring course; four credits.

(New course.) Schools are highly institutionalized organizations, which means their operations and outcomes are determined by deeply ingrained, value-laden assumptions and are constrained by a variety of external forces. Highly institutionalized organizations tend towards maintenance rather than change. This course aims to help students analyze the assumptions and external forces that result in institutional maintenance. This course also aims to help students understand how agents can intervene in school contexts to enact institutional change. Through a discussion-driven, seminar-style format, we will rely on classic and cutting-edge research to answer questions such as: Why do conventional school structures persist despite limited evidence of their effectiveness? Why do so many education reforms come and go and come again? and How can deeply ingrained beliefs and practices in schools be transformed by school stakeholders? By the end of the course, students will be equipped with the conceptual knowledge and analytical skills to better understand, evaluate, and encourage institutional change in school organizations, systems, and sectors.

Wednesday, 10:00 a.m. - 1:00 p.m.

A-412 The History of American Higher Education
*Julie Reuben*

Fall course; four credits.

This course examines the development of American higher education from the colonial period to the present. It aims to help students understand the origins of contemporary practices and problems in higher education. The class will explore five major topics: (1) changes in the purpose of higher education; (2) the development of diverse types of institutions; (3) the growth and limitation of access to higher education; (4) the relation of higher education to the larger society; and (5) student culture and experiences.

*Required for Ed.M. students in the Higher Education Program.*

Tuesday and Thursday, 8:30 - 10:00 a.m. Five required section meetings during class time.

A-418 The History of Education in the United States
*Julie Reuben*

Fall course; four credits.

Contemporary education has deep roots in the past; roots that shape the purposes, practices, and organization of our educational system and determine, in part, the possibilities for educational reform. This course seeks to understand those roots. It examines the history of primary and secondary schooling from the colonial period to the present. It explores both periods of significant transformation and the forces that have produced continuity over time. It considers the interaction between educational practices and the larger cultural, social, economic, and political context. Themes include struggles over local versus centralized control of schools, the professionalization of teaching and the development of educational bureaucracies, changes in pedagogy and curriculum, public and private purposes of education, expansion of access to schooling, and debates over the incorporation of diverse groups of students.

*Jointly offered at the Faculty of Arts and Sciences (FAS) as History 2450.*

Tuesday, 1:00 - 4:00 p.m.

A-452 [The Politics of Knowledge in Universities and the State]
*Julie Reuben*

Not offered in 2013-2014.

This research seminar explores the intersection of knowledge production and political thought and practice, focusing on key institutional sites in higher education and government. How has the authority, and possibly the content, of knowledge been shaped by these political contexts? How have intellectuals engaged with the state, and what have been the consequences for public policy and the production of knowledge? How have the institutional politics of universities intersected with the politics of the state? Students in this course will complete an original research project on a topic of their choice related to the theme of the course. This is a yearlong course and is taught in conjunction with the Charles Warren Center for Studies in American History annual workshop.
A-604 Partnering: Leadership Skills for a Networked World
Lee Teitel

Spring course; four credits.

We live in a world where, in many sectors, the challenges we face are too complex for most organizations to address by themselves. Even the most powerful, passionate leader of an educational or nonprofit organization is inadequate to achieving her goals without working effectively with others outside the boundaries of her organization. At the same time, the pressure has never been higher on organizations to learn—to adapt to the new demands and opportunities in their environment—and to figure out how to take advantage of the opportunities and challenges of an increasingly networked world, where information flows faster, access to people as individuals and at all levels of an organization is dramatically different, and many aspects of the world we live in are “flatter.” A-604 focuses on how to lead in this environment. Through guest speakers, readings, case study, and fieldwork, students will learn how innovative leaders are boldly finding, developing, and sustaining relationships with partner organizations and networks that allow them to reach their own purposes and simultaneously help them and their partners engage in deep, transformative learning. The course is a demanding graduate seminar. Students will take a great deal of responsibility for synthesizing practice and recent theory in this fast-moving field and applying it to real-world challenges in a class project. In addition, working as individuals or in small teams, students will develop a leadership plan to help an organization in a sector of their own choosing survive and thrive in this networked world.

Thursday, 5:00 - 8:00 p.m.

A-607 Organizational Leadership and Management in K-12 Schools and Systems
Ebony Bridwell-Mitchell

Spring course; four credits.

(New course.) What does it take to run an effective school? What motivates teachers, makes them committed to their work, and helps them be successful in teams? Which organizational structures are most effective for accomplishing performance goals? How do you build a strong school culture and navigate power dynamics in informal networks? How do you manage external pressures and build effective partnerships? This course is designed to help future school, system, and sector level leaders answer such questions. Through interactive lectures, group activities, and case discussion, this course introduces students to major organization and management principles, which influence school operations and outcomes. By the end of the course, students will have gained the core content knowledge and analytical skills to better understand how school organizations work, and how school improvement policies can be better implemented in organizational contexts.

Thursday, 1:00 - 4:00 p.m.

A-608 *Leadership, Entrepreneurship, and Learning
Monica Higgins

Fall course; four credits.

This course focuses on how leaders of organizations, both large and small, public and private, translate good ideas into action. These ideas may be entrepreneurial in nature and entail starting new ventures, or they may be intrapreneurial in nature and entail implementing new initiatives within existing organizational structures. We will focus on how leaders can shape and influence complex decision processes regarding innovative and entrepreneurial ideas most effectively. We will examine both those decisions that were flawed and those that were successful in order to derive lessons about leadership and learning in dynamic, complex, and highly uncertain organizational environments, including the education sector, among others. The course will be largely case-based. Students will be expected to come to class prepared and ready to discuss the case and, if called upon, to role-play their recommendations and take a stand as well.

Permission of instructor required. Enrollment is limited to 90. Required for first-year Ed.L.D. students. For remaining spaces, admission is by lottery, with preference given to HGSE students. A small number of spaces may be available to cross-registrants. Enrollment procedure will be posted on the course website.

Tuesday and Thursday, 10:00 - 11:30 a.m.

A-612 *Organizing: People, Power, Change
Marshall Ganz

Spring course; four credits.

“In democratic countries, knowledge of how to combine is the mother of all other forms of knowledge; on its progress depends that of all the others,” de Tocqueville observed. Fulfilling the democratic promise of equity, accountability, and inclusion requires the participation of an “organized” citizenry that can articulate and assert its shared interests effectively. Organizing can make a difference in our capacity to face major public challenges by enabling muted voices to be heard, values to be translated into action, and political will to be mobilized. We understand leadership in organizing as accepting responsibility to enable others to achieve shared purpose in the face of uncertainty. Organizers ask three questions: who are my people, what is their challenge, and how can they turn resources they have into the power they need to meet that challenge. In this course, students will accept responsibility for organizing a “constituency” to achieve an outcome by the end of the semester. As reflective practitioners of leadership of their campaign, students will learn how to build relationships committed to a common purpose; turn value into motivated action through narrative; strategize to turn resources into the power to achieve outcomes; take effective action; and structure leadership collaboratively.

Permission of instructor required. Enrollment is limited to 30. Jointly offered at the Harvard Kennedy School (HKS) as MLD-377. Enrollment procedure will be posted on the course website.

Tuesday and Thursday, 1:10 - 2:30 p.m.
A-613 Social Relationships and Networks in School Organizations
(formerly titled Networked for Change: The Impact of Social Relationships in School Organizations)

Ebony Bridwell-Mitchell
Fall course; four credits.

Schools, like all organizations, are social systems. This means successful school outcomes cannot be achieved by simply having the right policies, programs, and routines. Social relationships also matter for school outcomes. This course uses the conceptual, analytical, and technical tools of social network analysis to help students think more systematically about how social relationships in schools matter. By the end of the course students will be able to answer questions such as: “how does the strength of teachers’ relationships to one another affect their instructional practice”; “why do different kinds of social relationships evolve in different contexts”; “how do the features of a school’s social network affect policy implementation, advice seeking, and social capital”; and “how can the dynamics of social relationships and networks be leveraged to better design and evaluate reform policies”? As part of the course, students will be introduced to the social network software UCINET and will apply their knowledge to identify ways to improve schools at the building, system, or sector level.

Monday, 9:00 a.m. – Noon.

A-702 *Proseminar in Higher Education
Judith McLaughlin
Fall course; four credits.

The proseminar is designed to examine the core values, structures, processes, language, and personnel of American higher education; to enhance students’ understanding of critical issues facing colleges and universities and their repertoire of strategies and management skills for tackling those issues; and to stimulate students’ reflection about possible career options and professional networks.

Permission of instructor required. Enrollment is limited to, and required for, Ed.M. students in the Higher Education Program.

Wednesday, 9:00 a.m. – Noon.

A-704 Colleges as Organizations
James Honan
Spring course; four credits.

This course addresses—primarily through case studies—specific policies and practices that shape the nature of colleges and universities as organizations and as places to work.

Wednesday, 9:00 a.m. – Noon.

A-707 [Diversity and Excellence in Higher Education in Comparative Perspective]
Natasha Warikoo
Not offered in 2013-2014.

What is the relationship between diversity and excellence in higher education? In this course, we will analyze diversity and excellence in higher education in the United States and abroad. We will discuss the expansion of access to higher education, which has diversified the student body at institutions ranging from community colleges to the most elite private universities. We will also discuss concerns over excellence in higher education, and how excellence can be pursued alongside diversity in higher education in the United States and beyond. The purpose of the international comparative perspective is twofold. First, for those interested in U.S. higher education, looking abroad to other national education systems offers insight into how the U.S. context shapes its higher education system, and provides alternative models for balancing diversity and excellence. For example, we will address the ways that Brazil, Britain, and South Africa have attempted to address the underrepresentation of disadvantaged groups in society in higher education. Second, for those interested in higher education outside the United States, the comparative perspective will provide alternative frameworks for addressing concerns and implementing changes related to diversity and excellence. This perspective will be of particular value to students studying countries where expanded access to higher education is a central concern, such as India and China. Students in the course will grapple with real-life case scenarios of addressing diversity-related concerns on campus, and all students will complete an in-depth study of diversity and excellence in a non-U.S. higher education context. This course will be run as a seminar.

A-709 The Economics of Colleges and Universities
Instructor to be Announced

Spring course; four credits.

Higher education is a vital part of American society. For families, it holds the promise of public and private benefits that are both monetary and nonmonetary. As such, the government invests billions of dollars a year in college financial aid programs, subsidies, and tax breaks. Together with the contributions of families, institutions, and foundations, higher education is one of the most prominent industries in the world. At the center of this massive industry in the United States are over 6,000 colleges and universities. They exhibit a wide array of missions and structures, from large, national research universities to small, localized community colleges. This course examines the critical trends and funding issues facing these institutions. We will explore how price, cost, and value shape what is provided and who goes to college. Topics include college revenue sources and expenditures, the many roles of financial aid, the controversies behind admission policies, the impact of ranking systems and growing competition, and the debate about accountability. By focusing on these issues from the perspective of colleges and universities, we will examine the supply side of higher education.

Enrollment is limited to HGSE students unless permission by instructor. No prerequisites; past exposure to economics not necessary. Required for Ed.M. students in the Higher Education Program.

Days and times to be announced.
A-710B Mission and Money: Institutional Advancement in Higher Education
Joseph Zolner

Fall module; two credits.

This module provides a conceptual and practical overview of the institutional advancement function within colleges and universities, with particular emphasis on the role of institutional advancement in shaping and implementing comprehensive campus strategy. All three central components of a robust advancement operation (fundraising, alumni relations, and communications) will be considered. Through use of case studies, a segment of the course will examine institutional advancement “in action,” highlighting how, at their best, resource development activities should complement and reinforce larger campus strategic priorities and objectives. Issues to be considered include: How is the institutional advancement function best designed and managed? To what degree (and under what circumstances) might “mission” trump “market” when crafting institutional strategy, or vice versa? What ethical considerations should guide the professional practice of institutional advancement administrators? In-class student debates focusing on two current controversies in institutional advancement will also be conducted. The module, one of many courses recommended for Ed.M. students in the Higher Education Program, draws exclusively on examples and practices from the higher education sector. However, those with broader interests in nonprofit resource development should find course concepts of professional relevance and practical value.

Class meets Tuesday, September 3, 9:00 a.m. - Noon, and Monday, September 9 - Monday, October 7, 2013; 9:00 a.m. - Noon.

A-710D Principles and Policy Issues of College Admissions
Lee Coffin

Fall module; two credits.

This seminar has three main goals: (1) to provide an overview of the admission and financial aid policies at selective American colleges and universities; (2) to examine the issues that confront those charged with shaping such policies; and (3) to examine how institutions respond to new competitive challenges and changing institutional priorities.

September 10 - October 22, 213; Tuesday, 3:00 - 6:00 p.m.

A-710J Using Data to Support Decision-Making and Improvement in Higher Education
Matthew Miller

Spring module; two credits.

This module offers a hands-on introduction to the strategic use of data across a range of higher-education contexts and administrative 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 descriptive analysis of data and communication of results from surveys, campus information systems, and other sources. Our work in the course assumes that evidence-based improvement efforts within higher-education institutions are complex social, political, and symbolic processes. In these processes, technical skills are only part of what is required to support institutional improvement; leaders and analysts must also build a culture of deliberation using evidence. 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 is limited to 25; Ed.M. students in the Higher Education Program given preference. Prior coursework in statistics not required. Enrollment procedure will be posted on course website.

January 28 - March 4, 2014; Tuesday, 4:00 - 7:00 p.m. An optional statistics workshop will be held on Friday, January 31. Optional weekly lab, Friday, 2:00 - 5:00 p.m.

A-710M Internationalizing Higher Education: Possibilities, Perils, and Promises
Eduardo Contreras

Spring module; two credits.

(New module.) In today's increasingly interconnected world, higher education plays a vital role in the production and global transmission of knowledge and skills. Although the exchange of ideas, people, and capital is becoming easier because of technology, there are still many challenges for individuals and institutions when it comes to preparing campuses to meet the demands of globalization. In this context, the notion of internationalizing colleges and universities is of critical importance to educators, policy makers and leaders today. In this course, students will approach these broad issues through the lens of the following question, “What should successful internationalization look like?” By considering this question from a variety of perspectives, students will be better prepared to make informed decisions about internationalization as leaders in today's globalized world. There are three units in this module. The first will establish a theoretical foundation for engaging in this question. Students will read about globalization and internationalization in the broadest sense and will be able to distinguish these two concepts by the end of the section. Students will also analyze how the exchange of people, the transmission of ideas, and the interaction between cultures is presently shaping the context of higher education. In the second unit of the course students will learn about, and discuss, contemporary issues in internationalization as they pertain to the broad categories of ideas, people and places. In the final unit, students will consider ways to implement strategic planning and thoughtful decision-making for future internationalization projects in real-world settings.

The module has no formal prerequisites and has been designed to meet the needs of students with a wide range of international experience and administrative expertise in higher education. Although this course focuses on internationalization as it applies to higher education in the United States, any student interested in international campuses around the world, at any level of schooling, is encouraged to enroll.

January 29 - March 5, 2014; Wednesday, 4:00 - 7:00 p.m.
A-770 Reflecting on Leadership, Management, and Governance
Judith McLaughlin

Spring course; four credits.

This seminar focuses on the complementary tasks facing senior executives in higher education: leadership, management, and governance. Through an examination of leadership transitions, initiatives, and issues, students will develop a greater appreciation of the complexity of academic institutions and the range of knowledge, skills, and expertise needed by effective leaders. The course will employ a varied pedagogy, including a computer simulation, analyses of videotapes, case studies, guest speakers, and student presentations. Although the main focus of course readings is higher education, students with an interest in leadership in schools and nonprofit organizations will find many of the concepts and conversations transferable to those settings.

Friday, 9:00 a.m. – Noon.

A-780 Doctoral Research and Innovation
Practicum in Higher Education
Richard Light

Fall course; four credits.

This seminar is designed for a small group of doctoral students who share a focus on strengthening American higher education. It offers the opportunity to read, discuss, and even design early versions of cutting-edge innovations and new policies for colleges and universities. A group of campus leaders awaits what we will produce. First, we will closely and critically read six recent books together as a group, including three just published in the past few months, with full student participation. Second, students will each have the opportunity to share their early thoughts, even preliminary ideas, about research they might wish to do for their future professional work. In past years these discussions have led students to produce prominent papers as a result. Each student receives constructive feedback from their colleagues. Third, we will collegially as a small group develop four actual, specific research projects. The first project will explore how to engage six diverse campuses in an effort to see how to best “reinvent” liberal arts and sciences. Presidents of three large public and three private universities await our results. For the second project, we will design a study leading to recommendations for how to help first-generation college students to succeed on elite and near-elite campuses. Many second- and third-tier campuses trumpet with pride the achievements of first-generation students as they well should, but elite campuses rarely even mention these students even though thousands at- tend such campuses. We will design and begin to implement an actual project that will offer recommendations to presidents and deans of roughly 40 selective campuses. The third project will examine a new freshman discussion program at Harvard College, which other campuses have expressed interest in adopting. We will see how we can improve it, build on it, and figure out how to enhance its effectiveness for a far broader variety of campuses. For the fourth project, we will read the rapidly growing literature on massive open online courses (MOOCs) and explore how MOOCs can transform higher education in the near future.

*This seminar is especially targeted to doctoral students early in their careers with a clear focus on higher education.*

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

A-801 *Education Policy Analysis and Research in Comparative Perspective
Fernando Reimers

Fall course; four credits.

How can policy leaders, international consultants, and social entrepreneurs help improve educational opportunity around the world? How can we help poor and marginalized children get a decent education, and how will that matter to their future life prospects and to the development of the societies in which they live? This course examines key contemporary educational global challenges and debates, focusing on options to effect systemic change in public education systems. We will discuss current global efforts to provide quality education and increase its relevancy. We will examine the role of international agencies and governments in advancing policy reform, and study various approaches to generating and analyzing policy alternatives. The course may be of interest to students interested in global and international education and in comparative education.

Permission of instructor required. Enrollment procedure will be posted on the course website.

Friday, 8:30 - 11:30 a.m. Required weekly section meetings, Monday, 2:00 - 4:00 p.m.

A-802 *Intensive Preparation for the Study of International Education
Fernando Reimers

Summer 2013 course; noncredit course.

This summer preview course to education policy analysis and comparative and international education reviews some of the main issues affecting the opportunity to access and learn in schools in several national contexts. An intensive academic program, this course is designed to prepare participants to develop and evaluate policy papers. Over the first two weeks, participants will learn how to write and interpret policy papers and memos, offering them a preview of a central part of the International Education Policy Program with which many admits are not familiar. During the third week, participants will work closely with their peers and program instructors on final projects in the mornings, leaving opportunity for their participation in the pre-orientation program.

Permission of instructor required. Enrollment is limited to Ed.M. students in the International Education Policy Program. Students’ Harvard transcripts will indicate participation in the summer program.

August 12 - 23, 2013; Monday - Friday, 9:00 a.m. - 5:00 p.m.

A-804 Monitoring and Evaluation for Improving Education Systems
Haiyan Hua

Spring course; four credits.

This course is for students interested in learning about the design, development, application, and impact of a monitoring and evaluation (M&E) system in international education development and improving education systems. The main objectives of the course are for students (1) to gain the essential knowledge and skill set to develop and critically review an M&E system in the education sector or an education program; (2) to be exposed to a larger policy development framework within which policy planning and research, monitoring and evaluation,
and the information production system are all critical to the education sector, and how the framework is applied in other systems worldwide; (3) to be able to develop educational indicators and understand the “nuts and bolts” of data collection and the data production process for the indicators; (4) to learn practical ways to successfully have the data and information be used by policymakers; (5) to learn the basic elements of a monitoring system and a program evaluation, including an impact evaluation in the education sector; and (6) to see how some M&E technical assistance projects have been carried out in several developing countries. Students will write an M&E system development plan or a program evaluation at the end of the course.

Wednesday, 1:00 - 4:00 p.m.

A-810K [Evidence-Based Decision-Making in Practice: Case Studies from International Education]
Instructor to be Announced
Not offered in 2013-2014.

This module is offered in conjunction with Room to Read, an international nongovernmental organization (NGO) working to promote literacy and girls’ education. The course aims to explore how organizations such as Room to Read do can should use evidence in their programming. It will examine how to make program design decisions based on the best available evidence and how to make evidence integral to decision-making processes in an organization. The course will differ from the most common model of classroom course delivery and be part of an exciting experiment in distance learning: students in the course will be working with research and evaluation professionals in NGOs and policy organizations around the world to apply concepts of the course to real-world problems. The course is also different in that it aims to have impact on the field in addition to promoting learning among students.

A-810M Adolescence in the Global Context: Salient Issues and Intervention Strategies
Nikhit D’Sa
Spring module; two credits.
(19)

A-810M Adolescence in the Global Context: Salient Issues and Intervention Strategies
Nikhit D’Sa
Spring module; two credits.
(19) Of the 1.5 billion adolescents, nine out of ten live in the developing world. With the preliminary success of interventions for children, governments have started to focus on this burgeoning adolescent population. Investing in this cohort could reap social benefits for subsequent generations. Health issues, like contraceptive use and STIs, and social problems concerning youth violence have been flagged as important risk behaviors that need to be immediately redressed. Similarly, there has been a push for programs that focus on the development of social-emotional skills in youth. These skills along with vocational and technical education are critically important for labor market readiness. This module will explore these salient issues in youth development in the majority world and the intervention strategies used to address these issues. We will pay special attention to the psychosocial mechanisms that these interventions leverage for change. Students will be introduced to current youth development projects, enhancing their skills to analyze issues, critique programs, and apply knowledge from the module. It will also give them an opportunity to foster relationships with practitioners in the field. By the end of the module, students should be able to: (1) communicate to aid workers, civil society, and policymakers the importance of youth development interventions and available options; (2) analyze and critique programs based on the issues they are tackling and their theoretical foundation; and (3) apply their knowledge in a practice or policy context.

January 27 - March 10, 2014; Monday, 4:00 - 7:00 p.m.

A-816 Education in Armed Conflict
Sarah Dryden-Peterson
Spring course; four credits.

A-816 Education in Armed Conflict
Sarah Dryden-Peterson
Spring course; four credits.

How can education contribute to the work of building “lasting peace” in settings of armed conflict globally? This course examines the multidimensional and multidirectional relationships between armed conflict and education. How does education reflect inequalities and reinforce social tensions? How does it contribute to stability and reconciliation? What role does it play in shaping individual and collective imagining of a postconflict future? Through critical reading of theoretical texts and case studies, engagement with guest speakers, simulations, and other learning tools, we will adopt an action-oriented approach to the investigation of these and other questions. We will look beyond the provision of schooling to the learning and teaching that takes place in schools and community settings, and examine the relationships that are at the core of these educational interactions. Central to discussions will be connections between public policy, daily experiences, and social justice. The course will
include real-time project work in partnership with an NGO/UN agency, through which students will develop professional relationships; deepen their research, writing, and policy analysis skills; and explore the intellectual and practical dimensions of connecting research, policy, and practice.

No prior coursework required. Open to all students with an interest in settings of armed conflict or comparative education generally.

Wednesday, 10:00 a.m. - 1:00 p.m. Required one-hour section meetings to be arranged.

A-819 *Contemporary South Asia: Entrepreneurial Solutions to Intractable Social and Economic Problems
(formerly titled Contemporary South Asia: A Survey of Intractable Problems and Innovative Solutions)
Tarun Khanna
Fall course; four credits.
The primary objective of the course is to engage students with the modern day challenges affecting South Asia, and to examine a range of entrepreneurial attempts to solve these problems. The course focuses on several categories of social and economic problems faced by the countries of South Asia, with specific focus on the realms of education, health, and financial inclusion. The goal is to understand ways in which entrepreneurial action can effectively tackle major socioeconomic problems in South Asia, by combining knowledge of historical causes, qualitative and quantitative evidence, and context-specific knowledge of the commonalities and differences across South Asian countries.

Permission of instructor required. Weekly section required for all undergraduate students; attendance is optional for graduate students. The course is designed for advanced undergraduates as well as for graduate students from all parts of the University. Registration will be posted on the course website. Jointly offered at the Faculty of Arts and Sciences (FAS) as SW-47, Harvard Business School (HBS) as 1266, Harvard Kennedy School (HKS) as SUP-450, Harvard School of Public Health (HSPH) as PED-338, Harvard School of Public Health (HSPH) as 568, and Harvard Law School (HLS) as 2543.

Monday and Wednesday, 3:30 - 5:00 p.m. Optional section meetings to be arranged.

A-822 The Consequences of Educational Policy Interventions in Developing Countries: Evidence from Recent Impact Evaluations
Felipe Barrera-Osorio
Spring course; four credits.
The past two decades have seen the emergence of numerous rigorous evaluations of educational interventions in developing countries. These studies employ methodologies that allow researchers to reach causal conclusions about the effects of the programs they evaluated. This course aims to distill the primary policy lessons from these studies by reviewing the main theories that motivated them, the empirical strategies used to assess them, the emerging puzzles, and the substantive results and their policy implications. The course will analyze new evidence emerging from developing countries concerning basic education (K-12), and will have an economic perspective on educational problems. By the end of the course, students will have acquired a comprehensive knowledge of the evidence of the impact of various strategies to improve access to education and learning in developing countries; an understanding of the policy consequences of these educational strategies, and of the strengths and weaknesses of different methodological approaches to impact evaluation in education; and strong analytical and communication skills to make evidence-based judgments and to convey them effectively to nontechnical audiences.

Prerequisites: Prior knowledge of economics, as demonstrated by completion of A-205 or equivalent, and an understanding of statistics, as demonstrated by completion of S-012 or equivalent. The course is designed for master’s and doctoral students, as well as for other graduate students across Harvard interested in education and economics of education in developing countries. Jointly offered at the Harvard Kennedy School (HKS) as SUP-450.

Monday, 9:00 a.m. - Noon.

A-998A *Higher Education Internship Seminar
Judith McLaughlin
Fall course; four credits.
This seminar is designed to enhance students’ professional skills and theoretical understanding of higher education through a combination of an internship and a classroom seminar. In the internship, students will assume administrative responsibilities at a college, a university, or another higher education organization, under the supervision of an accomplished professional in the field. These responsibilities must be graduate-level in scope and represent new learning for the student. In the classroom seminar, students will use course readings, discussions, papers, and guest speakers to analyze their own internship experiences, to learn about other administrative areas and issues, and to build a larger understanding of higher education.

Permission of instructor required. Prerequisite: An internship approved by the instructor.

Wednesday, Noon - 2:00 p.m.

A-998B *Higher Education Internship Seminar
Judith McLaughlin
Spring course; four credits.
This seminar is designed to enhance students’ professional skills and theoretical understanding of higher education through a combination of an internship and a classroom seminar. In the internship, students will assume administrative responsibilities at a college, a university, or another higher education organization, under the supervision of an accomplished professional in the field. These responsibilities must be graduate-level in scope and represent new learning for the student. In the classroom seminar, students will use course readings, discussions, papers, and guest speakers to analyze their own internship experiences, to learn about other administrative areas and issues, and to build a larger understanding of higher education.

Permission of instructor required. Prerequisite: An internship approved by the instructor.

Wednesday, Noon - 2:00 p.m.
AH-103 Educational Outcomes in Cross-National and Cross-Cultural Perspectives
Paul Harris

Spring course; four credits.

A great deal of thinking about the relationship between psychology and education asks what psychology can contribute to the improvement of education. For example, can psychology help to improve the way that we teach reading? Can it help to close the gap in achievement between particular groups? Do preschoolers have ideas or dispositions that help—or hinder—their progress in school? However, we can also ask about the effects of education on psychological processes. There is enormous cross-national and cross-cultural variation in the length and type of education that children receive. A major goal of this course is to help students understand the impact of such variation on the way that people think—and feel. A secondary goal is to alert students to the ways in which those effects can be measured and to underline the contribution that different methods—experiments, large-scale surveys, and participant observation—can make to our understanding of such effects. The final goal is to underline how educational provision and its impact vary dramatically across the globe.

No prerequisites; some background in either psychology or international education desirable.

Thursday, 10:00 a.m. - Noon.

Bruno della Chiesa

Not offered in 2013-2014.

Globalization means, among other things, that a broader set of linguistic competencies is requested from more individuals than ever before. But what languages are we talking about? Is English the lingua franca of globalization or is it “Globish”? Is there a transculture attached to Globish? In other words, can one talk about a cultura franca? Apart from the mother tongue (if not English), is it sufficient—to begin with in order to be competitive in the labor market—to be fluent in English/Globish? And what does this all mean for education policy and practices internationally? Cultural diversity represents a potential enhancement, but it is also a source of immense challenges facing our education systems today, as migration flows and demographic trends alter the socio-ethnological composition of our populations. This transdisciplinary course examines international approaches to education policies and practices in contexts of linguistic and cultural diversity. Specifically, it will develop hypotheses about the role that individual representations (defined as 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 how the brain works/learns and what its role is in (foreign) language acquisition.

AH-120 *[Public Policy and Child Development: U.S. and International Perspectives]
Instructor to be Announced

Not offered in 2013-2014.

The purpose of this course is to provide an introduction to how public policies can impact children’s development. A range of public policies will be examined, including those with relevance to some or all of the following: early-childhood care and education, immigration, segregation, parent human capital, poverty reduction, and child survival and health. Readings will focus almost equally on the United States and on the majority world. Theories and approaches from developmental and evaluation science will be integrated, as well as readings using qualitative and quantitative data and methods. The class will be run in a seminar discussion format.

AH-125 Mobilizing the Science of Early-Childhood Development to Drive Innovation in Policy and Practice
(formerly titled The Science of Learning, Behavior, and Health: Implications for Early-Childhood Policy)
Jack Shonkoff

Fall course; four credits.

The primary aim of this course is to leverage advances in the biological, behavioral, and social sciences to catalyze more effective strategies to strengthen the foundations of healthy development in the early years of life. Drawing on a diversity of disciplinary perspectives, students will learn how interactions among early life experiences and genetic predispositions shape brain architecture and influence the maturation of biological systems that affect learning, behavior, and health well into the adult years. Particular attention will be focused on developing a greater understanding of how stress related to poverty, maltreatment, and discrimination “gets under the skin” and leads to significant disparities in educational achievement and both physical and mental well-being. Students will explore how causal mechanisms that explain these disparities can be used to formulate new theories of change and catalyze the development of innovative policies and practices in the pursuit of greater impacts on the life prospects of young children who experience significant adversity.

Jointly-offered at the Harvard School of Public Health at SBS299-01.
Wednesday, 9:00 a.m. - Noon.

AH-670 *(Doctoral Research Practicum: Using Multiple Methodologies to Explore Changes in Culture and Climate Across School Settings]
Stephanie Jones

Not offered in 2013-2014.

This research practicum will explore the ways in which settings, or micro-contexts, shape students’ and teachers’ experiences within schools. A growing body of research suggests that settings influence students’ outcomes in important ways above and beyond the aggregated impact of their members. Setting-level theory as applied to school micro-contexts focuses largely on social processes (e.g., interactions between individuals), resources (e.g., financial and material resources), and physical
arrangements. Participants in the DRP will use data collected during a three-year evaluation of the 4Rs Program (Reading, Writing, Respect, & Resolution) to investigate the ways in which these factors shape students’ social and emotional development. As such, participants will have an opportunity to learn about (1) setting-level theory; (2) current research that defines and analyzes key processes in school contexts that drive developmental outcomes; (3) emerging methodological approaches (qualitative and quantitative) to investigating settings (school micro-contexts); and (4) current understandings of social, emotional development and its relationship to culture and climate in school settings. In addition, participants will have the opportunity to engage in the process of moving from a data set, and a specific research question and set of analytic tools to outlining and writing an academic chapter. Finally, the DRP will draw on a model of mixed-methods research that allows participants to partner with colleagues who use different methodological approaches in the investigation of a common research question.

**AT-113 Educational Effectiveness: Examining Influences on Student Achievement**

*Heather Hill*

Fall course; four credits.  

This course examines the factors affecting student achievement and is organized by major influences on achievement, starting with teachers, moving to schools, and finally considering students’ own influence on their achievement. Throughout, we will attend to issues of equity, considering whether and how policymakers and educators can design programs to close the opportunity/achievement gap. In keeping with this, the goals for student learning in the course are to gain perspective on the different influences on student achievement; to begin to think about conducting research or making policy in this arena; and to consider ways we might design interventions to improve student achievement and, in particular, to close the opportunity/achievement gap. The course is also aimed at developing the following skills: understanding and critically reading methodologically sophisticated studies; organizing and synthesizing the results from disparate studies; posing questions that have to date been unanswered in existing research; and sketching studies that might answer new questions. Class sessions will be designed around both sets of goals. Typically, we will work through the readings to understand evidence regarding how various factors contribute to student achievement, and then engage in exercises designed to develop the skills that will be important as students progress through their careers. Discussion and group-based work are both featured prominently in the class sessions.

Friday, 9:00 a.m. – Noon.