

EDTHP 394
Professional Development in Education and Public Policy

Spring 2014 Wednesdays 9:05-12:05

Rackley 303

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Office hours by appointment

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Overview and Purpose

Educational policy and politics play an increasingly important role in the lives of teachers and students, affecting individuals, schools, districts, regions, states, and the nation. As citizens continually look to schools to solve a broad range of social problems, those with education policy training and expertise may well be key actors affecting the future of the United States. The course has three purposes: 1) to enhance the student's knowledge of current education policy topics in order to develop areas of personal interest and expertise, 2) to refine students' professional skills in preparation for jobs in the world of education policy, and 3) to explore and secure summer internship positions in order to gain experience in policy-related work.

Learning Goals for the Course

Students will be taught to synthesize literature, lectures, and discussions on a variety of educational policies. They will learn about educational organizations in which they may perform their summer field experience. Students will practice and demonstrate professional, work-place skills necessary for successful on-site field experience. With guidance from the instructor, students will create an Internship Portfolio focused on their summer internship in EDTHP 395.

Readings

All readings for the course will be available directly on ANGEL, including the *Penn State Career Guide: Planning for Life after Graduation* (2011-12). Geneva, IL: Penn State Career Services. (CG on class calendar).

Many of the readings are from Sykes, G., Schneider, B., & Plank, D. N. (Eds.). (2009). *Handbook of Education Policy Research*. New York: Routledge. You'll find these readings on ANGEL, but the resource is such a solid set of readings, you might want to purchase it as a reference. Additional readings will be accessed from *Education Week* and the *New York Times* and related sources.

Assessment and Grades

Written policy briefings (30%) These are written briefings, one page single-spaced, intended to summarize an issue of research for a policy audience—in this case to summarize the readings assigned for the week. The focus of these readings is policy writing, with a memo format, bulleted information. Focus is translating research into accessible language. All memos are due by 9 a.m. on the ANGEL system the day BEFORE class. When submitting your ANGEL memo, please title it with your name so that we can tell who is contributing to the conversation. You do not submit on the days you have an oral briefing due. You are allowed two 'skips' during the semester. When you take a skip, please still submit for that week with your last name and the word skip in the subject

line. That way we know you are purposefully skipping that day rather than a technology issue or some other misunderstanding. It is recommended that you use these skips on days that you have oral briefings due. We will spend the beginning weeks of class learning how to craft a policy memo. Late memos will be penalized one grade.

Your memos should:

- a) summarize the main purpose and points of the reading,
- b) identify the perspective of the author(s) and/or people and groups discussed in the reading,
- c) describe any important evidence discussed in the reading, and
- d) explain the policy relevance

Oral Policy Briefing (10%) These are solo briefings, 5 minutes, intended to summarize for the class a current educational topic (chosen by the student), its key readings, and policy recommendations. The focus of these readings is power point presentation, with a memo format, bulleted information. Focus is in current events and translating research into policy.

The first briefing is an education policy topic from a general audience publication, such as the *New York Times*. The second is an explanation of a technical, peer-reviewed research article from the last five years, translated for a practitioner audience. Your task in both presentations will be to highlight the key lessons learned from the article for the policy and practitioner audiences. You will be expected to be able to digest research material in an easy to follow way. Why is this article important? What do we need to know about it?

In class written briefings. (30%) One skill we will practice is gathering materials and writing briefs QUICKLY and THOROUGHLY. In class, I will give you a topic and you will have the class period to find research and write me a brief—due by the end of class. The format of the briefs is that same as the written briefs above. Late submissions will be penalized one grade.

Internship Research Project Proposal (5%) for the summer field experience will include background research on the organization, expected tasks, and goals for the summer. This proposal will include an oral briefing to the class about your internship

Class Participation (25%) You will participate in live and ANGEL discussions and IN group work, including assignments given in class. Included in this work will be researching the internship options for each of you. Attending class is also critical to a once a week seminar. Students missing more than one week of class will receive a reduction in class participation grade.

Date	Topic	Assignment
January 15	Influentials and writing policy memos	FAIR Think Tank Sources Fall, but Left Gains Slightly, Dolny 2007
	Starting the Search and Getting Organized	Pre-394 Voice Thread, 2012 Internship Advising Voice Thread, Internship Infographic, Resume Building Infographic, All Things Considered
January 22	Parent Trigger Laws	Read the six debaters in Hopes and Fears for Parent Trigger Laws, <i>New York Times</i> , March 18, 2012 http://www.nytimes.com/roomfordebate/2012/03/18/hopes-and-fears-for-parent-trigger-laws Fuller, HANDBOOK, Policy and Place-Learning from Decentralized Reforms
	Resumes and Cover Letters	How to Write a Killer Resume, How to Write a Resume, Cover Letter Design, Getting Started- Cover Letters, Resume Power Words Submit Resume by Monday January 20 th at 8 AM
January 29	Economics in Higher Education	John Cheslock Zumeta et al. (2012). <i>Financing American Higher Education in the Era of Globalization</i> . Chapter 1.
	Correspondence, Professionalism, Resumes & Cover Letters	Bring 'final' resume, and the updated draft from last week signed by Career Center adviser. Cover Letter
February 5	Guest Speaker, Dr. Erica Frankenberg	Chapter 1 of Orfield, G., & Frankenberg, E. (2013). <i>Educational delusions? Why choice can deepen inequality and how to make it fair.</i> University of California Press
	LinkedIn and Networking	Facebook and Professionalism, Is Social Media Causing Us to Lose Our Professionalism?, How to Use LinkedIn, 6 Job Networking Tips for New Grads Create LinkedIn Page (paste link into LinkedIn Discussion Forum)
February 12	GO FETCH	
	Search Strategies and Career Development Theory	
February 19	Teacher Evaluations	Kenny, Want to Ruin Teaching? Give Ratings, <i>NYT October 2012</i> Rich, Seeking Aid, School Districts Change Teacher Evaluations, <i>NYT, October, 2012</i> Allan Odden, Teacher Evaluation: Action and Research possibilities presentation http://www.youtube.com/watch?v=bmUY82_-jUQ&feature=youtu.be
	Elevator Speeches and Interview Skills	4 Essential Questions to Ask at the End of a Job Interview, Impressive Questions to Ask an Interviewer, 5 Toughest Telephone Interview Questions, What You Wish You Knew Before a Job Interview
February 26	School Improvement	Malen & Rice: Reconstitution and School Improvement Dillon U.S. Effort to Reshape Schools Faces Challenges <i>New York Times</i>
	Professional Dress and Presentation	ABC's of Professional Development, Professional Dress
March 5	K-16	Harvey, J. (2002, April). <i>Gathering Momentum: Building the Learning</i>

		<p><i>Connection between Schools and Colleges</i>. Paper presented at the Learning Connection Conference, Kansas City, Missouri.</p> <p>Kirst, M. W., & Venezia, A. (Eds.). (2004). <i>From High School to College: Improving Opportunities for Success</i></p>
	Mock Interviews	
March 12 (Spring Break)	Spring Break	
March 19	Ed Policy overview	Mehta, J. (2013). How Paradigms Create Politics: The Transformation of American Educational Policy, 1980 –2001. <i>American Educational Research Journal</i> , 50, 285-324.
	Prejudice and Discrimination in the Work Place	Legal and Illegal Interview Questions, When Illegal Interview Questions are Legal
March 26	GO FETCH Exercise	
April 2	Homeschooling	Lugg & Rohrer, HANDBOOK, The Politics of (Im)Prudent State-Level Homeschooling Policies DeWitt, 2012, “Why Parents Homeschool” Goldstein, 2012, “Liberals don’t homeschool your kids”
	Using Excel in the Workplace	The Importance of Excel in the Workplace
April 9	School Improvement	Malen & Rice: Reconstitution and School Improvement Dillon U.S. Effort to Reshape Schools Faces Challenges <i>New York Times</i>
	Senior Internship Panel	Penn State Career Services- Grad School Submit at least one question regarding searching for grad school, applying, or related topic.
April 16	GO FETCH	
	Grad School Prep	
April 23	Internship Project Presentations Final review of course material	
April 30	Prepare final Memo	

Know your syllabus: This syllabus is a working document and is subject to change. If changes are made, you will receive notice via ANGEL email. Students are responsible for noting any changes

Attendance Policy: Because examinations and papers only test part of your learning, attendance serves as another strong indicator of active participation in the learning process, just as it will in your internships. A large bulk of the course material is learned in class through discussions, lectures, and visual materials. Attendance and participation in class discussions will count for 15% of your grade. If you must miss class, due to an interview, illness, or required school visit you should notify me, if possible, before class via email. Calculation of attendance is as follows: no penalty for first unexcused absence, each unexcused absence after that lowers your grade by 1%.

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Etiquette: Please turn off all phones before class; notify the instructor if circumstances require that you be reachable during class. Further, computers should be used for class purposes. Surfing the web on off-class topics or checking your email are not class purposes. Persistent abuse of this policy will result in a reduced participation grade.

All student work is expected to be completed by the student alone with out assistance from others, unless permission is acquired from the instructor. Students are also expected to follow Penn State's Academic Integrity Statement, including understanding what constitutes plagiarizing, fabricating information, and academic dishonesty. Any questions should be addressed to the instructor the first week of class

Penn State Academic Integrity Agreement: Penn State defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy 49-20). Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. For any material or ideas obtained from other sources, such as the text or things you see on the web, in the library, etc., a source reference must be given. Direct quotes from any source must be identified as such. Students who are found to be dishonest will receive academic sanctions and will be reported to the University's Judicial Affairs office for possible further disciplinary sanction. (For more information on sanctions, see: <http://www.psu.edu/oue/aappm/G-9.html>).

Disability Access Statement: Penn State encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to

programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible (for more information, see <http://equity.psu.edu/ods/>).

The University has also asked us to alert you to the following policy: Students are not covered by the University for accidents, health problems or damage to property or people that may occur during an off campus internship. You must rely on personal or family insurance to provide this liability coverage.