Welcome to Educ 8003

Cultivating Learning through Educative and Sustainable Education Policy

Dan Glisczinski, Instructor
Meeting Four Agenda

- 8:00 a.m. Intro
  (Everybody’s talking; who informs policy?)

- 8:30 a.m. Policy, Briefly
  (to peers)

- 9:15 a.m. Content, process analysis; considerations for revision

- 10:00 a.m. Break

- 10:15 a.m. Policy, Briefly
  (to peers)

- 11:30 a.m. Lunch

- 12:15 p.m. Course objectives:
  Policy brief final drafts due week 12
  Ed Policy Conceptual Framework draft to peers week 15;
  to Dan week 16

- 12:45 p.m. Constructing a Conceptual Framework for Education Policy Decision Making

- 1:30: Rubricizing

- 1:45 Synthesis to date:
  larger themes emerging

- 2:30 finish
Radio, television, newspaper, blogs, and citizens' groups are discussing education policy.
Superintendents, administrators are steering education policy.
Even state senators, representatives are in the mix.
Opine direction on policy issues

1. What do you think are the biggest challenges facing Duluth public schools and how would you address them? If you do not agree with the district’s current response, please explain.

2. What are the biggest fiscal challenges facing Duluth public schools? How would you address those challenges?

3. What are the biggest educational challenges facing Duluth public schools? How would you address them?

4. After the Duluth School Board approved the final budget for fiscal year 2008-09, which included raising taxes to account for a $1.9 million deficit, the district’s director of business services, Sid Fisher, noted that the district was facing a massive financial quandary. How would you address the district’s financial challenges?

5. How do you see the future of health care reform affecting school operations? How would you help ensure that the school district is insensitive to these changes?

6. How can changes in the market be expected to delay the delivery of services and equipment to students and schools? How would you plan for these changes?

7. The Duluth School Board recently adopted a long-range facilities plan that calls for a 10-year plan to address the district’s current funding shortfall and the maintenance needs of existing schools, and makes recommendations for future funding needs of educational programs and teacher training. There is no more waiting with the new bond. The new bond will not just pay for the current project, but also will be used to pay for the new project. How would you address the district’s current financial problems and future needs?

8. Duluth School Board recently adopted a long-range facilities plan that calls for a 10-year plan to address the district’s current funding shortfall and the maintenance needs of existing schools, and makes recommendations for future funding needs of educational programs and teacher training.

9. What are the biggest challenges facing Duluth public schools and how would you address them?

10. What are the biggest fiscal challenges facing Duluth public schools? How would you address those challenges?

11. What are the biggest educational challenges facing Duluth public schools? How would you address them?

12. After the Duluth School Board approved the final budget for fiscal year 2008-09, which included raising taxes to account for a $1.9 million deficit, the district’s director of business services, Sid Fisher, noted that the district was facing a massive financial quandary. How would you address the district’s financial challenges?

13. How do you see the future of health care reform affecting school operations? How would you help ensure that the school district is insensitive to these changes?

14. How can changes in the market be expected to delay the delivery of services and equipment to students and schools? How would you plan for these changes?

15. The Duluth School Board recently adopted a long-range facilities plan that calls for a 10-year plan to address the district’s current funding shortfall and the maintenance needs of existing schools, and makes recommendations for future funding needs of educational programs and teacher training.

16. What are the biggest challenges facing Duluth public schools and how would you address them?

17. What are the biggest fiscal challenges facing Duluth public schools? How would you address those challenges?

18. What are the biggest educational challenges facing Duluth public schools? How would you address them?

19. After the Duluth School Board approved the final budget for fiscal year 2008-09, which included raising taxes to account for a $1.9 million deficit, the district’s director of business services, Sid Fisher, noted that the district was facing a massive financial quandary. How would you address the district’s financial challenges?

20. How do you see the future of health care reform affecting school operations? How would you help ensure that the school district is insensitive to these changes?

21. How can changes in the market be expected to delay the delivery of services and equipment to students and schools? How would you plan for these changes?
DULUTH SCHOOL BOARD CANDIDATES

1. Name: Gary L. Glass
   Occupation: Retired
   Age: 67
   Education: University of Minnesota
   Experience:

   If elected, I will:
   - Keep tax management at the top of the list.
   - Increase the budget.
   - Work directly with community leaders to ensure the needs of all students are met.

2. Name: Susan Johannson
   Occupation: Retired
   Age: 67
   Education: University of Minnesota
   Experience:

   If elected, I will:
   - Prioritize the financial needs of the school district.
   - Increase transparency in decision-making.
   - Work closely with the community to ensure the best outcomes for all students.

3. Name: John Whitney
   Occupation: Retired
   Age: 65
   Education: University of Minnesota
   Experience:

   If elected, I will:
   - Focus on student success and achievement.
   - Increase the budget for educational programs and resources.
   - Work collaboratively with the community to address the needs of all students.

4. Name: Betty Sue Rambo
   Occupation: Retired
   Age: 65
   Education: University of Minnesota
   Experience:

   If elected, I will:
   - Prioritize the financial needs of the school district.
   - Increase transparency in decision-making.
   - Work closely with the community to ensure the best outcomes for all students.

5. Name:-"Duluth High School District"
   Occupation: Retired
   Age: 65
   Education: University of Minnesota
   Experience:

   If elected, I will:
   - Prioritize the financial needs of the school district.
   - Increase transparency in decision-making.
   - Work closely with the community to ensure the best outcomes for all students.

6. Name: Jane Smith
   Occupation: Retired
   Age: 65
   Education: University of Minnesota
   Experience:

   If elected, I will:
   - Prioritize the financial needs of the school district.
   - Increase transparency in decision-making.
   - Work closely with the community to ensure the best outcomes for all students.

What do you think are the biggest challenges facing Duluth public schools and how would you address them?

1. Budget and fiscal sustainability: As a board member, I will ensure that the district is operating within its budget constraints and prioritize the financial needs of the school district.
2. Student achievement: I will work closely with teachers and administrators to ensure that all students are achieving at high levels.
3. Teacher recruitment and retention: I will prioritize the recruitment and retention of qualified teachers.
4. Student safety and security: I will work with the local law enforcement agencies to ensure that students are safe and secure in the schools.
5. Equity and access: I will prioritize the elimination of disparities and ensure that all students have access to the same opportunities.

What steps would you take to address the challenges facing Duluth public schools?

1. Increase funding: I will advocate for increased funding from the state and federal governments to support the needs of our schools.
2. Increase transparency: I will work to increase transparency in decision-making and ensure that the community is informed about the decisions being made.
3. Increase collaboration: I will work to increase collaboration between the school district and the community to ensure that all students are successful.

What do you think are the biggest challenges facing Duluth public schools and how would you address them?

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So who is dialoguing with decision makers?

With what evidence and understandings?

By what means?
So who is dialoguing with decision makers?

You are, doctor.
Via evidence-based policy briefs.

With what evidence and understandings?
By what means?
Fullan and Sustainable Policy

- “Cultures get changed in a thousand small ways, not by dramatic announcements emanating from the boardroom” (Block, 1987, p. 98).

- “Not fully true. It requires the thousand small ways and boardroom policies. Sustainability is a team sport, and the team is large” (Fullan, 2005, p.29).
Sustainable Policy

“Requires the thousand small ways and boardroom policies. Sustainability is a team sport, and the team is large”

(Fullan, 2005, p.29)

Opportunity to share, construct understandings in teams of 100 thousand; 5 million; 300 million, 6.6 billion.
Leadership (not leaders) to the Fore
(Fullan, 2005)

- “Collins (2001) found that charismatic leaders are negatively associated with sustainability” (p.30).
- “Sustainability is linked to continuity of deepening of direction over time” (p.31).
- “The main mark of an effective principal . . . is how many leaders she or he leaves behind who can go even further” (p. 31).
- “It’s not turnover, per se, that is the problem, but rather discontinuity of direction” (p. 31).
Communicating briefly (in draft form):

Source: lincolndemocrat.com
Policy Briefs

- Presenting to peers in smallish groups
- X minutes to present (time masters, take your positions)
- Peers provide feedback on strengths and limitations from course material perspectives--for purpose of revisions
  - (Example: I appreciate approach to XYZ--as you’re constructing what Elmore calls “reciprocal relationships” of learning. You’re doing so in a way that Fullan notes “develops XYZ initiative without compromising development of other key initiatives.”)
  - (Example: Help me better understand how this addresses the problems associated with Tyack & Cuban’s assertion of education as “loose coupling.” Or, please tell more about how this is different than Hess & Petrilli’s warning that “You don’t make a bad policy good by fully funding it.”)
- Revisions due Week Twelve: 4/14-4/20/08.


### Policy Brief Feedback

- Peers provide feedback on strengths and limitations from course material perspectives.

**Assessment rubric:** (competency in all domains must be demonstrated for course credit)

<table>
<thead>
<tr>
<th></th>
<th>Emerging</th>
<th>Competent</th>
<th>Effective</th>
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<tbody>
<tr>
<td>III. Policy brief</td>
<td>outlining evidence-based arguments for change</td>
<td>serving as an impetus for action to an existing problem --based on evidence and recommendations for informed decisionmaking</td>
<td>revealing evidence-based professional insights that build on what stakeholders know and value in order to galvanize awareness and compel targeted stakeholder action on evidence-based solutions that are clear about improving learning</td>
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- (Example: I appreciate your approach to XYZ—as you’re constructing what Elmore calls “reciprocal relationships” of learning and doing so in a way that Fullan notes “develops XYZ initiative without compromising development of other key initiatives.”)

- (Example: Help me better understand how this addresses the problems associated with Tyack & Cuban’s assertion of education as “loose coupling.” Or, please tell more about how this is different than Hess & Petrilli’s lament that “You don’t make a bad policy good by fully funding it.”)

- Additionally, “Your form, content, approach have this kind of effect on me. I wonder if you might...
Leadership to the Fore

- “At the heart of the learning organization is a shift of mind
- From seeing ourselves as separate from the world to connected to the world
- From seeing problems as caused by someone or something out there
- To seeing how our own actions create the problems we experience
- A learning organization is a place where people are continually discovering how they create their reality and how they can change it” (Senge, 1990, in Fullan, 2005, p. 41).
Leadership to the Fore  
(Fullan, 2005)

- “I am not talking about producing armchair systems thinkers
- It will be systems thinkers in action who count
- They may not have the best elaborate theories of how systems evolve over the long run
- But they will be in the midst of action with a system perspective
- Leaders at the system level need to engage other levels so that policies and strategies are shaped and reshaped, and the emerging bigger picture is constantly communicated and critiqued” (pp. 43-44)
Leadership to the Fore

- Regarding cycles of performance and recovery:

- “We grow at all levels by expending energy beyond our ordinary limits and then recovering.

- To meet increased demand in our lives, we must learn to systematically build and strengthen muscles wherever our capacity is insufficient.

- Any form of stress that prompts discomfort has the potential to expand our capacity -- so long as it is followed by adequate recovery” (Loer & Schwartz, 2003, in Fullan 2005, pp. 35-36)

- “There is less acknowledgment in the change literature of energy recovery....Because of this neglect, even the most motivated leaders will not last and will not leave lasting legacies” (Fullan, 2005, p. 38).
Reflecting Briefly

1. What are the components of effective education policy briefs?

2. Which issues are well suited, oddly suited for constructing policy briefs?

3. What effects might these have on decision makers?

4. Advice for construction?
So many policy problems and opportunities; So many policy concepts

- What do these policy problems and opportunities look like in relationship to each other?
- Reality?
- So what do these policy concepts look like when arranged in relationship to each other?
- What education policy conceptual framework do they suggest?
  - Ed Dept | Mujer Sana--Comunidad Sana (note curricular/theoretical stances, references noted in pages II and III of site)
- How does a conceptual framework guide policy problem and opportunity engagement?
Leadership at the School Level
(Fullan, 2005)

- Technical problems: demand application of current knowledge
- Adaptive problems: demand knowledge development and application
- What mixture of these does school (re) configuration and funding—such as Duluth’s ISD 709 Red Plan, Plan B—demand? Why?
So many policy problems and opportunities;
So many policy concepts
Which concepts are seminal and likely to inform thought, decisions at many or all policy levels?

How do these together synthesize and emphasize common themes and distinct directives?
And baby makes three:
Contributing factors towards marital change during the transition to parenthood

Pre-birth
Marital relationship

Double ABCX Model
Rola Strain Theory
Behavioral Marriage Therapy (BMT)

Post-birth
Changes in marital relationship

Figure 1 It is well recognized in the literature that having a child places strain, to some extent, on the marital relationship (Worthington & Bystrom, 1986). The transition to parenthood requires substantial adjustment for couples and typically results in a decrease in marital satisfaction postpartum (e.g., Belsky & Roovine, 1990). Factors that may affect the quality and satisfaction of the couple dyad during this transition period are presented above in the context of three theoretical frameworks: 1) the Double ABCX model (McCubbin & Patterson, 1983); 2) role strain theory (Goode, 1969); and 3) behavioral marriage therapy theory (BMT, Garman & Kraudson, 1976), respectively. Using key factors, as they pertain to all three theories, has been shown, empirically, to significantly contribute to the quality of the dyadic relationship.

Four Premises of the Model Based on a Social Constructivist Perspective
(Premises modified from Rigazio-DiGilio, 1997)
1. Female athletes' experiences of centralized training camps are a reflection of their own unique journeys.
2. Female athletes attending centralized training camps are operating within a variety of environments and relationships within those environments.
3. Female athletes' experiences of centralized training camps are a reflection of their specific world-views and of the salient aspects of the athlete-context transactions they have experienced.
4. Difficulties experienced by female athletes at centralized training camps reflect incongruities between world-views and contextual demands.
3. Social Justice

According to Oakes and Lipton (2003), a social justice perspective on education does three things:

1. It considers the values and politics that pervade education, as well as the more technical issues of teaching and organizing schools.
2. It asks critical questions about how conventional thinking practices came to be, and who in society benefits from them.
3. It pays particular attention to inequalities associated with race, social class, language, gender, and other social categories, and looks for alternatives to the inequalities.

In embracing the concept of social justice, we recognize that differences among people are far less important than differences in the positions of power they hold. Unless the power structure is balanced, true equality and equal opportunity do not exist. Using a social justice framework, we believe social policies and procedures are often biased against people of color, whose voices are traditionally ignored. A social justice focus acknowledges that which is not solved by merely acknowledging differences. As educators, we realize that educators must take an active role in equipping students with the skills and strategies toward developing awareness in our students of the need to identify the effects of dominant cultures. We believe that P-12 schools are the focal point for bringing about positive change, and it is through our professional development that educators can collaboratively prepare the next generation to do better than previous generations (Oakes, 2003; Wiedemann, 2002). As teacher educators it is part of our mission to prepare all students for benefits for all students - beyond just being respectful and understanding of people of color.

Within the concept of social justice, the unit explores diversity in its varied manifestations, including race, religion, socioeconomic status and exceptionalities. We are committed to supporting students who graduate from our program and in the ways that they teach. Diversity education seeks to acknowledge differing views on accomplishing education in children and adults (Holm, 1999; Quinero & Rummel, 1997). "Diversity of individuality" refers to the unique characteristics of all walks of life (Anderson, Keller, & Karp, 1998; Cruickshank, 1992; Draper, 1994; Ogbu, 1992; Phillion, He, & Connelly, 2005). Teachers and service professionals need knowledge and skill in recognizing the diversity of the groups they teach (Cochran-Smith, 2004; Sleeter & Grant, 1986). Our graduates are expected to teach all students who should have the opportunity to benefit from education (Brown, 2004; Cochran-Smith, 2004).

As faculty, we demonstrate our strength in diversity of perspective and individuality with an Endowed Chair for American Indian education - Dr. Thomas Peacock (Tahltan Education). We use these strengths to instill in our candidates the capacity for thinking critically, discussing topics ranging from Anishinabe traditions to gender-related self-esteem issues, we hope to enable our students to comfortably and knowledgeably experience the world from many points of view (Bergstrom, Miller-Cleary & Peacock, 2003; Delpit & Dowdy, 2002; Miller-Cleary & Peacock, 1997; Sleeter, 2001). We do all these things from multiple perspectives and with multiple approaches because, in the end, we know we have to lead by example. Looking at pedagogy through a social justice lens, we promote teaching methods that cultivate a culturally relevant pedagogy.

4. Reflection

Feminism and anti-racism

As expected in a participatory action research project, periodic review of framework led us to revise the concepts and approaches we were using under way. We found we needed to clearly describe two other pieces of framework: a feminist approach, and anti-racism. Our feminist approach by feminist political and social concerns: addressing the power imbalance 'researcher' and the 'researched'; focusing on action to reduce social inequity in beginning with the standpoint, experiences, and ideas of women. An approach implies a particular understanding of how society is constructed, what racism can be fought; an understanding of racism as a social relation, a concept. Applying an anti-racism approach in a project that involves people: it demands cooperation, participation, respect, critical thinking and commitment.

3. Conceptual framework - I

What is a conceptual framework?

There are many ways to explain a conceptual framework. It can be any or all of the following:

- A set of coherent ideas or concepts organized in a manner that makes them easy to communicate to others.
- An organized way of thinking about how and why a project takes place, and how we understand its activities.
- The basis for thinking about what we do and about what it means, influenced by the ideas and research of others.
- An overview of ideas and practices that shape the way work is done in a project.
- A set of assumptions, values, and definitions under which we all work together.

Why do we need a framework when doing research?

A framework can help us explain why we are doing a project in a particular way. It can also help us to understand and use the ideas of others who have done similar things.

We can use a framework like a travel map. We can read a map, because others before us have come up with common symbols to mark streets, lakes, highways, cities, mountains, rivers, etc... The scale on a map tells us how far apart different places are, so we will get an idea how long it might take us to get from one point to the next. A map also shows us that there may be many different paths that can be taken to get to the same place.

A framework can help us decide and explain the route we are taking; why we would use certain methods and not others to get to a certain point. People might have tried a similar path before and have had different experiences using one road versus another. Or, there may be paths that have never been explored. With a conceptual framework, we can explain why we would try this or that path, based on the experiences of others, and on what we ourselves would like to explore or discover.

Reference


There are two major influences that impact the degree to which a teacher implements technology into his/her classroom: extrinsic and intrinsic influences (Ertmer, 1999; Snoeyink & Ertmer, 2001). From the point of view of the average teacher there are two major categories that affect the extrinsic influence, the bureaucratic environment and the degree of support for technology implementation (Beggs, 2000; Earle, 2002; Ertmer, 1999; Fuller, 2000; Lam, 2000; Maddin, 1997; Reiser, 2002; Schrum, 1999; Snoeyink & Ertmer, 2001; Swain & Pearson, 2003). There are many minor factors (circular boxes, size bears no correlation to magnitude) which may influence the major factors. The nature of the experience with the technology may be positive, reinforcing the interest of technology integration, or negative, weakening the interest of technology integration.
IV. Develop a literature-based conceptual framework of what meaningful and effective education policy develops, constructs, and is intentional about. (Demonstrate understanding of outcomes 2, 3, 4, 5, 7, 8, 9, and 11.)

* Scenario: In your work as a (insert your desired professional role here) you find yourself (at times reluctantly) involved in analyzing, reviving, redesigning, or creating education policies that affect stakeholders at a variety of levels. While many of your colleagues and professional peers are deeply informed in important fields, few (if any) have studied the literature on education policy to the degree that you have (lucky you). As your policy insights prove increasingly useful, a colleague requests that you share your present understandings of the essentials of effective policy. Rather than simply sharing lengthy readings (which you perhaps do anyhow), you share a single, unified, synthesized conceptual framework for policy thinking that reflects the best of what you have come to understand about effective policy. This is your conceptual framework for education policy (copyright you--and your collaborators if you so choose). Please see assessment rubric.

- Based on readings and collaboration with peers, construct an evidence-based conceptual framework or visual model by which to assess and evaluate the merits of a variety of reforms and policies.
- A conceptual framework contains a converged set of guiding principles used in to organize, visualize, concretize, and communicate your process and approach to understanding an issue.
- A conceptual framework is a diagram that depicts variables in and the relationship among them.
- A conceptual framework is:
  + "a set of coherent ideas or concepts organized in a manner that makes them easy to communicate to others"
  + "the basis for thinking about what we do and what it means, influenced by the ideas and research of others"
  + "an overview of the ideas and practices that that shape the way meaningful work is done in a project"
  + "a set of assumptions, values, and definitions under which [people] work together" (Mujer Sana--Comunidad Sana, 2007).

- Steps for developing a conceptual framework (see "The Steps")
- Conceptual framework explanation and examples (see "Example Land")
Sample in-class process:

- Review readings
- Note major education and policy insights
  - (from both previous and upcoming readings--authors attempt to bring it all together in final chapters)
- Compile these insights
- Seek to understand their relationship to each other
- Arrange, rearrange
- Drop (ed) policy problems/opportunities in their midst
- Note their utility and limitations; reconsider accordingly
- In end, present scholarly, cited visual with explanations as you see fit
Larger themes emerging: education policy insights

- Suggest a few themes, please.
- Share evidence bases for theme.
- Please offer a question and observation for self and peers in this larger thematic analysis.
- Thanks.
Thanks.