

B8558: Education Leadership
Spring 2022 Syllabus
Bidding Only

Instructor:

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Teaching Assistant:

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Location:

Uris Hall, Room TBD

Office Hours:

By appointment

COURSE OVERVIEW

Background

Once a world leader in educational performance, the U.S. now faces a national crisis in education. As a whole, the U.S. public education system does not prepare students who are ready for college or competition in the global marketplace. In fact, students in the U.S. perform significantly less well academically than their peers from other industrialized nations: Of 35 OECD countries, the United States now scores 31st in math, 19th in science, and 20th in reading, as measured by the Program for International Student Assessment (PISA) in 2015. In addition, there is a persistent student achievement gap along income and ethnic lines. We have seen no progress toward closing SES-based achievement gaps since 1960s and no progress toward closing the black-white achievement gap since 1990.

Over the last decade, a number of results-oriented leaders in states, districts, charter management organizations, and nonprofits have led the reform of U.S. public education. These leaders bring a sense of urgency and new strategies to address current challenges, but also, face significant resistance or political challenges. All hold lessons for how future leaders can contribute to solving one of the most important issues facing our nation: education. One facet of this is the human capital challenge facing K-12 public education.

Course Description

This course will focus on this **human capital challenge**. Teacher and principal effectiveness are the two most important school-based factors impacting student achievement. To ensure all students achieve at high levels, it is critical to have an effective teacher in every classroom and effective leader in every school. Students will examine critical human capital issues and innovative strategies designed to drive higher academic achievement for all students. Students will analyze entrepreneurial solutions to prepare, recruit, select, train, evaluate, and retain effective teachers and school leaders, specifically leaders of color, and leadership approaches to bring about systemic change. Students will walk away with a working understanding of major urban systems reform.

Learning Objectives

This course is designed with the following learning objectives for students:

- Understand the current and evolving context of public education in the United States
- Examine the key levers for education reform (particularly in the realm of human capital / talent management), innovative strategies, and their results
- Explore how business, leadership, and management practices can increase educational effectiveness and lead to higher student achievement
- Identify how skills and concepts developed through other courses are applicable to education: How does leadership play out in all different sectors?

Required Readings

The required readings and cases are available on the Canvas Education Leadership course page and in the linked Library Reserves.

COURSE PROGRESSION (AT A GLANCE)

Session # and Date	Topic	Brief Description	Speaker
Session 1: January 22	Setting the Stage – The Need for Excellent Education	<ul style="list-style-type: none">• Explore current challenges facing U.S. public education• Discuss the achievement gap, economic impact, and U.S. ranking among world nations• Identify key human capital issues as levers of reform	N/A
Session 2: January 29	Managing Human Capital – DC Public Schools	<ul style="list-style-type: none">• Discuss Washington, DC – school system focused on human capital as the foundation for its reforms• Explore teacher evaluation, rewards and consequences, and the role of labor unions in education reform	Daniel Weisberg CEO of TNTP
Session 3: February 5	Building a Teacher Pipeline and Management System	<ul style="list-style-type: none">• Review importance and effectiveness of teacher preparation programs• Explore innovative approaches to recruit, select, and prepare teachers• Study the impact of teacher leadership on retention• Discuss the impact of funding on the workforce	TBD
Session 4: February 12	Choice and Charter Schools	<ul style="list-style-type: none">• Examine the role of choice and charter schools in education reform• Analyze challenges in scaling one charter management organization (Success Academy)	TBD
Session 5: February 19	Principal as CEO and Instructional Leader	<ul style="list-style-type: none">• Discuss strategies to recruit, select, prepare, and support school leaders (principals)• Analyze one school district’s (Baltimore) approach to supporting principals• Identify national efforts to improve principal quality	Principal Panel TBD
Session 6: February 26	District Transformation – Newark Public Schools	<ul style="list-style-type: none">• Explore systemic transformation at the district level• Analyze how a superintendent used multiple levers to transform a school district and achieve results• Discuss the opportunities & challenges of rapid, large-scale change to drive student achievement	Cami Anderson, Former State District Supt. of Newark Public Schools

SESSION DETAILS

Session 1: Setting the Stage – The Need for Excellent Education

This session will set the stage for the rest of the course by exploring the current issues and challenges facing public education in the United States. We will discuss the achievement gap, economic impact of our educational system, and U.S. ranking among world nations. We will look at four principal reform efforts today - the standards movement and test-based accountability, human capital innovations, charter schools, and federal and state-mandated “school turnaround” efforts. All four have had, at best, mixed results.

We will then analyze three short case studies of turnaround schools and identify factors and conditions that led to their success. After discussing the context and challenges to improving our school systems, we will review course scope and expectations.

Readings:

- The Brink of Renewal: A Business Leader’s Guide to Progress in America’s Schools. Bill & Melinda Gates Foundation, BCG, and Harvard Business School, 2013.
 - School Case Studies:
 - Cobb Elementary School, Anniston, Alabama – in Breaking the Habit of Low-Performance: Successful School Restructuring Stories. Public Impact, 2009, pp 15-18.
 - Holabird Academy, Baltimore, Maryland – in Breaking the Habit of Low-Performance: Successful School Restructuring Stories. Public Impact, 2009, pp 19-22.
 - Rothenberg Preparatory Academy, Cincinnati, Ohio – in Turnaround Case Studies. Education Resource Strategies, 2013, pp 2, 12-14.
 - Hanushek, Eric. “Do Smarter Teachers Make Smarter Students? International Evidence on Teacher Cognitive Skills and Student Performance.” Education Next, 27 Feb. 2019, www.educationnext.org/do-smarter-teachers-make-smarter-students-international-evidence-cognitive-skills-performance/
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Session 2: Managing Human Capital – DC Public Schools and Course Wrap-up

We will discuss Washington, DC as a school system that focused on human capital as the foundation for its reforms. Then, we will explore some of the more controversial topics in education – teacher evaluation, associated rewards and consequences, and the role of labor unions in education reform.

Speaker: Daniel Weisberg, Chief Executive Officer, The New Teacher Project (TNTP)

Readings:

- Case: Sweeping Change: Michelle Rhee’s Journey to Transform the DC Public Schools. Lynn Jenkins and Dan Katzir, The Broad Center for the Management of School Systems, 2011.
- Dee, Thomas, and James Wyckoff. “A Lasting Impact: High-Stakes Teacher Evaluations Drive Student Success in Washington, D.C.” Education Next, 29 Aug. 2018, www.educationnext.org/a-lasting-impact-high-stakes-teacher-evaluations-student-success-washington-dc/.
- Aldeman, Chad. “The Teacher Evaluation Revamp, In Hindsight: What the Obama Administration’s Signature Reform Got Wrong.” Education Next, 1 Sept. 2017, www.educationnext.org/the-teacher-evaluation-revamp-in-hindsight-obama-administration-reform/.
- Weisberg, Dan. “Keeping Irreplaceables in D.C. Public Schools.” TNTP, Retrieved from www.tntp.org/publications/view/keeping-irreplaceables-in-d.c.-public-schools-smart-teacher-retention

Session 3: Building a Teacher Pipeline and Performance Management System

In order to ensure an effective teacher in every classroom, we must start by effectively recruiting, selecting, and preparing our teachers. We will review the effectiveness of teacher preparation programs and explore innovative approaches – including pathways such as Teach for America as well as reforms within university programs – to recruit, select, and prepare teachers.

Once hired, we look at the factors that grow and keep teachers (professional development, compensation, evaluation, retention, satisfaction, roles in leadership that allow them to stay in the profession). We look at how teachers are valued in other countries and the impact of the quality of education. We will also explore the factors influencing teacher retention that fall far outside the classroom, but have a huge impact on teachers.

Speaker: Elizabeth Arons, Chief Executive Office, Urban Schools Human Capital Academy
Connie Casson, former ED of Assessment, Research & Evaluation, Denver Public Schools

Readings:

- Case: Teach for America 2005. Stacey Childress, Harvard Business School Case: 9-805-094.
- Taylor, Eric and Tyler, John. “Can Teacher Evaluation Improve Teaching?” Education Next, 3 Mar. 2016. Retrieved from: www.educationnext.org/can-teacher-evaluation-improve-teaching/.
- Dam, Andrew Van. “Public-School Salaries Fall Short of Average in Nearly Every State.” The Washington Post, WP Company, 29 Jan. 2019. Retrieved from: www.washingtonpost.com/us-policy/2019/01/29/what-industry-has-seen-pay-fall-below-average-most-states-public-schools/?noredirect=on&utm_term=.c1c800352075.
- Diallo, Amadou. “Deborah Gist, an Education Reform Hero, Switches Sides in the Teacher Wars.” The Hechinger Report, 28 Feb. 2019, hechingerreport.org/switching-sides-in-the-teacher-wars/.

Session 4: Choice and Charter Schools

This session will examine the role that charter schools play in the changing landscape of education reform and the challenges involved in scaling high-performing schools. Students will learn about school choice, review data on student learning in charters, and focus on scaling effective charters.

Speaker: TBD

Readings:

- Case: *Caseworks, in progress, Success Academy*
- *StartUp*. “Success Academy 1: The Problem: StartUp.” Gimlet, Gimlet, 2 May 2019, <https://gimletmedia.com/shows/startup/v4he75>.
- *StartUp - Success Academy 4: Growth*.” Reddit, https://www.reddit.com/r/gimlet/comments/a3x3ac/startup_success_academy_4_growth/

Optional:

- Note on Charter Schools. John J-H Kim, Geoff Marietta, Annie Wheeler, Harvard Business School, 2013.
- Chin, Barry. “Mass. Voters Appear to Reject Major Charter School Expansion - The Boston Globe.” BostonGlobe.com, 8 Nov. 2016. Retrieved from: www.bostonglobe.com/metro/2016/11/08/charter/v34OA3vMI8dRABDsFc4JuM/story.html.

Optional continued:

- Strauss, Valerie. "In a Major Step, the Los Angeles School Board Calls for a Moratorium on New Charter Schools." The Washington Post, WP Company, 30 Jan. 2019. Retrieved from: www.washingtonpost.com/education/2019/01/30/major-step-los-angeles-school-board-calls-moratorium-new-charter-schools/?utm_term=.60080c960131.

Session 5: Principal as CEO and Instructional Leader

In order to provide an excellent education for all students, all schools need great leaders. We will discuss strategies to recruit, select, prepare, and support school leaders who can transition from being managers of the status quo to instructional leaders who are CEOs and agents of change. We will explore theories of action to measure performance and hold school leaders accountable for results. After discussing one school district's approach to supporting principals, we will discuss efforts to improve principal quality across the nation.

Speakers: **Principal Panel:** Charter, New York City and New York State Boards of Education: Chrystal Harris, Principal and Allison Willis-Holley, Principal Manager, KIPP NYC; Geoffrey Fenelus, Pave Charter Schools; and Susan Elliott, Founder of Eleanor Roosevelt HS and Principal of Great Neck South.

Readings:

- The Redesign of Urban School Systems: Theories of Action for Change. Donald R. McAdams & Dan Katzir, 2013, pp 4-8.
- Case: Baltimore City Public Schools: Implementing Bounded Autonomy. Allen Grossman, Susan Moore Johnson, and Elisha Brookover, Public Education Leadership Project at Harvard University, 2010.
- Principals in the Pipeline: Districts Construct a Framework to Develop School Leadership. JSD: The Learning Forward Journal, June 2012.

Optional:

- Principal Effectiveness: A New Principalship to Drive Student Achievement, Teacher Effectiveness, and School Turnarounds. New Leaders for New Schools, 2009.
- Great Principals at Scale: Executive Summary. New Leaders and the Alliance to Reform Education Leadership at the George W. Bush Institute, 2014.

Session 6: District Transformation – Newark Public Schools

Our second session will explore systemic transformation at the district level. This session provides an opportunity for students to explore how one superintendent used multiple levers to transform a school district and achieve results for students. We will have a candid conversation about the opportunities and challenges of implementing rapid, large-scale change to drive student achievement. We will examine the opportunities and challenges at the district level, the impact of politics and defenders of the status quo, and the leadership moves a superintendent made in an effort to lead, scale, and sustain significant changes.

Speaker: Cami Anderson, Former State District Superintendent of Newark Public Schools

Readings:

- Case: The Trading Post is Closed: Cami Anderson in Newark Public Schools. Lynn Jenkins & Dan Katzir, Stanford Graduate School of Business, Case L-27, 04/07/2015. *Caseworks addendum to follow.*

Session 6 Readings *continued*

- Assessing the Impact of the Newark Education Reforms: The Role of Within-School Improvement vs. Between-School Shifts in Enrollment. Mark Chin, Thomas J. Kane, Whitney Kozakowski, Beth E. Schueler, & Douglas O. Staiger, Center for Education Policy Research, Harvard University, Oct. 2017.
- Scott, Dylan. "Cory Booker's Massive Overhaul of the Newark Schools, Explained." Vox, Vox, 13 Mar. 2019. Retrieved from: www.vox.com/policy-and-politics/2019/3/13/18223129/2020-presidential-candidates-policies-cory-booker-newark-schools-2020.

Optional

- Moving Up: Progress in Newark's Schools from 2010 to 2017. Jesse Margolis, Margrady Research, October 2017.
- McKenna, Laura. "74 Interview: Sen. Cory Booker on Teacher Quality, Celebrity Star Power, and Why His Newark School Reforms Were Actually a Success." 74 Interview: Sen. Cory Booker on Teacher Quality, Celebrity Star Power, and Why His Newark School Reforms Were Actually a Success, 4 Sept. 2018. Retrieved from: www.the74million.org/article/74-interview-sen-cory-booker-on-teacher-quality-celebrity-star-power-and-why-his-newark-school-reforms-were-actually-a-success/

COURSE STRUCTURE

This course has two distinct components: 1) classroom discussions and 2) a team-based paper.

Classroom Sessions: The class meets weekly for 6 sessions of 3 hours and 15 minutes each. Class sessions include a combination of case-based discussions and expert speakers to help students learn about real organizations, leaders, the challenges they face, and the strategies they employ to address those challenges.

Case studies and/or guest speakers will form the primary basis for classroom discussion and assignments. Most cases or speaker presentations will be supplemented with research publications, technical notes, news clips and/or videos to deepen students' understanding of the context and issues. Experts who visit the class as guest speakers will give students' exposure to leaders in the field and provide opportunities for candid conversations about what is and is not working and why.

Team-Based Paper: Students will work in teams for the duration of the course to write a paper analyzing a current human capital challenge in education reform. This project is designed to give students an opportunity to define a current human capital challenge faced in the education sector, research current state and innovative practices related to that issue, apply conceptual frameworks covered in classroom discussions, and recommend strategic solutions. Students may research a particular reform, offer a diagnostic evaluation of an issue in a particular school system, or provide advice to policy-makers moving forward.

A list of potential topics will be shared with students at the beginning of the course, though teams may work on a topic of their choosing, pending instructor approval. Teams will consist of three to four students. Students will submit preferences of both topics and team members, and the instructor will create teams based on those preferences.

EXPECTATIONS AND GRADING POLICY

Students will be evaluated according to the following criteria:

- Attendance and Participation: 35%
- Weekly Surveys: 30%
- Final Paper: 35%

Attendance and Participation (35%)

This course adheres to Columbia Core Culture. Students are expected to be present, prepared, and active participants. Due to the highly collaborative and interactive nature of this class, it is critical that all students attend every class meeting. If you must miss class for a legitimate reason, please notify the instructor in advance via e-mail. To receive full credit for participation, students must participate actively and thoughtfully in class discussions.

Attendance and Participation Expectations:

- Attend all classes (points will be deducted for unexcused absences)
 - *Arrive on time*
 - Bring your nameplate and cellphone for Poll Everywhere
 - *Engage actively throughout*
 - Stay for the full duration of the session
- Lead and actively participate in classroom discussions – Effective class participation includes:
 - Significant contributions to class discussion, including building on each other's comments
 - Critical thinking skills – evidence of case analysis, deep understanding of the readings, and ability to identify implications of the readings for the case/issues discussed in class
 - Ability to take a stand – share your perspective on cases/various education reforms and provide evidence to support your position, expect cold calling
 - Empathy and willingness to test new ideas and push the class discussion forward
 - Ability to link course concepts from readings and prior classes
 - Effective introductions and thoughtful questions of guest speakers

EXPECTATIONS AND GRADING POLICY *CONTINUED*

Weekly Surveys (30%)

In order to prepare for each class discussion, students will read materials and complete a weekly survey by 5:00 pm on Sunday before each class. Survey responses play a key role in determining the structure, focus, and facilitation of each session, so it is important to complete surveys with thoughtful responses and on time.

Weekly Surveys and Assignments Expectations:

- Complete weekly online surveys; the first one will name what your current view of education is.
- Submit each survey by 5:00 pm on Sunday before class (late surveys will be worth half credit)
- Complete all readings in advance of the relevant session
- Respond thoughtfully to assignment questions
 - Answer every question
 - Take a stand on issues and provide evidence for your position
 - Submit questions for upcoming guest speakers
- Provide feedback on class facilitation and guest speakers (feedback is for course improvement and will not be graded)

Final Paper (35%)

Each team (3-4 students) will submit a 10- to 15-page paper that defines a current human capital challenge faced in the education sector, researches current state and innovative practices related to that issue, applies conceptual frameworks covered in classroom discussions, and recommends strategic solutions.

Final Paper Expectations:

- Write a high-quality report that demonstrates a deep understanding of the topic and implications for the education field. **Note:** I am interested in recommendations and exploration of course readings.
- Partner with a team to analyze and make recommendations based on the topic
- Apply course concepts to inform your analysis and recommendations
- Push yourself to question your notion; measure students' growth
- Add a course reflection/paper questions

Timeline and Deliverables:

- **January 31st, at 11:59 pm** – Final paper preferences survey due to indicate your preferences of topics and team members
- **February 5th** – Mid-course check-in with project teams before and after class
- **February 12th** - Detailed paper outline and draft bibliography due and uploaded to Canvas
- **Friday, February 28th, at 11:59 pm** – Final paper due and uploaded to Canvas.

Support:

The instructor will schedule times before or after class to meet with teams to discuss progress and challenges. Teams are encouraged to schedule time with the TA as needed. There will be no office hours on February 26th.