Final Report Culturally Competent Content Development Program

Name: Dr. Rachel S. White
Rank: Assistant Professor
College: Darden College of Education and Professional Studies (DCEPS)
Department: Educational Foundations and Leadership (EFL)
Course Name and Number: ELS 702/802: Education Politics & Policymaking

Report of Changes to Course Content

  I began my work of creating a more inclusive and culturally competent course and classroom from the top (college and department), down (classroom). In particular, I currently serve as the chair of the EFL Department Diversity and Inclusion Committee. As such, I drew upon the expertise and experience of members of the committee, as well as department faculty and graduate students, to lead the development of a department-wide diversity statement. Over three months, I helped foster the development of a diversity statement; sent out draft statements for feedback and review from faculty, staff, and students; and finalized the statement to be voted on by department faculty. The final statement was unanimously adopted. Subsequently, I placed the diversity statement at the top of my course syllabus. Additionally, the DCEPS recently adopted a new diversity statement, which I also added to the first page of my course syllabus.

  Simply including the text of the DCEPS and EFL diversity statements, however, is not enough. As such, I have revised my first day of class of the semester course lesson to include discussion of these diversity statements, allowing students space and time to ask questions and discuss the statements, and talk authentically about what those statements mean to them and how they hope to see them enacted in my classroom. In addition to this first-day-of-class change, I also created an entirely new lesson plan for the first day of class. First and foremost, I have revised the first-day-of-class materials to ensure activities are inclusive and begin to establish a sense of trust and respect amongst all voices in the class. In particular, I will begin with Langston Hugh's *Democracy* poem, and Danez Smith's *My President* poem as entrée in to understanding the importance of incorporating diverse voices into the study of policy and politics. Additionally, I have created an activity that allows students to have their voices heard by empowering them to share what it means to have a culturally inclusive classroom. I also ask students to provide

about politics and policy only benefits the oppressor, and empower students to use their voice in local, state, and national education politics and policymaking arenas. Once I revised all course content, I reviewed the social identities of all authors of textbooks, articles, and other course resources, with the goal of having at least 40-50%

- How successful has the instructor been in creating an inclusive environment that is conducive to learning for students from all backgrounds and cultures?
- What changes could the instructor make to make the class more inclusive?

These six questions are simply a preliminary draft of potential questions that could be included in the feedback surveys. I will continue to research, have discussions with colleagues, and attend professional development offerings in an effort to continuously improve my pedagogical approaches, course content, and relationships with my students in ways that promote diversity, equity, and inclusion.

Educational Politics and Policymaking
ELS 702/802 || Fall 2020
Dr. Rachel S. White
Wednesdays, 5:00-7:00pm
Old Dominion University
Department of Educational Foundations and Leadership

Location: Zoom - https://odu.zoom.us/my/rswhite
Contact information: rswhite@odu.edu || 810.569.2682
Office Hours: Zoom or by phone, as needed/requested

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at the state, local and school level; and identify and demonstrate ways to influence educational policy development at the state, local and school levels.

Primary Texts

The readings for this course—be they texts or articles—will generally fall into two categories: 1) educational policy and politics for school leaders and 2) the micro political and group dynamics of problem finding/problem solving at the school level. The following texts are required:

1. Alexander, N. (2013). *Policy analysis for educational leaders: A step-by-step approach*. Boston, MA: Pearson.
2. Douglass Horsford, S., Scott, J.T., & Anderson, G.T. (2019). *The politics of education policy in an era of inequality: Possibilities for democratic schooling*.
3. Allen, D. (2015). *Getting things done: The art of stress-free productivity*. New York: Penguin.
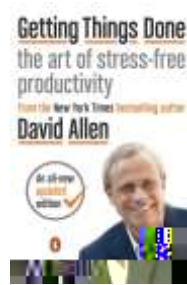
*Other selected readings may be assigned and available via Blackboard course content folder.

1.   2.   3.

Because all assignments require that you follow APA v.7 guidelines and format you may find the following resource valuable: https://owl.english.purdue.edu/owl/resource/560/01/. As a graduate student in this program, it is strongly recommended that you invest in your own copy of the newest edition of the APA manual, which was recently updated in September 2019: American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.) Washington, DC: Author. Available at https://www.apa.org/pubs/books/publication-manual-7th-edition-paperback

Suggested Reading:

Anagnostopoulos, D., Buchanan, N.T., Pereira C., Lichty, L.F. (2008). School staff responses to gender-based bullying as moral interpretation: An exploratory study. *Educational Policy, 23*(4), 519-553.

Anagnostopoulos, D., Lingard, B., & Sellar, S. (2016). Argumentation in educational policy disputes. Competing visions of quality and equity. *Theory Into Practice, 55*(4), 342-351.

Alemán, E. (2009). Through the prism of critical race theory: *Niceness* and Latina/o leadership Anagnostopoin the politics of education. *Journal of Latinos and Education, 8*(4), 290-311.

Apple, M. W. (1996). *Cultural politics and education*. Teachers College Press.

Bardach, E. (2011*). A practical guide to policy analysis: The eightfold path to more effective problem solving*. Sage.

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Bigott, J.C. (2013). Policy versus practice: The problems of urban school reform. *Journal of Urban History, 39*(4), 788-794.

Brockenbrough, E. (2015). "The discipline stop": Black male teachers and the politics of urban school discipline. *Education and Urban Society, 47*(5), 499-522.

Dunbar, C., & Villarruel, F.A. (2009). Urban school leaders and the implementation of zero-tolerance policies: An examination of its implications. *Peabody Journal of Education, 77*(1), 82-104.

Eppley, K. (2009). Rural schools and the highly qualified teacher provision of *No Child Left Behind*: A critical policy analysis. *Journal of Research in Rural Education, 24*(4).

Happel, A. (2013). Ritualized girling; School uniforms and the compulsory performance of gender. *Journal of Gender Studies, 22*(1), 92-96.

The purchase and/or use of LiveText (Approved Web-based Portfolio Assessment System) is required for this course. This must be purchased either from ODU bookstore or www.livetext.com. Make sure to register with your official ODU name and your UIN.

VA Performance Standards
This course addresses components of each of the seven performance standards for the Uniform Performance Standards and Evaluation Criteria for Principals. The utilization of a Leadership Evaluation framework with the seven standards and performance indicators are used in this course and throughout the program. Each semester students are required to complete a self-assessment at the beginning and end of the course using the Leadership Evaluation framework. The instructor will interact with the students individually about their progress and interpretation of their abilities to meet the standards and specific indicators. Students are encouraged to interact with their mentors/coaches using the framework as well.

COURSE REQUIREMENTS AND GRADING

Grading Scale. The course has 200 available points, shown in Figure 1: participation (80 pts total), which includes engagement during class (25 pts), one discussion leading session (10 pts), two reflective frameworks (10 pts each), and presentation of a personal productivity system (25 pts); one synthesis statement (40 pts); and one policy analysis exercise (80 pts).

The final course grade will be based on the following point s533.89 lSq0.00000912 0 612 792 reW* nBT/F2 9.12 Tf1 0 0 1 54.66 414pts

An electronic version of all written assignments must be submitted to the appropriate assignment folder on Blackboard by the date due on the syllabus**. Unless otherwise noted or communicated by the professor, assignments must be submitted <u>prior to the start of class on their due date.</u>** The PAE assignment must be uploaded to Blackboard (paper) and LiveText (presentation). **Completion and submission of all assignments is required to obtain a passing grade in the course.**

All ODU students receive an email account upon registration. These must be activated for this course. After activating this account, students will receive course related emails and have access to course documents on BlackBoard. Additionally, since ODU is a research institution and NCATE and the Commonwealth of Virginia accredit the Darden College of Education, it is possible that student work will be made available to reviewers and that students will be asked to participate in research. Participants will be assured anonymity and consent as needed.

1. Engagement

Engagement

critically and supportively, respond to others' ideas; 5) lead one well-prepared class discussion; and 6) demonstrate a commitment to learning activities both in- and out-of-class.

Please note that part of your participation grade will include completion of (1) two **oral reflective frameworks** (10 points each), (2) one discussion leader activity (10 points), (3) presentation that illustrates implementation of your own **productivity system** based on the Getting Things Done (GTD) framework and approach (25 points), and (4) quality of your class participation and engagement (25 points).

For the reflective frameworks, you will be asked to submit either an oral, visual, or written piece of work where you communicate a practice-based frameworks you are developing as you complete the course readings. The framework should focus on connections between the course reading for that week plus one of the suggested readings (see above). Your instructor will

the political system to effectively implement positive educational change.

- Identify an actual problem that can be addressed through local (e.g., school or division) policymaking and develop or improve a policy based on structured analysis as per course discussions and readings.
- Engage in role playing scenarios with division colleagues around interpersonal and group dynamics related to conflict and change.
- Practice problem-solving skills with real-life processes and problems within your workplace.

GENERAL INFORMATION

As with all graduate level work, course requirements will be evaluated on the level of completeness, appropriateness, creativity, and cohesiveness of the work. The focus of each activity, discussion, and course assignment should be from an educational leadership perspective. Clarity of writing and grammar will be considered in evaluation. Language used throughout this course should be sensitive to issues of socioeconomic level, race, culture, gender, sexual

Students in need of accommodations: Old Dominion University is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. The Office of Educational Accessibility (OEA) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you experience a disability which will impact your ability to access any aspect of my class, please present me with an accommodation letter from OEA so that we can work

COURSE SCHEDULE
(Instructor reserves the right to make changes as necessary)

Week	Date	Topic	Readings & Assignments
**Module 1: Policy Analysis: An Introduction**			
Week 1	DATE	Course overview + Syllabus review Democratic process of defining what it means for our class to be culturally inclusive & specific actions to ensure all voices are valued & heard Student input: additional course readings to bring their culture into the classroom Policy & politics activity- identity, privilege, and how this influences how we see and experience policy and politics.	Brewer. (2011). School leaders as political strategists: William Boyd's contributions to our understanding of the politics of leadership. *Peabody Journal of Education, 86*(4), 450-463. Gooden, M.A. (2021). Why every principal should write a racial autobiography. *The Empowered Principal, 78*(7), 32-37.
Week 2	DATE	Laying the Groundwork for Effective Policy Analysis: Knowing what you stand for. **ACTIVITY: A DAY OF POLICIES,**	

Week 4	DATE	Problem Finding and Problem Definition + Who Gets to Find and Define Problems	Alex. Ch3 Horsford et al. Ch 5. GTD Ch4 Snir, I., & Eylon, Y. (2016) Pedagogy of non-domination: Neo-republican political theory and critical education. *Policy Futures in Education, 14*(6), 759-774.
Module 3: Processes and Dynamics of Policy Analysis for Social Justice			
Week 5	DATE Synthesis Statement Submission #1 due	Values at Work in Policy Analysis: Taking a Stand + Antiracism as a Central Value	Alex. Ch5 Horsford et al., Ch 4 GTD Ch5 Honey, N., & Smrekar, C. (2020). The legacy of busing and *Brown*: How school desegregation experiences shape public perceptions and communities' school diversity priorities in the resegregation era. *Urban Education.*
Week 6	DATE	The Role of Evidence in Policy Analysis + Critical Race Lens for Policy Analysis	Alex. Ch4 GTD Ch6 Scott, J., Moses, M.S., Finnigan, K.S., Trujillo, T., & Jackson, D.D. (2017). *Law and order in school and society: How discipline and policing policies harm students of color, and what we can do about it*. National Education Policy Center.
Week 7	DATE	Consider the Alternative: Preparing for Change	Alex. Ch6 & Ch7 GTD Ch7 Trujillo, T., Moller, J., Jensen, R., Espinoza Kissell, R., & Larsen, E. (2021). Images of educational leadership: How principals make

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			sense of democracy and social justice in two distinct policy contexts. *Educational Administration Quarterly.*	
Week 8	DATE Synthesis Statement Submission #2 due (if necessary)	Making and Communicating a Policy Recommendation: Ensuring Accessibility	Alex. Ch8-9 Horsford et al., Ch7 National School Public Relations Association (2008). *The communication factor in superintendent success: Keep a focus on communication.* Author.	Commented [WR25]:
Module 4: Navigating the Politics of Implementation and Evaluation				
Week 9	DATE	Implementing a Socially Just & Equitable Solution	Alex. Ch10 Horsford et al. Ch8 Mavrogordato, M., & White, R.S. (2020). Leveraging policy implementation for social justice: How school leaders shape educational opportunity when implementing policy for English learners. *Educational Administration Quarterly, 56*(1), 3-45.	Commented [WR26]:
Week 10	DATE Synthesis Statement Submission #3 due (if necessary)	Monitoring Progress Toward Problem Solving	Alex. Ch11 Horsford et al. Ch9 GTD Ch8-9	
Week 11	DATE Reflective framework #2 due	Evaluation and the Politics of Evaluation + Is it Just?	Alex. Ch12-13 Horsford et al., Ch10 Thomas, V. G., & Madison, A. (2010). Integration of social justice into the teaching of evaluation. *American Journal of Evaluation, 31*(4), 570-583.	