

**INTRODUCTION TO THE POLITICS OF EDUCATIONAL ANALYSIS
ED 220B/GSBGEN 349**

Spring Quarter, 2006

Monday & Wednesday: 10:00-11:30 a.m., Cubberley, Rm. 206

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Office Hours: M & W, 1-3 p.m.
(Contact Prof. Kirst for appointments)

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Office Hours: By arrangement

Week 1: Education Politics and Leadership

Wednesday, April 5

Topic: Course Overview

Group Work: Choosing a Superintendent (Activity A) (Class handout)

Assignment: Write a *brief* summary of your professional background, research interests, and any questions/issues that you hope to explore in this class. (max. 2 pages) Due Monday, April 10th in class.

Reading: Michael Kirst, "The Political Model," and other summaries of political concepts.
(Sourcebook - #2)

Week 2: Philadelphia Reform Politics, Part I & II

Monday, April 10

Group Work: Philadelphia Reform Politics (Activity B).

Assignment: Prepare group presentations for Wednesday, April 12th.

Readings: Tom Corcoran and Jolley Christman, *The Limits and Contradictions of School Reform: The Philadelphia Story*. (sourcebook - #4)

Wednesday, April 12

Topic: Political Theories and Concepts/Philadelphia Reform Politics Wrap-Up

Readings: CPRE, *Civic Engagement: Hard to Learn Lessons From Philadelphia*, other Philadelphia articles. (sourcebook - #6)

Harvard Case: Long Beach Unified School District A: Change that Leads to Improvement. (sourcebook - #1)

Week 3: Models and Concepts for Education Politics**Monday, April 17****Readings:** Frederick Wirt & Michael Kirst, *Political Dynamics of American Education*, Chapters 1 and 2.**Wednesday, April 19****Topic: Evolution of School Governance****Reading:** James Cibulka, "Two Eras of Schooling" (sourcebook - #3)**Optional:** Frederik M. Hess, Revolution at the Margins: The Impact of Competition on Urban School Systems (Washington, D.C.: Brookings, 2002) **(ON RESERVE IN CUBBERLEY LIBRARY)****Week 4: Topic: Political Symbolism****Monday, April 24****Readings:** Murray Edelman, *The Symbolic Use of Power*. (sourcebook #6)

Drew Lindsay, "The Billion Dollar Man." (sourcebook #7)

Watch EAI video: Education Alternatives, Inc., "The Evolution of EAI." (sourcebook - #8)

"For Profit School Management Company Hits Hard Times." *Education Week*, February 9, 2000. (sourcebook - #9)

Wirt and Kirst, Chapter 14

Wednesday, April 26**Topic: Interest Groups and Community Power****Readings:** Frederick Wirt & Michael Kirst, *Political Dynamics of American Education*, Chapters 3 and 4.Michael Kirst, *The Politics of Charter Schools*, unpublished paper. (sourcebook - #10)**For future group work: (Instructor introduction)**Coplin, William and Michael K. O'Leary. *Everyman's PRINCE*, North Scituate, MA:

Duxbury, 1976. (sourcebook - # 11)
 Prince Case (sourcebook – # 12)

Week 5: Topic: Power, Bargaining and Coalition
Monday, May 1

Readings: Frederick Wirt & Michael Kirst, *Political Dynamics of American Education*, pp. 232-234.

Peter Block, *The Empowered Manager*, Chapter 5. (sourcebook - #13)

Roger Fisher and William Ury, *Getting to Yes*. (sourcebook - #14)

Wednesday, May 3 & Monday, May 8 (Week 6)
Topic: Who Controls Our Schools at the Local Level?

Readings: Frederick Wirt & Michael Kirst, *Political Dynamics of American Education*, Chapters 5 and 6

Minutes of New Orleans School District Meeting, 1/22/01. (sourcebook - #15)

Issues for discussion in class:

- 1) Proper role of school board
- 2) Interactions between superintendent and board
- 3) Issue focus of school board

Michael Kirst et al., "A Framework for Redefining the Role and Responsibilities of Local School Boards." (sourcebook - #16)

Harvard Case: Long Beach Unified School District B (Activity C) (sourcebook - #17)

Michael Kirst, "Mayoral Influence, New Regimes, and Public School Governance" (sourcebook - #18)

Assignment 1: Education Alternatives, Inc. Due Wednesday, May 3

Week 6 contd.: Topic: School Site Politics and Micropolitics
Wednesday, May 10

Readings: Frederick Wirt & Michael Kirst, *Political Dynamics of American Education*, Chapter 7

Catherine Marshall and Jay Scribner, “It’s All Political: Inquiry into the Micropolitics of Education” (sourcebook - #19)

Donna Muncey and Patrick McQuillan, “A Struggle That Had to Play Itself Out: Elliston High School” in *Reform and Resistance in Schools and Classrooms* (sourcebook - #20)

Group Work: The Case of Elliston High School (Activity D).

Week 7: Topic: State Politics of Education and Courts and Politics

Monday, May 15

Readings: Frederick Wirt & Michael Kirst, *Political Dynamics of American Education*, Chapters 8 and 9.

James Spillane. “State Policy and the Non-Monolithic Nature of the Local School District” *American Educational Research Journal* (sourcebook #21)

Michael Kirst et al., "Policy Issue Networks." (sourcebook - #22)

"Muddle by Mandate: A Fictionalized Account." *American Educator* (Activity E) (sourcebook #23)

Wednesday, May 17

Topic: Politics of Federal Policy and Administration

Readings: Frederick Wirt & Michael Kirst, *Political Dynamics of American Education*, Chapters 10 and 11.

Elizabeth H. DeBray, *Partnership and Ideology in ESEA Reauthorization in the 106th and 107th Congress* (sourcebook - #24).

Susan Fuhrman, “Less Than Meets the Eye: Standards, Testing, and Fear of Federal Control” (2004) (sourcebook - #25)

Week 8: Topic: Politics of Educational Reform - Intergovernmental Politics and Courts

Monday, May 22 & Wednesday, May 24 (Readings same as for Wednesday, May 17)

Readings: Frederick Wirt & Michael Kirst, *Political Dynamics of American Education*, Chapters 12 and 13.

Susan Fuhrman, *The Politics of Coherence*. (sourcebook - # 26)

Susan Fuhrman, "Redesigning Accountability Systems" (sourcebook - #27)

Michael Kirst, "A Babel of Standards," *Crosstalk*, 1999. (sourcebook – #28)

Education Week, "Federal Influence Over Curriculum Exhibits Growth," 2/5/03.
(sourcebook - #29)

Assignment 2: Prince Case. Due Tuesday, May 30

Week 9: Prince Presentations, final Essays handed out

Monday, May 29 (Memorial Day Holiday) - No Class

Wednesday, May 31

Grading Policy:

Prince 35%

EAI 20%

Final 30%

Participation 15%

Course Requirements:

Assignment #1 EAI	Due May 3	Individual.
Assignment #2 Prince	Due May 30	Groups of three or less.
Final Exam	Take home final handed out at end of class.	Individual.
Class Participation		Individual.
Activity A	Choosing a Superintendent April 5	Group work in class
Activity B	Philadelphia Reform Politics April 12	Group work in class
Activity C	Long Beach, CA Schools May 8	Group work in class
Activity D	The Case of Elliston H.S. May 10	Group work in class
Activity E	Muddle by Mandate May 15	Group work in class

Required Texts:

Frederick Wirt and Michael Kirst, *The Political Dynamics of American Education*, Berkeley: McCutchan, 2005.

Coplin, William and Michael K. O'Leary. *Everyman's PRINCE*, North Scituate, MA: Duxbury, 1976.
[The part that you must have is included as #25 in sourcebook. Numerous copies of the complete book are on reserve in Cubberley Library.]

Texts On Reserve:

Frederick Wirt and Michael Kirst, *The Political Dynamics of American Education*, Berkeley: McCutchan, 2005.

William D. Coplin and Michael K. O'Leary, *Everyman's PRINCE: A Guide to Understanding Your Political Problems*, North Scituate, MA: Duxbury Press, 1976.

Sourcebook.

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ED 220B/GSBGEN 349**

**Professor Michael W. Kirst
Spring 2006**

**Assignment #1: Education Alternatives, Inc.
Due: May 3 by 5:00 pm in Cubberley 121
>>> 5-page maximum <<<**

Read “Education Alternatives, Inc.” and “For-Profit School Management Company Hits Hard Times” (Sourcebook #23 and 24)

The politics in school districts often provide a complex landscape for reformers and newcomers to the system. Many have misread the political landscape of a district, including for-profit companies such as Education Alternatives, Inc. After a disastrous outcome in both Washington, D.C. and Hartford, John Golle, CEO of EAI, could use some help. Looking to save his company as he negotiates with another district, Golle needs a politically savvy education consultant to help him avoid some of the pitfalls he encountered in other districts.

The district with whom he is negotiating is open to either a school or district-wide EAI takeover. The district is similar in size to Hartford and serves a substantially both African American and Hispanic population. The majority of the Hispanic students are learning English as a second language. Golle has engaged you as a political consultant to make this new venture a success. Based on the case study, what political advice would you offer? Draw upon the readings and class discussions to strengthen your advisory memo. You may also draw on other press about the company.

As you are thinking about this problem, you might want to consider the following questions:

Examining Golle’s Choices

1. What were the political choices that Golle made in Baltimore, Washington, D.C., and Hartford?
2. Which decisions were good? Which ones were bad? Why?
3. What alternatives could he have tried?

Examining the Culture of the EAI

1. What is your impression of the culture of EAI? What’s important about the organization (Improving public education? Making money? Both?)
2. What impression do you have of Golle’s leadership?
3. How, if at all, would you suggest changing the culture of the organization or leadership to make the company more successful in public schools?

Examining the realities of Urban Districts

1. What realities of urban districts does EAI seem to be ignoring or downplaying?
2. What might EAI or Golle do to be more accepted as a partner in an urban district?

What would be your recommendations to Golle as he negotiates with this new district? [think about both substance and symbolism]

Assignment #2: PRINCE

Due: May 30 by 5:00 p.m. in Cubberley 121

(Groups of three or less)

>>>Maximum of 15 pages, not including appendices and charts<<<

1. Read “Case: The Politics of School Closure.” (to be handed out April 20)
2. Assume you are the principal of Johnson High School. Drawing upon the PRINCE approach (sourcebook # 12) and the rest of 220B, explain how you would proceed to save the school and its programs.
3. Assume that the seven-member school board will make the final decision.
4. You can make assumptions about the situation, but make your assumptions explicit. Your assumptions cannot contradict the facts in the case.

**Activity B: Philadelphia Reform Politics
In-class group activity
April 12**

1. Watch “School Crusade” Parts I and II by John Merrow
2. Divide into groups of 4-5. Delegate a facilitator, time-keeper, note-taker, and one or two spokespersons.
3. Spend about 15-20 minutes discussing the following questions. Prepare a 2-3 minute presentation for the entire class.
 - a. What causes reform? Identify key elements within the Philadelphia story that initiated reform.
 - b. How is reform implemented? What strategies were used to implement reform? Consider top down as well as bottom up approaches.
 - c. What could Hombeck have done differently to enhance reform of Philadelphia schools?
 - d. How does the success of Long Beach illuminate a different political strategy?

**Activity C: Long Beach, CA Schools
In-class group activity
May 8**

1. How do the changing politics in Long Beach impact instructional reform?
2. What is Steinhauser's approach to instructional leadership?
3. Review the Long Beach organization chart in Exhibit 2. What kinds of coalitions are needed to improve classroom instruction?

**Activity D: The Case of Elliston High School
In-class group activity
May 10**

Muncey and McQuillan's Elliston High School case illustrates some of the deep philosophical divisions that can exist at the school level. The case also explores how the political process played itself out at a more micro level than we have yet explored in this class. What can we learn from this school's journey?

Please discuss the following questions (being sure to leave time for #4):

- 1) Who were the important players in this case? What were the two camps that formed at Elliston?
- 2) What were each group's beliefs and values?
- 3) What were some of the reasons that the Coalition of Essential Schools did not take hold at Elliston?
- 4) Assume that you work for the Coalition as a school coach. What, if anything, would you have done to get the CES to work at Elliston? As you ponder this question, think about different actions that the principal or steering committee might have taken during the process. How, if at all, could the Coalition have succeeded at Elliston?

**Activity E: Muddle by Mandate
In-class group activity
May 15**

1. Assume that your role is a management consulting firm leader who has been asked to review the textbook adoption process by the state legislature.
2. Assume “Muddle by Mandate” is an accurate description of a state’s textbook adoption process (IT IS NOT):

Make recommendations for changes that would create “better” textbooks. It might be helpful to identify some key case decision points in the textbook adoption process.