

TE 919: POLICY ANALYSIS IN EDUCATION¹

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The nature of policy making in the USA and globally is changing dramatically². Increased requirements for accountability at all levels of education systems necessitate not only that policy be informed by valid and reliable data but that once implemented policies be subject to scrutiny through systematic assessment and evaluation. What we will call in this course the “new culture of accountability” in education, is a global phenomenon.³ Through global policies such as UNESCO’s [Education for All](#) (EFA), a large number of countries are currently and continuously undergoing systemic reform as a response to such global mandates⁴. Policy analysis has become an essential tool in determining whether local policy is likely to achieve the desired goals. While policy analysis has tended to be analytical and descriptive in this course we introduce program evaluation to policy analysis as we pursue the systematic study of the origin and characteristics of public policies and assess their effects vis-à-vis their intended outcomes.⁵

A key tool in the implementation of accountability cultures on policy effects is the assessment of policy outcomes. Assessment systems have also developed into global organizations. For instance regarding the effect of basic education a number of international evaluations of student progress have shown that high achieving countries also have a more knowledgeable teaching force and a more coherent and centralized curriculum. These results however also show that success is heavily dependent on context, culture and content. National policy in countries across the world has become increasingly reliant on these global trends uncovered by policy analysis and program evaluation. Examples of these tendencies are easily found in the comparative

¹ The official description in the MSU catalogue reads: “Conception, generation, and analysis of educational policies. Contexts such as governance levels, national setting, and legislative forms. Uses, limitations, and ethics of policy analysis.”

² While this course can be taught with an exclusive USA focus, I introduce in this course an international and comparative dimension. This is especially useful when teaching policy analysis because a strategy for analysis is the search for viable alternatives to policy problems in other contexts or disciplines. An international comparative analysis of how a similar policy problem is addressed in other settings provides an excellent “laboratory like experience” of what factors, if considered, may account for the success or a failure of a policy.

³ I explored this phenomenon with colleagues in my book *Reforming teaching globally* (see Tatto 2007). While we found that indeed accountability arguments are used to encourage compliance with reformed practices we also found that organizational cultures and traditions are strong forces challenging reform.

⁴ EFA is one of the most powerful global policies and the most important attempt at increasing quality access to education for all sectors of the population across countries. Introducing this policy as a possible object of analysis in this course has the purpose of (1) examining a comprehensive reform globally conceived but locally implemented; (b) specifically examining the NCLB (No Child Left Behind) policy which can be seen as the local implementation of EFA in the USA.

⁵ In a typical policy analysis course students are expected to learn to be analytical and descriptive of public policies. However I believe that students should learn to do what is known as “policy studies”. In general terms “Policy Studies” is a combination of “policy analysis” with the rigorous methods of “program evaluation.” Because of my expertise in both policy analysis and program evaluation research I am able to bring these two approaches together in what I consider a unique course in the College of Education at MSU.

studies carried out by the [International Association for the Evaluation of Educational Achievement](#) such as TIMSS, PIRLS, ICCS, ICLS, and TEDS-M, and by the OECD such as [PISA](#) and [TALIS](#). These are all examples of large scale rigorous policy studies designed to inform policy in particular areas of interest in basic and higher education in the participating countries.⁶

Policy studies however, are not always considered a requirement to inform and improve policy. An example is the proposal to adopt the [Common Core Curriculum Standards](#) (CCCS) for mathematics and English Language Arts in the USA.⁷ The justification given in the website to encourage states to engage in this important policy initiative is that “the standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn.” Then a claim of the expected impact of this policy is made without any empirical data, that standards ...will reflect “the knowledge and skills that young people need for success in college and careers” and that “[w]ith American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy”. The website does mention the use of “international benchmarking [as playing] a significant role in both sets of standards [and that] the college and career ready standards include an appendix listing the evidence that was consulted in drafting the standards and the international data consulted in the benchmarking process.” Thus whether we sympathize or not with such policy, there is clearly a need for at the very least examining closely the evidence consulted, and for ongoing policy studies regarding this initiative!

But how is policy made? What are the choices among several that are preferable, for whom and for what purpose? What is entailed in doing policy analysis? The idea of policy analysis relies on the assumption that policy actors need and are willing to use valid and reliable information to both design and understand the pitfalls of current policies in order to improve education.

As new waves of educational reform bring about the development of innovative ways to address the many shortcomings of schooling there is increased public interest in understanding whether and how old and current policy have had the expected results and whether the social investment in these innovations is cost-effective. Further while for the most part policy analysis has evolved mostly as an inquiry undertaking, it is important to explore whether and how it must take into account the crucial issues of social justice and human rights.⁸

The need to document the projected and actual effectiveness of policies at all levels of the system in the context of shrinking resources is upon us and it is bound to increase over the next decade.

⁶ By introducing doctoral students to current policy studies by the IEA and OECD I intent to expose them to high quality research able to produce “usable knowledge” to policy making. I hope to acquaint them with the use of large databases collected by these studies in a rigorous manner and from representative samples and introduce the idea of using these databases for their paper in this course and for future doctoral work.

⁷ The introduction of the CCCS is likely to be one of the more important policies in USA education reform. The fact that a policy such as this has become a “mandate” in a number of states without a policy study should be a cause for concern. My hope is that students may get involved in the study of the effects of systemic curriculum reform such as the one proposed by CCCS.

⁸ There are a number of frameworks that can be used to do policy analysis. In this course I introduce students to thinking about how policy analysis / studies can contribute to social justice; a good starting point is the UN Declaration of Human Rights, and the introductory background reading by Linda Darling-Hammond.

The demand for committed and qualified professionals that understand how to assess the potential and actual impact of policy to address the complex education needs of global economies is bound to grow as well.

This course is specifically designed to help doctoral students interested in education at all levels acquire the skills and abilities that are required to design sound and responsive policy analysis. Accordingly this course will explore the conception, generation, and analysis of educational policies using as examples key education policies at the global level such as policies directed at early childhood education, curriculum reform, teacher education and the education of immigrant populations among others. The course will pay particular attention to the contexts of policy including the evolving conceptualization of global and local systems of governance. The course will also explore the uses, limitations, and ethics of policy analysis. The course will also provide students with elementary knowledge of program evaluation.⁹

The course will use cases or examples of policy analysis. If there is interest, TE 919 will make available to students in this course a first exploration into the methods of studies by the IEA including the TEDS-M Project, as an example of a comparative and international study that uses qualitative and quantitative research methods to analyze teacher education policy and practice in 16 countries including the United States of America (other countries are: Botswana, Chile, Chinese Taipei, Georgia, Germany, Malaysia, Oman, Norway, Philippines, Poland, Russian Federation, Singapore, Spain, Switzerland, Thailand). Examples of case studies using qualitative methods will also be made available.¹⁰

Students will have the option to explore and use available data collected by organizations such as IEA, OECD and any other studies to do work required for the course. For instance the IEA databases typically include qualitative and quantitative data such as country context, education and curriculum policy, the qualifications and working conditions of teachers, pupils' background, and the results of knowledge assessment in the areas explored by the studies (for instance mathematics, literacy, civics, and instructional technology among others. Students in this course will also be encouraged to consider using other data to develop required doctoral work including dissertations.

The overall goal for the course is to enable doctoral students to design policy analysis in their area of interest using current research on specific education policy (their own or from other studies) as a shared context for learning.¹¹

⁹ There are different approaches to program evaluation. I prefer Carol Weiss (1972, 1998), and Rossi, Freeman and Lipsey (1999), and Patton (2002).

¹⁰ Because I am the director of the TEDS-M study I use this opportunity to introduce the students to the conceptual framework and methods of this IEA large scale policy study. This should be a unique opportunity to gain an insider's view on a study such as this.

¹¹ This course is an example of the way I conduct my teaching. I (a) integrate current theoretical and methodological developments in the field of the social sciences with the study of educational policy; (b) link class projects with real life experiences as a way to develop students' capacity to apply conceptual understandings to real policy settings; (c) integrate international and comparative perspectives in education with policy analysis / study; and (d) address the problematic of peripheral populations across cultures. I encourage students to construct their own understandings of the courses' subject matter and engage them on manageable research projects of their own.

This course counts toward the doctoral requirement for courses that contribute to increasing the depth and breadth of understanding of educational issues within a qualitative or quantitative research methods framework, and it is one of the courses in the Policy Analysis Concentration Area. It fulfills 3 credits towards the requirements for the Doctoral degrees in the College of Education.

Requirements

Students are expected to read all the readings for the course. As the list of readings indicates there are numerous readings of various lengths that are required for each class. Students are required to include references to the readings in their weekly assignments and are also required to summarize each of the readings in the style of a book review or an article review for their benefit and that of the whole class. I am however sensitive to the different reading levels and speeds at which people read. So we will spend sometime during the first class discussing how to do the readings.¹²

In addition students are expected to participate in class discussions, and to complete a series of papers in a timely manner. No late papers will be accepted.

How to read

All assigned readings should be completed prior to the class in which they will be discussed. I expect you to be attentive both to the ideas in the readings and to the formal elements of the texts. For example, as you read, you may want to pay attention to questions like the following:

- What does this reading have to do with particular aspects of policy making, governance and /or policy analysis?
- What is the particular issue under analysis? How is the policy “problem” defined?
- What is the argument that the author(s) is trying to make?
- What evidence does the author use to support his/her argument?
- In what ways is the argument persuasive or not?
- What has the author failed to consider about the issue?
- Where do you agree or disagree with the author, and why?
- How does the argument relate to other material you have read or to your own experience?

¹² My course assigns a high number of pages per class. I adjust these in some cases but students are assigned to read a range of 500-750 pages per week.

Class Procedures

The class will have a seminar/workshop format. Under this format students are expected to thoroughly read the material assigned for the particular session and share their understanding of these materials with the group. Discussion based in well-informed arguments will be encouraged throughout the course. Those who have taken classes with me know that the syllabus is a proposal that I will bring to you for a plan about how we will spend a semester. Thus the plan may change once I know your interests and expectations.

Expectations

This is an inquiry-oriented class, with a workshop component where you are expected to carry out your own policy analysis/study. We will read and discuss common books and articles, but you are expected to also bring your interests and your own materials to the class. Readings have been organized according to the main “spaces” in the process of policy analysis cycle (see Appendix 1 of this syllabus). Accordingly the readings include three strands: contextual, conceptual, and methodological. Each week, we will read at least two or three article/chapter/book from each of the spaces and strands. During class, we will discuss the readings, and spend some time working in your individual policy analysis project.

We will meet once a week for three hours. Since we expect to develop understandings together, attendance at these classes is required of all students.

I. Seven short papers (of 1-3 pages single space) are required of students:¹³

1. PAPER 1: The first paper requires you to submit a proposal for an analysis of an existing policy you will evaluate this term. This proposal should (a) describe the policy as stated in existing documents (cite the documents and include links to websites if available), (b) the “problem” your policy analysis was created to address, and (c) the objectives or purposes of your policy analysis or program evaluation.
2. PAPER 2: In the second paper I am asking you to describe in detail the history and social context of the policy you will analyze. This paper should describe (a): how did the policy come to be, what was happening (locally & globally) at the time that made it necessary for the policy to originate? (b) what are the social and political context in which the policy is operating? (c) how effectively (or not) has this policy addressed the problem so far (according to the research available), and (d) what changes or adjustments have been made to the original policy.
3. PAPER 3: In the third paper I am asking you to describe the theory-in-action of the policy you are analyzing (in other words how is the policy expected to work).
4. PAPER 4: In the fourth paper I am asking you to describe your perspective or theoretical

¹³ I have used the strategy of “progressively developing” the final paper in this and in other courses with very good results. I am using again this strategy in this course.

framework (sociology, economics, globalization, organizational, comparative) you will use for your policy analysis.

5. PAPER 5: In the fifth paper I am asking you to describe the methods and modes of inquiry you will use for your analysis, and the data sources you will use for evidence to support your analysis. *Please note that if you do not have empirical data, your source of data is your list of annotated references*; consequently include an annotated list of references.
6. PAPER 6: In the sixth paper I am asking you to describe your results including the challenges to goal attainment and the possible alternatives to the current policy that you may find mentioned in the literature; discuss whether these alternatives or recommendations make sense to you. What alternative approaches or gaps in process would need to be considered first for such a policy to be successful in achieving its goals?
7. PAPER 7: In the seventh paper I am asking you to describe your conclusions including the scientific or scholarly significance of your policy analysis / study.

II. FINAL PAPER: a final paper integrating the information collected throughout the semester via the 7 short papers (25-30 pages, single space). The final paper will:

Contain the analysis of a policy that relates to education at a national or international level. This is an individual paper, but may be developed collaboratively in a group.

The individuals or group developing the analysis will present their paper to the rest of the class and, if considered appropriate and possible, to a group of experts on education policy that could help us understand whether our analysis "fits" the problem and whether our "prescriptions" make sense.¹⁴

We will be always looking at whether our work can have broader dissemination. We may be able to submit the reports as chapters, articles or on websites (see for instance the book written by TE919, 2010 students: Tatto, M. T. (2012). *Learning and doing policy analysis in education: Examining diverse approaches to increasing educational access*. Rotterdam, the Netherlands: Sense Publishers); also see the report written by Tatto, M.T., Lundstrom-Ndibongo, V., Neuman, B., Nogle, S.E., Sarroub, L., Weiler, J.M., (2000). *The education of migrant children in Michigan: A policy analysis report*. Michigan State University, East Lansing, MI: Julian Samora Research Institute. <http://www.jsri.msu.edu/RandS/research/ops/oc72abs.html>)¹⁵ Students have individually submitted papers for publication as well.

¹⁴ I try to make the policy analysis experience for the students as real as possible. Considering the possibility of publishing our work and presenting it to relevant audiences, makes this an intense internally and externally-accountable experience.

¹⁵ This monograph is an example of the work my students and I produced as a result of "The Craft of Policy Analysis" class. The MSU's Julian Samora Research Institute published this work. We also presented this paper to the Michigan Department of Education. I am proposing the possibility of a similar outcome with this class.

Use of the Angel Website

We will use the Angel website regularly as a space for communication regarding the class or for ongoing discussions in between class meetings.

Final grades in the class will be determined as follows:

- class participation 25%
- papers 1-7 35%
- final paper 40%

Readings:¹⁶

The readings are available at Everybody Reads, Amazon.com or at any other on-line bookstore. I recommend buying used books in “very good” condition, which sell very inexpensively. With the exception of the reading on Angel, all the articles should be downloaded from the MSU Library System (E-Resources/Electronic Journals). When readings or other sources are available directly from the web I have inserted the link for your convenience.

We will read as initial reading:

Darling-Hammond, L. (2010). *The flat world and education: how America’s commitment to equity will determine our future*. New York, NY: Teachers College Press (emphasis in first 3 chapters).

We will be using as main texts (available at the MSU main library, “Everybody Reads” or on your own):

Bardach, E. (2000). *A practical guide for policy analysis: the eightfold path to more effective problem solving*. New York: Chatham House Publishers.

Booth, W.C., Colomb, G.G., & Williams, J.M. (2008). *The craft of research*. Chicago: The University of Chicago Press.

Kingdon, J.W. (2010). *Agendas, alternatives, and public policies*. New York, NY: Longman.

Kjaer, A.M. (2004). *Governance*. Cambridge, UK: Polity Press.

Majchrzak, A. (1984). *Methods for policy research*. Newbury Park, CA: Sage Publications.

Shavelson, R. J., Towne, L., & the Committee on Scientific Principles for Education Research.

(Eds.). (2002). *Scientific research in education*. Washington, DC: National Academy Press.

http://www.nap.edu/catalog.php?record_id=10236; at the MSU Library: this is an online book <http://catalog.lib.msu.edu/record=b3907220>. Paper copy is also available QA11 .S35 2002 <http://catalog.lib.msu.edu/record=b3912776> (in Angel)

@ Patton, M.Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, Calif.: Sage Publications.

¹⁶ The readings include theoretical, conceptual, methodological and applied readings in policy, policy analysis and policy studies.

Tatto, M. T. (2012). *Learning and doing policy analysis in education: Examining diverse approaches to increasing educational access*. Rotterdam, the Netherlands: Sense Publishers. [https://www.sensepublishers.com/product_info.php?manufacturers_id=47&products_id=1497&osCsid=ae1d2e3f842584a2d10e4a0937161439]

@Weiss, C.H. (1998) *Evaluation: Methods for Studying Programs and Policies*. 2nd edition. Upper Saddle River: Prentice Hall (digitized 2007).

@NOTE: When both readings are assigned, students interested in using *qualitative* methods read only Patton, while students interested in using *quantitative* methods read only Weiss. Students interested in “*mixed methods*” read both.

We will be reading some of the following articles / chapters (all downloadable from the MSU Library, from the indicated websites or from the Angel course site):

- *Mytelka, L.K and Keith Smith (2002). Policy learning and innovation theory: an interactive and co-evolving process. *Research Policy*, 31 (8-9) 1467-1479.
 - Portes, A. (2000). The hidden abode: Sociology as analysis of the unexpected. *American Sociological Review*, 65, 1-18. (in Angel)
 - Resnick, L., Besterfield-Sacre, M., Mehalik, M., Sherer, Z. J., & Halverson, E. (2007). A framework for effective management of school system performance, in *Yearbook of the National Society for the Study of Education*, 106 (1), 155–185. (in Angel)
 - *Tatto, M. T. (2008). Teacher policy: a framework for comparative analysis. *Prospects: Quarterly Review of Comparative Education*, XXXVIII (38), 4 / 148, p. 487-508.
 - *Tatto, M.T. (1999). Improving Teacher Education in Rural México: The Challenges and Tensions of Constructivist Reform, *Teaching and Teacher Education*, 15 (1), 15-35.
 - *Tatto, M.T. (1999). Education Reform and State Power in México: The Paradoxes of Decentralization. *Comparative Education Review*, 43 (3), 251-282.
 - *Tatto, M.T., & Senk, S. (2011, March/April). The mathematics education of future primary and secondary teachers: Methods and findings from the Teacher Education and Development Study in Mathematics. *Journal of Teacher Education*, 62, 121-137.
 - *Tatto, M.T., (2002). The value and feasibility of evaluation research on teacher preparation: Contrasting the experiences in Sri Lanka and Mexico. *International Journal of Educational Development*, 22 (6), (p.637-657).
 - Weiss, C.H. (1991). Policy research: data, ideas or arguments? in Wagner, P., C.H. Weiss, B. Wittrock, & H. Wollman (Eds.) *Social Sciences and Modern States*. Cambridge: Cambridge University Press (pp. 307-332). (in Angel)
 - *Weiss, C.H. (1997). How can theory-based evaluation make greater headway? *Evaluation Review*, 21(4), (pp. 501-524).
- Others suggested by you...

We will be reading some of the following documents on the web:

IEA Databases and analyzers can be obtained at: http://www.iea.nl/iea_studies_datasets.html
IEA International Civic and Citizenship Education Study: <http://www.iea.nl/icces.html>
IEA TIMSS & PIRLS <http://timss.bc.edu/>
NCES (National Center for Education Statistics. USA) <http://nces.ed.gov/>
OECD PISA http://www.pisa.oecd.org/pages/0,2987,en_32252351_32235731_1_1_1_1_1,00.html
UN "The universal declaration of human rights" <http://www.un.org/en/documents/udhr/>
UNESCO (2009). "Overcoming Inequality: Why governance matters:
<http://unesdoc.unesco.org/images/0017/001776/177683e.pdf>
World Declaration on Education for All:
http://www.unesco.org/education/efa/ed_for_all/background/jomtien_declaration.shtml
Others suggested by you...

Other highly recommended books and readings:

A. Policy research methods, theory and databases:

Cook, T.D. and Campbell, D.T. (1979). *Quasi-Experimentation: Design and Analysis Issues for Field Settings*. Boston: Houghton Mifflin.
Hall, G. E., & Loucks, S. F. (1977). A developmental model for determining whether the treatment is actually implemented. *AERJ* 14:263-276.
Richardson, V. (1996). The case for formal research and practical inquiry in teacher education. In F. Murray (Ed.). *The teacher educator's handbook* (pp. 715-737). San Francisco: Jossey-Bass.
Weiss, C. (1972). *Evaluation Research: Methods of Assessing Program Effectiveness*. Englewood Cliffs, N.J., Prentice-Hall.

B. Policy and policy analysis (USA based):

Cohen, D.K., & Garret, M.S. (1975). Reforming educational policy with applied social research. *Harvard Educational Review* 45(1), 17-43.
Graham, P., Lyman, R., Trow, M. (1995). *Accountability of colleges and universities*. NY: Columbia University.
Hambrick, R. (1998). Building the policy studies enterprise: A work in progress. *Public Administration Review*, 58, 6 (p. 533-539).
Kennedy, M. (1999). The problem of evidence in teacher education. In Roth, R. (Ed.). *The role of the university in the preparation of teachers* (pp. 87-107). London: Falmer Press.
Labaree, David F. (1996). The trouble with ed schools. *Educational Foundations*, 10:3, 1-19.
Lindblom, C. (1980). *The policy making process*. Englewood Cliffs, NJ: Prentice-Hall.
Lipsky, M. (1980) *Street-level Bureaucracy: Dilemmas of the Individual in Public Services*. New York: Russell Sage Foundation.
Nagel, S. S. (1980). The policy studies perspective. *Public Administration Review*, 40, 4 (391-396).

Putnam, R. and Borko, H. (1997). Teacher learning: Implications of new views of cognition. In B.J. Biddle, T.L. Good and I.F. Goodson (Eds.) *International handbook of teachers and teaching* (Vol. II, pp. 1223-1296). Dordrecht: Kluwer.

Study of teacher education programs. New York: National Center for Restructuring Education, Schools, and teaching, Teachers College, Columbia University.

Tarrow, S. (2005). *The new transnational activism*. New York: Cambridge University Press.

Wildavsky, A. (1987). *Speaking truth to power*. Piscataway, NJ: Transaction Books.

C. Policy and policy analysis (international):

Akiba, M., & LeTendre, G. (2009). *Improving teacher quality: The U.S. teaching force in global context*. New York: Teachers College Record. (Chapter 5 (pp.96-121) compares the approaches to professional learning in the U.S., Australia, and Japan.)

Cummings, W.K. and Williams, J.H. *Policy making for education reform in developing countries: policy options and strategies*. Oxford, UK: Scarecrow Education.

Grindle, M. *Despite the odds: the contentious politics of education reform*. Princeton, N.J.: Princeton University Press

Grindle, M. S. (2009). *Going Local: Decentralization, Democratization, and the Promise of Good Governance*. Princeton, N.J.: Princeton University Press.

Keck, M.E. & Sikkink, K. (1998). *Activists Beyond Borders: Advocacy Networks in International Politics*. New York, NY: Cornell University Press

Pallas, A. (1993). Schooling in the course of human lives: The social context of education and the transition to adulthood in industrial society. *Review of Educational Research*, 63, 4.

Stuart, J. & Tatto, M.T. (2000). Designs for initial teacher preparation programs: An international view. *International Journal of Educational Research*, 33 (493-514).

Sutton, M. and Levinson, B. (2001). *Policy as practice: toward a comparative socio-cultural analysis of educational policy*. Westport, CT: Ablex Publishing.

Tatto, M.T. (2007). [*Reforming teaching globally*](#). Oxford, UK: Symposium Books. Reprinted in 2009 by [Information Age Publishers](#).

Tatto, M.T. (1997). Reconstructing teacher education for disadvantaged communities. *International Journal of Educational Development*, 17 (4), 405-415.

D. Foundational sociology, organizational theory, philosophy and education:

Coleman, J. The rational reconstruction of society <http://www.jstor.org/pss/2096213>

Cherryholmes, C. (1999). *Reading pragmatism*. Teachers College Press.

Dewey, J. (1904/1965). The relation of theory to practice in education. In R.D. Archambault (Ed.). *John Dewey on education: Selected writings*, 313-338. Chicago: University of Chicago Press.

Perrow, C. (1986). *Complex organizations: a critical essay*. New York: Random House.

Learning Goals for Participants:

Due the evolving character of the course I believe that I will need to revise the guidelines and expectations for the papers and the activities of the course. I have however delineated the

intention of the course, the expectations for the students, the expected readings and the assignments for the course. Class meetings will be important in framing more specifically the activities for this course.

The purposes of this course are:

1. To help develop students' understanding of the nature of governance in policy making and policy analysis in education as framed within a variety of lenses including: (a) program, (b) local, (c) regional, (d) national and (e) global.
2. To introduce or reinforce students conceptual and methodological skills set to engage in policy analysis / studies relying in the theories and methods of the social sciences.
3. To help develop students' knowledge base for policy studies using rigorous, valid and reliable data to allow them to design a policy analyses with the goal of contributing to the improvement of human lives.

Important student information: <http://www.reg.msu.edu/ROInfo/HEOAnotices.asp>

LIST OF READINGS, ASSIGNMENTS AND CLASS MEETING DATES

August 31 *Introduction to Course*

Reading for informal discussion: Introduction to the course: Why policy? Why policy analysis? Examples of policies and policy “problems”

Readings:

Darling-Hammond, L. *The flat world and education (first 3 chapters)*

September 7 *Introduction to Course (continued)*

Reading for informal discussion: Introduction to the course: Why policy? Why policy analysis? Examples of policies and policy “problems”

Readings:

The Universal Declaration of Human Rights, see:

<http://www.un.org/en/documents/udhr/index.shtml>

Cherryholmes, C. Notes on pragmatism and scientific realism (all, in Angel)

Portes, A. The “hidden abode” (in Angel)

One *optional* reading:

Bring a newspaper article (e.g., from the New York Times) or a research article from a journal or a website to use as an artifact for a topic of interest to you related to policy and education ***or*** read one of the articles below:

(1)Teacher Learning in an Era of High-Stakes Accountability: Productive Tension and Critical Professional Practice (in Angel)

(2)Immigrants face deportation, see:

<http://www.nytimes.com/2012/08/26/us/more-young-illegal-immigrants-face-deportation.html?pagewanted=all>

(3)Language of instruction, see:

<http://gazette.jhu.edu/2010/05/10/language-of-instruction-not-most-important-for-english-learners/>

September 14 *The policy making process, public policies and the “problems” policies are expected to address*

Readings:

Kjaer, A.M. *Governance (chapters 1-2)*

Kingdon, J.W. *Agendas, Alternatives, and Public Policy (Chapters 1-3)*

Case study (in Angel)

September 21 What is policy analysis?

Readings:

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

Kingdon, J.W. *Agendas, Alternatives, and Public Policy* (Chapters 4-6)

Majchrzak, A. *Methods for policy research* (pp. 11-42)

Introduction to peer review (in class)...

Peer review session

PAPER 1 DUE TODAY: A short proposal of the policy you will analyze this term.

September 28 The global and local (social, historical and institutional) contexts of policy

Readings:

Kjaer, A.M. *Governance* (chapters 3-4)

Kingdon, J.W. *Agendas, alternatives, and public policies* (7-9)

Senge, P. *The 5th discipline* (chapter 11, in Angel)

Kofman & Senge (1994) *Communities of commitment* (all, in Angel)

Example:

World Declaration on Education for All (EFA)

http://www.unesco.org/education/efa/ed_for_all/background/jomtien_declaration.shtml

October 5 Learning and doing policy analysis in education and understanding policy context

Readings:

Kingdon, J.W. *Agendas, alternatives, and public policies* (10, epilogue and methods)

Kjaer, A.M. *Governance* (chapters 5-6)

Patton, M.Q. (2002). *Qualitative research and evaluation methods*. (Chapters 1-3, 9).

Tatto, M. T. (2012). *Learning and doing policy analysis in education: Examining diverse approaches to increasing educational access*. (all read chapters 1 and 10; team 1, 2 and 3 read respectively chapters 2&3, 5&6, 7&9)

Weiss, C.H. *Evaluation: Methods for Studying Programs & Policies* (Preface, chapter 1, 14)

Example: UNESCO "Overcoming Inequality: Why governance matters

<http://unesdoc.unesco.org/images/0017/001776/177683e.pdf>

October 12 The role of the policy's theory-in-action [how policies are expected to work]

Readings:

Majchrzak, A. *Methods for policy research* (pp. 43-54)

Resnick, L. et al. A framework for effective management of school systems (all).

Weiss, C.H. *Evaluation: Methods for Studying Programs & Policies* (Chapters 2-3)

Weiss, C.H. How can theory-based evaluation make greater headway? (all)

PAPER 2 DUE TODAY: Policy context

October 19 *Selecting analysis criteria and relevant evidence; the role of evaluation research*

Readings:

Shavelson, et al., *Scientific research in education (all)* - in Angel

Weiss, C.H. *Evaluation: Methods for Studying Programs & Policies* (**everyone reads this**: chapters: 4-5)

Peer review session

PAPER 3 DUE TODAY: Policy theory in action

October 26 *Adopting a framework or perspective (point of view) for analysis*

Readings:

Booth, W.C., Colomb, G.G., Williams, J.M., *The craft of research* [Read Sections: I, II, and III]

Majchrzak, A. *Methods for policy research* (pp. 55-73).

One selection per team:

(1)Tatto, M. T. Teacher policy: a framework for comparative analysis

(2)Tatto, M.T. Education Reform and State Power in México: The Paradoxes of Decentralization

(3)Tatto, M.T. Improving Teacher Education in Rural México: The Challenges and Tensions of Constructivist Reform

November 2 *Using data-based evidence in policy analysis*

Readings:

Tatto, M.T., & Senk, S. The mathematics education of future primary and secondary teachers: Methods and findings from the Teacher Education and Development Study in Mathematics

Pallas, A. Schooling... (in Angel)

Patton, (chapter 4)

Weiss, C.H. *Evaluation: Methods for Studying Programs & Policies* (chapters 6, 7, 11)

Peer review session

PAPER 4 DUE TODAY: Perspective or theoretical framework you will use for your policy analysis

November 9 *Projecting the outcomes and confronting the tradeoffs*

Readings:

Majchrzak, A. *Methods for policy research* (pp. 75-89).

Patton: chapter 6 & 7.

Weiss, C.H. *Evaluation: Methods for Studying Programs & Policies* (chapter 8)

Peer review session

PAPER 5 DUE TODAY: Methods, modes of inquiry and data sources you will use for evidence to support your policy analysis

November 16 *The role of evaluation research: using the theory and methods of the social sciences as criteria for policy analysis*

Readings:

Tatto, M.T. The value and feasibility of evaluation research on teacher preparation: Contrasting the experiences in Sri Lanka and Mexico (all)

Patton: chapter 5, 8.

Weiss, C.H. *Evaluation: Methods for Studying Programs & Policies* (chapters 9, 12, 13)

Peer review session

PAPER 6 DUE TODAY: Results of your analysis including the alternatives to the current policy and justification

November 30 *Knowledge production, innovation, and diffusion*

Readings:

Majchrzak, A. *Methods for policy research* (pp. 91-101).

Mytelka, L.K and Keith Smith. Policy learning and innovation theory: an interactive and co-evolving process (all)

PAPER 7 DUE TODAY: The scientific or scholarly significance of your policy analysis; discuss how your policy analysis is an example of “usable knowledge”

December 7 *Drafting a policy analysis report: what to keep in mind when reporting*

Readings :

Booth, W.C. et al. *The craft of research* [Read sections IV and V]

Weiss, C.H. Policy research: data, ideas or arguments? (all)

Peer review session

FINAL PAPER (DRAFT) DUE TODAY: First draft of final policy analysis report due today for peer review

December 13 (Thursday 7:45-9:45 am- same classroom)

Final Paper: Policy Report and class presentations

FINAL PAPER DUE TODAY: Final draft of final policy analysis report is due today

Due today: Prepare a 10 minute power point presentation of the final report for presentation to the class.

Summary Topics, Readings and Assignments

DATE	TOPICS	READINGS AND WORK DUE ON THE DAY THE CLASS IS HELD
August 31	Introduction to the course: Why policy? Why policy analysis?	Readings: Darling-Hammond (emphasis in Ch. 1-3) No written assignment due today
September 7	Introduction to the course (cont.)	Readings: The Universal Declaration of Human Rights, see: http://www.un.org/en/documents/udhr/index.shtml Cherryholmes, C. (all, in Angel) Portes, A. (in Angel) One optional reading (brought by you, or in Angel or in a link) No written assignment due today
September 14	The policy making process, public policies and the “problems” policies are expected to address	Readings: Kjaer, A. (chapters 1-2) Kingdon (chapter 1-3) Case study (in Angel) No written assignment due today
September 21	What is policy analysis?	Readings: Bardach (all) Kingdon (4-6) Majchrzak (pp. 11-42) Introduction to peer review (in class)... <i>Peer review session</i> PAPER 1 DUE TODAY: Proposal of the policy you will analyze this term
September 28	The global and local (social, historical and institutional) contexts of policy	Readings: Kjaer, A. (chapters 3-4) Kingdon (chapter 7-9) Senge, P. (chapter 11, in Angel) Kofman & Senge (1994) (all, in Angel) Example: EFA No written assignment due today
October 5	Learning and doing policy analysis in education; understanding policy context	Readings: Kingdon, (chapter 10, epilogue and methods) Kjaer, (chapters 5-6) Patton (chapters 1-3, 9) Tatto (2012) Learning and doing policy analysis in education...(all read chapters 1 and 10; team 1, 2 and 3 read respectively chapters 2&3, 5&6, 7&9) Weiss’ book (preface, chapters 1, 14) Example: UNESCO on Governance
October 12	The role of the theory-in-action	Readings: Majchrzak (pp. 43-54) Resnick et al. (all) Weiss – book (chapters 2-3) Weiss - How can theory...(all) PAPER 2 DUE TODAY: Policy context

DATE	TOPICS	READINGS AND WORK DUE ON THE DAY THE CLASS IS HELD
October 19	Selecting analysis criteria and relevant evidence; the role of evaluation research	Readings: Shavelson (all – in Angel) Weiss – book (everyone reads: chapters 4-5) <i>Peer review session</i> PAPER 3 DUE TODAY: Policy theory in action
October 26	Adopting a framework or perspective (point of view) for analysis	Readings: Booth et al.(sections I, II, III) Majchrzak (pp. 55-73) One selection per team: (Team 1) Tatto, M. T. Teacher policy: a framework for comparative analysis (Team 2) Tatto, M.T. Education Reform and State Power in México: The Paradoxes of Decentralization (Team 3) Tatto, M.T. Improving Teacher Education in Rural México: The Challenges and Tensions of Constructivist Reform
November 2	Using data-based evidence in policy analysis	Readings: Tatto & Senk Pallas (all, in Angel) Patton (chapter 4) Weiss – Book (chapter 6, 7, 11) <i>Peer review session</i> PAPER 4 DUE TODAY: Perspective or theoretical framework you will use for your policy analysis
November 9	Projecting the outcomes and confronting the tradeoffs	Readings: Majchrzak (pp. 75-89) Patton – (chapters 6 & 7) Weiss – Book (chapter 8) <i>Peer review session</i> PAPER 5 DUE TODAY: Methods, modes of inquiry and data sources you will use for evidence to support your policy analysis
November 16	The role of evaluation research: using the theory and methods of the social sciences as criteria for policy analysis	Readings: Tatto (The value...), Patton – 5, 8. Weiss – Book (chapters 9, 12, 13) <i>Peer review session</i> PAPER 6 DUE TODAY: Results of your analysis including the alternatives to the current policy and justification

DATE	TOPICS	READINGS AND WORK DUE ON THE DAY THE CLASS IS HELD
November 30	Knowledge production, innovation, and diffusion	Readings: Majchrzak (pp. 91-101) Mytelka & Smith (all) PAPER 7 DUE TODAY: the scientific or scholarly significance of your policy analysis; policy analysis as “usable knowledge”
December 7	Drafting a policy analysis report: What to keep in mind when reporting	Readings: Booth – (section IV and V) Weiss (Policy research...), in Angel <i>Peer review session</i> FINAL PAPER (DRAFT): First draft of final policy analysis report due today for peer review
Thursday December 13, 7:45-9:45 am	Final Paper: Policy Analysis Report	FINAL PAPER: Final draft of final policy analysis report is due today. Prepare a 10 minute power point presentation of the final report for the class.

The Policy Making Process



- **Agenda setting:** generating public interest in a problem
- **Problem recognition:** selection of a problem that will be treated in the political system
- **Documentation:** scientific analysis of the problem
- **Policy Design:** development of a political solution
- **Consultation:** testing the acceptance of the policy by different interest groups
- **Decision Making:** choosing a solution
- **Implementation:** provision of resources
- **Output:** what the program actually produces
- **Impact:** specific impact of the program on the community
- **Outcome:** degree to which the impact on the community solves the problem
- **Evaluation:** evaluation of a policy during different stages of the policy cycle
- **Improvement:** improving a policy that has been evaluated
- **Policy termination:** ending a policy that does not work or is not necessary any more