

Education Policy and Practice in Chicago

EDU/POL 216

Block 7: March 18 - April 10

Dr. Kate Kauper

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Course Description:

This course will explore the relationship between educational policy and practice through topics such as school resegregation, the rise of credentialism, globalization, and the continuation of inequality of educational opportunity. Students in the course will be introduced to the history of policy making in education beginning with the education reform policies of Horace Mann. Students will also examine demographic data on educational attainment, analyze the policies that attempt to alleviate (or reproduce) educational inequality, and describe what assumptions lie behind current reform ideas. We will evaluate the dynamics of current debates by referencing the long-standing tensions among the different purposes of schooling we have in our nation. Finally, students will have the opportunity to examine educational practices from other countries and even other fields (such as business and medicine) to stimulate creative thinking about reform and policy. All of these issues will be discussed within the context of Chicago Public Schools. We will meet with a variety of experts on education policy, visit schools, observe a Chicago school board meeting, and, in our “down” time, explore the great windy city’s museums, parks, and beautiful lakefront.

Class Objectives:

This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, inquiry, reasoning, and communication.

- To critically examine the debates in education policy that affect students, families, educators, communities, and political leaders, particularly in the context of Chicago Public Schools.
- To understand the economic and institutional forces that shape schools and families;
- To apply historical and theoretical perspective in order to understand how the nature of schools are influenced by political actors;
- To become acquainted with and apply methods for analyzing education policy at the local, state, national, and even global level;
- To communicate by speaking and writing clearly, listening and reading actively, and engaging with others in productive dialogue about education policy cycles.

Cornell College’s “Ingenuity in Action” Pilot Program

The “Ingenuity in Action” program provides guided opportunities for students to document and reflect on their educational experiences. Completed experiences are documented on a student’s academic transcript in addition to any course credit earned. This course has been **pre-approved** as meeting the expectations and requirements of the category of **Civic Engagement**.

If you are interested in participating in this program, you should submit an application. In your application, you will need to select the appropriate category and provide contact information for

you, your academic adviser, and your sponsor. After the completion of the course, you will need to complete and/or upload a final reflection for review by your sponsor and the Experiential Learning Program office.

The application link is: <https://cornellcollege.presence.io/form/proposal-form>

The reflection link is: <https://cornellcollege.presence.io/form/reflection-form>

For more information about the program, please contact Jen Barnes, the Experiential Learning Program Project Coordinator (jbarnes1@cornellcollege.edu) or Devan Baty, Faculty Director (dbaty@cornellcollege.edu).

Course Materials:

Required:

- Ewing, E. (2018). *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side*. Chicago: University of Chicago Press.
- One book choice for bi-weekly discussions (selected from my library)

Recommended: Spring, J. (2011). *The Politics of American Education*. New York: Routledge.

All other readings will be available on Moodle and on our Google Drive Folder. Please print each of the articles and have them with you on the day they are to be discussed. I will also have several books on hand for you to reference throughout the course.

Academic Honesty: Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear here: <https://www.cornellcollege.edu/registrar/pdf/Academic%20Honesty.pdf>

Students with Disabilities: Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

Class Expectations and Guidelines

Workload expectations: In general you can expect to read between 2 and 4 hours per day to prepare for our class discussions. You will also be writing summaries and reactions to each of the articles, to be submitted daily. In addition to the daily assignments, you will complete a final project and presentation, to be shared at the end of the course once we return to campus. Finally, you will be participating in all the course outings, generally 4 or 5 per week. In other words, expect to be busy every day and sometimes well into the evening. Weekends will generally be free and on your own.

Attendance: You are expected to attend every scheduled class event. If, for any reason, you are not able to attend an event you need let me know as soon as possible. Any outing or presentation you miss without a reasonable excuse will result in a lower overall grade. Persistent lateness will also result in points off your participation grade.

Participation: I need to see evidence of your engagement with the presenters, course materials, and concepts to assess your attainment of the course objectives. Evidence of engagement includes class participation which means active discussion (substantive and relevant questions and comments), active listening (note taking, attentiveness), and daily preparation (daily written responses, prepared questions/comments, discussion group leading). An off-campus course is a unique educational experience and requires of all of us a heightened degree of engagement and interaction. Your participation will also include bi-weekly conversations with your peers about the book you are reading and school/museum observation activities. *You are expected to be alert and ready to interact as a professional and a scholar for every class event.*

Reading: You are expected to read for comprehension – not just for completion. If you come to class without at least a cursory understanding of what the authors' main arguments were, you have not read deeply enough and/or you have not taken notes while reading. Please refer to the following site for tips on how to read for critical understanding:
<http://www.dartmouth.edu/~acskills/success/reading.html>

Expectations at the McLennan Center

- Only course-related guests are allowed to visit the McLennan Center. Do not share our address with anyone. There are no exceptions to this policy.
- Be courteous of others sharing the living area. Clean up after yourselves and be aware of others' personal space.
- You are still bound by the same conduct policies as those in effect on campus at Cornell. Dismissal for cause is at my discretion and your expense.
- We will check out of the Center on Friday, April 5 at 9:00 a.m. This means that all your belongings need to be packed and ready to go before this time. You will also be responsible for removing all grocery items and bagging up all bedsheets and towels for the cleaning service.

- I will not be holding regular office hours but I'm happy to schedule individual or small-group meetings as needed in the classroom. Text or email me if you want to meet. I will be staying in the faculty apartment behind the building but this area is off-limits to students. Please only come by if there is an emergency and you are unable to reach me by cell.

Critical thinking: You are expected to do more in this class than simply consume information. Critical thinking requires that you ask high-level questions and that you are creative in your consideration of ideas. To encourage critical thinking, we will be examining issues from multiple perspectives, providing and receiving feedback and constructive criticism, and applying creative approaches to solve problems. Bring an open mind to this class. Also, check this out: <http://www.criticalthinking.org/pages/college--and--university--students/799>

Summary and Weight of Assignments:

- [Daily Reading Responses](#) (daily responses to assigned readings on Moodle)– 30%
- [Policy Analysis](#) (2500-3500 word examination of a local, state, or federal education policy) – 30%
- [Data Presentation](#) (group presentation) – 20%
- Participation (see description of active engagement above; includes bi-weekly [book talks and leading of discussions](#)) – 20%

A detailed description of each of the assignments (along with how you will be assessed for these assignments) is available on Moodle and in our Google Drive folder. Please be sure to read these descriptions carefully to make sure you are adhering to the requirements.

Course Schedule

Note: Due to the many events and speakers we have planned (and the life events that often come with the territory) please be prepared for occasional shifts in our schedule.

Monday, March 18:

- Meet in the Commons at 9:00 a.m., travel to Iowa City by van.
- Leave Iowa City bus station at 10:35 a.m.
- Arrive at Chicago Bus Station at 3:15 p.m.
- Take the blue line to the red line, arrive at Belmont station at approximately 4:00 p.m.
- Walk to 3317 North Seminary Avenue.
- Check into rooms, get settled.
- Group meeting in classroom at 5:30 p.m.
 - Overview of the week, Assign Discussion Leaders, Q & A
- Optional group outing to Jewel-Osco to get groceries: 3630 N. Southport – about a 15 minute walk; OR: Whole Foods – 3201 N. Ashland
- Dinner on your own

Tuesday, March 19:

Topics: The Politics of Education; Landscape of Chicago Public Schools

Discussion Leaders: Addie Pacha and Anthony Manning

- Readings: Ewing Intro., Ch. 1 & 2
- Optional reading: Spring Ch. 1
- School visit: Hawthorne Scholastic Academy: <https://www.hawthorneacad.org/>
 - SQRP Report -
<https://4.files.edl.io/8e6f/01/03/19/172444-a78678a1-918f-49d7-b529-c27a9c15fab.pdf>
 - Meet in classroom at 8:00 a.m.
 - 8:30 walk to Hawthorne Academy (across the street)
 - 8:45 - 3:15 Observe classes, Q & A with Principal Ryan Peet
 - Observation Groups:
 - Class 1 - Connor, Addie
 - Class 2 - Miles, Andrew
 - Class 3 - Kendale, Sophie, Cleo
 - Class 4 - Meena, Ethan, Meara
 - Class 5 - Anthony, Carly, Kaci
- 4:00 De-Brief in Classroom, Discuss Ewing Ch. 1 & 2; Prepare for tomorrow

Wednesday, March 20:

Topics: The Ways People Talk about Schools; Social Justice in Chicago Schools

- Readings: Stovall; Morrell; Ewing Ch. 3
- Optional reading: Spring Ch. 2
- Meet in classroom at 9:30 a.m.
- 11:00 a.m.: Conversation with Dr. Dave Stovall
- Phillip J. Bowman Lecture at University of Chicago: “Demand the (Im)possible: The Future of Chicago Public Schools” (meet in front of Center at 1:30)
 - Redline - south; get off at Lake
 - Walk to Blue Line @ Washington; get off at Forest Park
 - 750 South Halsted St.; Student Center East; Cardinal Room
- Return to Classroom 4:00 - de-brief, preparations for tomorrow

Thursday, March 21:

Topics: A Brief History of School Reform

- Readings: Addams, Tyack & Cuban Ch. 1 & 2
- Jane Addams – Hull House (meet in front of Center at 9:00)
 - Same itinerary as yesterday; 800 South Halsted St.
- De-brief in Classroom 2:00 p.m.
- Evening: Group dinner at Giordano’s (Pizza) 1040 West Belmont OR Chicago Cafe

Friday, March 22:

Topics: Local to Global School Governance

- Readings: A Nation at Risk; Ansary; [How Sputnik Changed U.S. Education](#)
- Optional reading: Spring Ch. 3
- Book Talks: Highlights from your book choice
- Walsh Elementary: <https://www.walshcps.org/>
 - SQRP Report: <https://cps.edu/Schools/Pages/school.aspx?SchoolID=610216>
 - Red line south - get off at Cermak/Chinatown
 - Walk west on Cermak toward S. Wentworth; Right on Peoria (1 mile)
 - Pilsen Neighborhood - 2015 S Peoria Street, Chicago, IL, 60608 (773)534-7950

Weekend: On your own

Monday, March 25:

Topics: Educational (In)Equity and Social Stratification

- Readings: Caref; Hensey; and Grodsky, et al.
- 10:00 Conversation with Chicago Teachers Union’s Education Policy Director: Dr. Carol Caref
- 5 p.m. Conversation with Ally Brisbin, member of Swift Elementary LSC

Tuesday, March 26:

Topics: Civil Society and Schooling

- Readings: Ewing Ch. 4 and Conclusion; Grossman; + these articles:
 - <https://news.wttw.com/2019/01/24/school-discontent-prompts-calls-elect-ed-school-board>
 - <https://www.americanprogress.org/issues/education-k-12/reports/2013/03/22/56934/mayoral-governance-and-student-achievement/>
 - <https://chalkbeat.org/posts/chicago/2019/03/12/ogden-jenner-update/?fbclid=IwAR3ZVih44TrBvnPVXX8rGuewq3AFLCTsN1oMjobsL62CfxF6dIeyChTikEM>
- Optional reading: Spring Ch. 4
- 11:00 - 12:30 Maureen Kelleher (who will lead a debate on the elected school board)
- Book Talks: Highlights from your book choice
- Tutoring session (1 of 5) at Ida B. Wells Elementary in Bronzeville

Wednesday, March 27:

Topics: Political Ideologies; Teachers Unions; Chicago Teachers Union

- Readings: Barnum; Ahmed-Ullah & Richards
- Optional reading: Spring Ch. 5
- 10:30 CPS School Board Meeting
- Tutoring session (2 of 5) at Ida B. Wells Elementary in Bronzeville

Thursday, March 28: The Education Business: Making Money and Influencing Schools

- Readings: Schneider; Vollmer; Peterson
- Optional reading: Spring Ch. 6
- Book Talks: Highlights from your book choice
- 9:00 - 12:00 Art Institute Workshop
- Group dinner: Tuco and Blondie (Mexican) or Crosbie's 3358 N Southport Ave

Friday, March 29: School Finance and the Economics of Education

- Readings: Lubienski & Myers; Mullen; Tramaglin & Tienken
- Optional reading: Spring Ch. 7
- 10:00 a.m. Guest speaker - Jennie Biggs from Illinois Raise Your Hand
- Tutoring session (4 of 5) at Ida B. Wells Elementary in Bronzeville

Weekend: On your own

Monday, April 1: The School to Prison Pipeline

- Readings: ABA Taskforce on Ending the School-to-Prison Pipeline; Milner (1)
- Tutoring session (5 of 5) at Ida B. Wells in Bronzeville
- LSC Meeting with Tim Lacey at Swift Elementary 6:00 p.m. - 7:30 - Q and A afterwards
- Group Dinner: Burke's in Edgewater 20 minute walk

Tuesday, April 2: Multicultural Education (promises and perils)

- Readings: Flynn Ch. 1, 4, and 6
- Book talk: Highlights from your book choice
- Conversation with Dr. Joseph Flynn (time TBD)

Wednesday, April 3: Culturally Relevant Pedagogy as Education Policy

- Readings: Milner (2); Emdin
- Lenart Gifted School with Kim Smolen arrive 10:45 (meet with Principal Angela Sims)

Thursday, April 4: Using Data to Drive Education Policy

- Readings: Brighthouse, et al.; Alternative Schools Network Report ("Lost...")
- Last book talk: share with the class your concluding thoughts about your book choice
- Art Institute Workshop 9:00 a.m.
- Optional event: Rebecca Entel reading from her book, *Fingerprints of Previous Owners* at 57th Street Books: 6:00 - 7:00 p.m.
<https://www.semcoop.com/event/reading-harriet-levin-and-rebecca-entel>

Friday, April 5

- Check out of rooms 9:00 a.m.
- 9:51 Red line to Blue Line
- Leave Chicago Bus Station 11:00 a.m.
- Arrive Iowa City 3:50 p.m.
- Van from Iowa City to Cornell, arriving around 4:45 p.m.

Monday, April 8

1:00 – 3:00 Meet in Ringer for Data Presentations

Tuesday, April 9

1:00 – 3:00 Meet in Ringer for Data Presentations

Wednesday, April 10

1:00 – 3:00 Meet in Ringer for Data Presentations

Policy analysis papers due by 5 p.m.

Films we'll watch if there is time:

Race to Nowhere <http://www.racetonowhere.com/>

Beyond Measure <http://beyondmeasurefilm.com/>

Teach Us All <http://www.teachusallfilm.org/theatrical-trailer>

Dropout Nation <http://www.teachusallfilm.org/theatrical-trailer>

The School Project <https://kartemquin.com/films/the-school-project>

Films about the history of Chicago schools:

<http://www.chicagofilmarchives.org/pres-projects/3-chicago-public-schools-films>

Biographies of Speakers

(in order of our visits)

Stovall, David Omotoso: Dr. Stovall studies the influence of race in urban education, community development, and housing. His work investigates the significance of race in the quality of schools located in communities that are changing both racially and economically. From a practical and theoretical perspective, his research draws from Critical Race Theory, educational policy analysis, sociology, urban planning, political science, community organizing, and youth culture.

Ayers, Bill: Ayers is the founder of both the Small Schools Workshop and the Center for Youth and Society, and has taught courses in interpretive and qualitative research, oral history, creative non-fiction, urban school change, and teaching and the modern predicament. Ayers has written extensively about social justice, democracy and education, the cultural contexts of schooling, and teaching as an essentially intellectual, ethical, and political enterprise. He is past Vice-President of the curriculum division of the American Educational Research Association.

Ewing, Eve: Dr. Eve L. Ewing is a sociologist of education and a writer from Chicago. She is the author of *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side*. She is also author of *Electric Arches*, which received awards from the American Library Association and the Poetry Society of America and was named one of the year's best books by NPR and the *Chicago Tribune*. She is the co-author (with Nate Marshall) of the play *No Blue Memories: The Life of Gwendolyn Brooks*. She also writes the *Ironheart* series for Marvel Comics. Ewing is an assistant professor at the University of Chicago School of Social

Service Administration. Her work has been published in *The New Yorker*, *The Atlantic*, *The New York Times*, and many other venues.

Meiners, Erica: Erica R. Meiners is professor of education and women's and gender studies at Northeastern Illinois University. She is the author of several books including *Right to Be Hostile: Schools, Prisons, and the Making of Public Enemies* and the co-author of *Flaunt It! Queers Organizing for Public Education and Justice*.

Pulido, Isaura: Dr. Pulido's research is interdisciplinary and works to expand the scholarly literature in the fields of education, youth culture, and Latina/o Studies by examining how youth navigate schooling through their particular social and cultural lenses. Her research provides an alternative perspective to much of the recent literature on urban schooling framed by a discourse surrounding testing, standardization of curriculum, and accountability and instead, focuses on developing an understandings of how youths' multi-layered identities converge and diverge with the processes of schooling in ways that affect academic achievement.

Todd-Breland, Elizabeth: In her research and teaching, Professor Todd-Breland focuses on 20th-century United States urban and social history, African American history, and the history of education. Her work also explores interdisciplinary issues related to racial and economic inequality, urban public policy, neighborhood transformation, education policy, and civic engagement. Her book, *A Political Education: Black Politics and Education Reform in Chicago since the 1960s* (University of North Carolina Press, 2018), analyzes transformations in Black politics, shifts in modes of education organizing, and the racial politics of education reform from the 1960s to the present. Professor Todd-Breland also coordinates professional development workshops, curricula, and courses for K-12 teachers and gives public talks on African American history, urban education, and college readiness.

Carol Caref: Dr. Caref is the Education Policy Director for the Chicago Teachers Union. She taught high school mathematics in CPS for 26 years before coming to work at the Chicago Teachers Union as a researcher. She has been involved in anti-racist, anti-capitalist struggles since her teens. During her time as a teacher, she was awarded National Board Certification and also earned a doctorate in mathematics education from the Illinois Institute of Technology. At CTU, Caref co-authored several reports, including "The Schools Chicago's Students Deserve," which laid out CTU's plan for improving education. Caref heads CTU's teacher evaluation work, and in that role has fought for the evaluation system to focus on opportunities for self-reflection, collaboration and professional learning.

Bisbin, Ally: Ms. Bisbin serves on the Local School Council at Swift Elementary. She is also a small business owner (owner of Edgewater Workbench, a community creative space...see <http://www.edgewaterworkbench.com/about-us/>) and a former employee at the Edgewater Chamber of Commerce. She is responsible for all external communications from the 48th Ward Office for Alderman Harry Osterman. Read about Local School Councils here: <https://cps.edu/lscrelations/Pages/LSCrelations.aspx>

Chicago Board of Education: The Chicago school board is appointed by the mayor. The president of the board is Frank M. Clark. Mr. Clark is the retired chairman and chief executive officer of ComEd. ComEd is a unit of Chicago-based Exelon Corporation. ComEd delivers electricity to approximately 3.8 million residential and business customers across northern Illinois, or 70 percent of the state's population. Mr. Clark retired from ComEd in February, 2012. Mr. Clark serves on the board of trustees of DePaul University and Museum of Science and Industry and on the board of directors of the Big Shoulders Fund. See the full biographies of the rest of the board members here: <https://www.cpsboe.org/about/bios>

Chicago Teachers Union: The Chicago Teachers Union is an organization of educators dedicated to advancing and promoting quality public education, improving teaching and learning conditions, and protecting members' rights. Read about the CTU Officers here: <https://www.ctulocal1.org/about/>

Biggs, Jennie: Ms. Biggs is the communications director and outreach coordinator for Raise Your Hand for Illinois, a coalition of parents and concerned citizens who advocate for quality public education for all children in Chicago and Illinois. The mission of Raise Your Hand is to engage, inform, and empower parents to protect and strengthen public education for all children in Chicago and Illinois, eliminate inequities in public schools, and work at the grassroots for the public good that is public education. Read about Raise Your Hand for Illinois Public Education here: <https://www.ilraiseyourhand.org/>

Flynn, Joe: Joseph E. Flynn, Jr. is an associate professor of curriculum and instruction at Northern Illinois University. His work centers on the intersection of race, curriculum, and social justice. He is the incoming president of the American Association for Teaching and Curriculum.

Lacy, Tim: Dr. Lacy is an educator, historian, and critic. His doctorate is in U.S. history from Loyola University Chicago, with specialties in cultural and intellectual history, as well as the history of education. This work resulted in his book, *The Dream of a Democratic Culture: Mortimer J. Adler and the Great Books Idea* (Palgrave Macmillan, 2013). He co-founded

both the U.S. Intellectual History Blog and the Society for U.S. Intellectual History. He also serves on the Local School Council for Swift Elementary.

Kelleher, Maureen: Maureen Kelleher is senior writer and editor at Education Post. Previously she spent a decade as a reporter, blogger and policy analyst. Her work has been published across the education world, from Education Week to the Center for American Progress. Between 1998 and 2006 she was an associate editor at Catalyst Chicago, the go-to magazine covering Chicago's public schools. There, her reporting won awards from the Annie E. Casey Foundation, the International Reading Association and the Society for Professional Journalists. A former high school English teacher, she is also the proud mom of an elementary student at Chicago's Namaste Charter School. Read the Education Post here: <https://educationpost.org/>

Peet, Ryan: Ryan Peet is in his first year as Assistant Principal at Hawthorne. He is originally from a suburb of Detroit and moved to Chicago 11 years ago to teach with CPS. He taught 5th-8th grade at Funston Elementary and then Agassiz Elementary before leaving to become the resident principal at Tilden High School. He is a National Board Certified math teacher. When not at Hawthorne, he enjoys watching baseball and football. His favorite teams are the Detroit Lions and the Chicago Cubs. He loves to run and has completed 18 marathons, including the last 9 Chicago Marathons.

Smolen, Kimberly: Ms. Smolen teaches 6th, 7th, and 8th grade English language arts and social studies at Lenart Regional Gifted Center on the south side of the city. She earned an MA of Education in Language, Literacy & Specialized Instruction from DePaul University and is a K-12 Reading Specialist. She also graduated from the University of Illinois with a bachelor's in Journalism and from Northern Illinois University with a bachelor's in English.

Site Visit Information

The Institute for Research on Race and Public Policy:
<https://irrpp.uic.edu/index.shtml>

The Institute for Research on Race & Public Policy at the University of Illinois at Chicago (UIC) promotes and coordinates engaged research on racial and ethnic justice in the U.S. Our mission is to increase society's understanding of the root causes of racial and ethnic inequality and to provide the public, organizers, practitioners, and policymakers with research-based policy solutions. To fulfill that mission, IRRPP funds research on race and ethnicity, trains scholars to participate in policy discussions, collaborates on social justice projects with community organizations, and holds events exploring the link between policy and racial and ethnic injustice.

Jane Addams Hull House Museum: <https://www.hullhousemuseum.org/>

The Jane Addams Hull-House Museum serves as a dynamic memorial to social reformer Jane Addams, the first American woman to receive the Nobel Peace Prize, and her colleagues whose work changed the lives of their immigrant neighbors as well as national and international public policy. The Museum preserves and develops the original Hull-House site for the interpretation and continuation of the historic settlement house vision, linking research, education, and social engagement.

Hawthorne Scholastic Academy: <https://www.hawthorneacad.org/>

Hawthorne is a literacy magnet school located across the street from the McLennan Center. It serves students in grades K-8. See the school demographic data here: <https://schoolinfo.cps.edu/schoolprofile/schooldetails.aspx?SchoolId=609974>

Ida B. Wells Preparatory Elementary Academy: <http://www.wellsprepelementary.com/>

Wells is a general admission K-8 elementary school in the Bronzeville neighborhood (known historically for its tremendous contributions to social and cultural advances among Black artists, writers, and musicians). See the school demographic data here: <https://schoolinfo.cps.edu/schoolprofile/schooldetails.aspx?SchoolId=610110>

Swift Elementary: <https://swift.cps.edu/>

Swift is a performing arts magnet school for grades K-8. See the school demographic data here: <https://schoolinfo.cps.edu/schoolprofile/schooldetails.aspx?SchoolId=610196>

Ted Lenart Regional Gifted Center: <http://lenart.cps.edu/>

Lenart Regional Gifted Center is a Selective Enrollment Chicago Public School serving 250 gifted students, Kindergarten through Eighth grade, with an accelerated and enriched program. See the school demographic data here: <https://schoolinfo.cps.edu/schoolprofile/schooldetails.aspx?SchoolId=610298>

The Art Institute of Chicago: <https://www.artic.edu/>

The Art Institute of Chicago, founded in 1879 and located in Chicago's Grant Park, is one of the oldest and largest art museums in the United States. Recognized for its curatorial efforts and popularity among visitors, the museum hosts approximately 1.5 million guests annually. We will be participating in a teachers' workshop called "Classroom Connect"

which you can read about here:

<https://www.artic.edu/learn-with-us/educators/learn-with-my-peers>

Other places we'll see (some as a group, others just for fun or on your own)

Chicago Cultural Center -

https://www.chicago.gov/city/en/depts/dca/supp_info/chicago_culturalcenter.html

Shedd Aquarium - <https://www.sheddaquarium.org/>

Adler Planetarium - <https://www.adlerplanetarium.org/>

Field Museum - <https://www.fieldmuseum.org/>

Museum of Science and Industry - <https://www.msichicago.org/>

Chicago History Museum - <https://www.chicagohistory.org/>

Navy Pier - <https://navypier.org/> check out the free events calendar here:

<https://navypier.org/events/list/page/4/>

References and Suggested Reading

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Internet Resources

The following list of websites is by no means exhaustive. You should explore the internet for other education and policy related sites that may be of interest to you.

National Center for Education Statistics: <https://nces.ed.gov/>

EdWeek: <http://www.edweek.com/>

Educator's Reference Desk & ERIC: <http://www.eduref.org/Eric/>

Brookings Papers on Education Policy: <http://muse.jhu.edu/journals/pep/>

Economics of Education Review:

<https://www.journals.elsevier.com/economics-of-education-review>

Education Policy Analysis Archives: <http://olam.ed.asu.edu/epaa/>

Educational Evaluation and Policy Analysis: <http://www.lib.fsu.edu/ejournals.html>

Journal of Education Finance: http://www.lib.fsu.edu/_ejournals.html

Journal of Policy Analysis & Management: http://www.lib.fsu.edu/_ejournals.html

Education Commission of the States: <http://www.ecs.org>

e--connection newsletter subscription: <http://www.ecs.org/ecs/>

RAND: <http://www.rand.org/>

Council for Education Policy Research and Improvement (CEPRI):
<http://www.cepri.state.fl.us/>

Office of Program Policy Analysis and Government Accountability (OPPAGA):
<http://www.oppaga.state.fl.us/>

Professional Associations

American Education Finance Association: <http://www.ed.sc.edu/aefa/> American

Educational Research Association: <http://www.aera.net/> Association for Public Policy

Analysis and Management: <http://www.appam.org/index.shtml>