

**The Evergreen State College
Master of Public Administration Program
Education Policy (2 credit elective)
Fall Quarter 2019**

Syllabus

Faculty: Kathe Taylor, Ph.D., Adjunct; Bill Moore, Ph.D., Adjunct
Meets: November 1-3 (5-9 Friday; 9-5 Saturday and Sunday); or November 22-24 (5-9 Friday, 9-5 Saturday and Sunday)
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In their [2019-21 Strategic Action Plan](#) the Washington Student Achievement Council (WSAC) defines two state goals to be attained by 2023:

- All adults in Washington, ages 25-44, will have a high school diploma or equivalent
- At least 70 percent of Washington adults, ages 25-44, will have a postsecondary credential.

The plan defines four big challenge areas that need to be addressed to meet these goals:

1. *Creating Affordable, High-Quality Pathways*
2. *Closing Opportunity Gaps*
3. *Supporting Regional Leaders*
4. *Reconnecting Adult Learners*

The overarching “big question” for this class will be: What policy strategies would be most effective in achieving these goals for the state of Washington?

In the process, we will seek to understand the nature of “education policy” and explore the role and limitations of state policy in addressing state education goals, always keeping the focus on what Washington is doing to address these issues.

During our weekend together, students will choose and explore in depth a policy strategy that they believe would be an effective approach to help Washington achieve these goals. Independent time will be provided for student groups to research in depth their chosen strategies.

Prior to class, please read or review:

- The Washington Student Achievement Council [2019-21 Strategic Action Plan](#)
- The [Roadmap Dashboard](#)
- Superintendent Chris Reykdal’s [Vision and Priorities](#) statement
- The [State Board for Community and Technical Colleges 2018 Goals/Strategic Priorities](#)
- The [State Board of Education’s Strategic Plan](#)
- Governor Inslee’s [education priorities](#)
- The [McCleary Supreme Court Decision](#). Despite its length, this legal document is a quick read and a comprehensive summary of the history—and current issues—of basic K-12 education in Washington.
- [A Citizens’ Guide to Washington K-12 Finance](#)

- [Early Learning Strategic Plan Steering Committee](#) materials. The Department of Early Learning, created in 2006, became part of the Department of Children, Youth and Families (DCYF) when DCYF was created in 2017.

Outcomes. Students will be able to:

- Identify the key Washington education policy-making boards and their respective roles
- Demonstrate a general understanding of selected Washington policies currently driving state education goals, and a deeper understanding of one current state policy
- Analyze the challenges of translating education policies into practice in order to address complex goals
- Recognize the inter-connectedness of education policies, and how a change in one policy impacts others

Evaluation/Assignments.

Students will be expected to:

- Read all assigned reports in preparation for class, attend the entire class, and participate actively
- Work in small groups during class to analyze a broad issue or challenge defined in the readings and class discussions and prepare and present a slide deck (no more than six slides) to summarize the issue and propose a policy strategy to address the issue, as if you were presenting to a legislative policy committee.
- Select an educational strategic priority, challenge area, and/or specific recommendation to address (clearly cite the source agency and document), then prepare a 5 page persuasive paper that either analyzes and critiques an existing policy aimed at addressing that issue or identifies a new policy strategy in that area that you believe shows the greatest promise for addressing the issues as defined. Take a position, describe the strategy, outline the key entities involved in driving and implementing the policy, and use research-based evidence to support your position. The paper will be due **November 17, 2019 by 5:00 pm**. (for the November 1-3 class); **December 8, 2019 by 5:00 pm** for the November 20-22 class). (See detailed assignment)
- Complete a self-evaluation and a faculty evaluation.

Class Format

The class will be a combination of lecture, discussion, and independent work, with a premium on active learning experiences.

Friday, November 1

Introductions, norms

The landscape of Washington education policy and state education goals/priorities

Defining “proof” and evidence in educational policy and practice

Saturday, November 2

Living on the Edge: Intersections of early learning, K-12, and higher education policies

Sunday, November 3

- Research into options for policy issues to address as individuals and in teams
- Small-group work preparing policy issue presentations
- Reflections on role of public policy in education in current political and educational landscape—what’s next?

Agreements

Students will come prepared to class, attend every class meeting and be on time, actively participate in all class activities, and submit assignments on time. All students are expected to support and contribute to a well functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program.

Students will receive two (2) credits at the completion of the course if all expectations and requirements have been successfully met/completed. Plagiarism (i.e., using other peoples work as your own without acknowledging the source), missing class, failing to complete assignments, and completing assignments late may be grounds for denial of credit.

Students are required to submit a self-evaluation and encouraged to submit a faculty evaluation. You can submit faculty evaluations to your faculty sponsor via email or the MPA program secretary at lab2support@evergreen.edu.

Faculty will come prepared to class, follow through on commitments, be available to students through email and by appointment, and respond to email/Canvas posts within a reasonable timeframe.

Format of Assignment Submissions: All papers will be submitted via the Canvas website and all communication/feedback regarding submissions will be conducted via Canvas. Therefore, it is imperative that you regularly check email and the Canvas site. All papers must meet assignment parameters and cite works using the [American Psychological Association \(APA\) citation format](#). All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please request resource writing assistance from faculty and/or contact the MPA Writing Assistant. Check assignment details for each submission.

Accommodations will be provided for any student who desires them through Access Services, the Writing Center, and/or the Quantitative and Symbolic Reasoning Center. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or -6364). Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students With Disabilities Policy [here](#).

Other Expectations of Students and Faculty: to promote a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill; discuss any problems involving others in the learning community directly with the individuals involved. We abide by the [social contract](#), the [student conduct code](#) and the [non-discrimination policies and procedures at TESC](#).

Background Resources: Other Washington Education Policy-making Bodies

In addition to the Washington education agencies and boards referenced earlier, several other entities also have rule-making authority to make policy related to education:

1. Professional Educator Standards Board: www.pesb.wa.gov/
2. Workforce Training and Education Coordinating Board: <http://www.wtb.wa.gov/>