

## **B8558: Education Leadership Spring 2023 Syllabus (DRAFT)**

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### **COURSE OVERVIEW**

#### ***Background***

Once a world leader in educational performance, the U.S. now faces a national crisis in education. As a whole, the U.S. public education system does not prepare students who are ready for college or competition in the global marketplace. In fact, students in the U.S. perform significantly less well academically than their peers from other industrialized nations: Of 35 OECD countries, the United States now scores 31<sup>st</sup> in math, 19<sup>th</sup> in science, and 20<sup>th</sup> in reading, as measured by the Program for International Student Assessment (PISA) in 2015. In addition, there is a persistent student achievement gap along income and ethnic lines. We have seen no progress toward closing SES-based achievement gaps since the 1960s and no progress toward closing the black-white achievement gap since 1990.

Over the last decade, a number of results-oriented leaders in states, districts, charter management organizations, and nonprofits have led the reform of U.S. public education. These leaders bring a sense of urgency and new strategies to address current challenges, but also, face significant resistance or political challenges. One facet of this is the human capital challenge facing K-12 public education and what it takes for leaders to make change in districts, and communities by leveraging human assets and the change process.

#### ***Course Description***

This course will focus on this **human capital challenge** within change leadership. Teacher and principal effectiveness are the two most important school-based factors impacting student achievement. To ensure all students achieve at high levels, it is critical to have an effective teacher in every classroom and effective leader in every school. Students will examine critical human capital issues and innovative strategies designed to drive higher academic achievement for all students in the context of Hewitt's 5C Framework for Leading Change. Students will analyze entrepreneurial solutions to prepare, recruit, select, train, evaluate, and retain effective teachers and school leaders, specifically leaders of color, and leadership approaches to bring about systemic change. Students will walk away with a working understanding of major urban systems reform.

#### ***Learning Objectives***

This course is designed with the following learning objectives for students:

- Understand the current and evolving context of public education in the United States
- Examine the key levers for education reform (particularly in the realm of human capital / talent management), innovative strategies, and their results
- Explore how business, leadership, and management practices can increase educational effectiveness and lead to higher student achievement
- Identify how skills and concepts developed through other courses are applicable to education, specifically how is **school reform a model for organizational change and profiles in leadership**.

#### ***Required Readings and Tools***

The required readings and cases are available on the Canvas Education Leadership course page and in the linked Library Reserves. Surveys will take place on Canvas and discussion will take place in class

**Note:** The “Sweeping Change: Michelle Rhee’s Journey to Transform the DC Public Schools” case is particularly long. It is recommended that you read this ahead of session 4.

## COURSE PROGRESSION (AT A GLANCE)

Please see expanded class plans, required readings and speaker information at the end of syllabus

SESSION # & DATE	TOPIC	DESCRIPTION	SPEAKER	REQUIRED READING
<b>Session 1</b> <b>January 24th</b>	<b>SETTING THE STAGE – THE EDUCATION IN THE U.S.</b>	Explore current challenges facing US public education	N/A –5 Cs Framework	<p>“The Brink of Renewal: A Business Leader’s Guide to Progress in America’s Schools”</p> <p>“COVID-19 and Learning Loss--Disparities Grow and Students Need Help”</p> <p>“Module – via Canvas. <a href="#">Introduction to Change Management</a>”</p>
	<i>CHANGE MODEL: HEWITT/AON 5Cs</i>	Identify human capital issues and impact of COVID in 2020	N/A	<p>““Cost of Past and Future Learning Loss,”</p> <p>“Listen to <i>Pod Save the People</i>: <a href="#">Ask All The Questions (with Dianne M. Stewart)</a>”</p>
<b>Session 2</b> <b>February 7th</b>	<b>BUILDING A TEACHER PIPELINE AND MANAGEMENT SYSTEM</b>	Consider ways to recruit, select, and prepare teachers	Ms. Vicki Bernstein, NYC Department of Education	“Case: New York City Teaching Fellows”
	<i>COMMITMENT</i>	Study the impact of teacher leadership on retention	Partner at TNTP	“The New Teacher Project. Broken Pipeline.”
<b>Session 3</b> <b>February 21<sup>st</sup></b>	<b>CHOICE AND CHARTER SCHOOLS</b>	Examine the role of choice in education reform	N/A	“Case: Success Academy”
	<i>COMMUNICATION</i>	Analyze challenges in scaling a CMO: Success Academy.	Mr. Jim Manley, Founder, Harlem Success 2/KIPP Supt	“Note on Charter Schools.”
<b>Session 4</b> <b>March 21<sup>st</sup></b>	<b>MANAGING HUMAN CAPITAL – DC PUBLIC SCHOOLS</b>	Discuss Washington, DC’s change through human capital	Kaya Henderson	“Case: <i>Sweeping Change: Michelle Rhee’s Journey to Transform the DC Public Schools</i> . “

	<i>CAPABILITIES</i>	Explore teacher evaluation, and the role of labor unions	Educator Panel	"A Lasting Impact: High-Stakes Teacher Evaluations Drive Student Success in Washington, D.C."
<b>Session 5 April 4<sup>th</sup></b>	<b>PRINCIPAL AS CEO AND INSTRUCTIONAL LEADER</b>	Analyze Baltimore's approach to changing governance	Dr. Andres Alonso, former CEO Baltimore City Schools	"Case: Baltimore City Public Schools: Implementing Bounded Autonomy. "
	<i>CONSEQUENCES</i>	Identify national efforts to improve principal quality	Panel including Dr. Nancy Gutierrez, Leadership Academy	"Commentary: As Education Leaders Plan for Fall, They Must Look beyond COVID toward Making Dramatic Changes to Protect Students of Color"
<b>Session 6 April 18<sup>th</sup></b>	<b>DISTRICT TRANSFORMATION – NEWARK PUBLIC SCHOOLS</b>	Discuss challenges of rapid, large-scale change		"Case: The Trading Post is Closed: Cami Anderson in Newark Public Schools."
	<i>CULTURE &amp; REVIEW</i>	Explore transformation at the district and state level	Ms. Cami Anderson, former Superintendent, Newark	"Case: Addendum to Newark Case Study"  "74 Interview: Sen. Cory Booker on Teacher Quality, Celebrity Star Power, and Why His Newark School Reforms Were Actually a Success."

## EXPECTATIONS AND GRADING POLICY

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Students will be evaluated according to the following criteria:

- Attendance and Participation: 35%
- Weekly Surveys: 25%
- Final Performance Task: 40%
  - Task Outline (5%)
  - Change plan (20%)
  - Team roleplay (15%)

### ***Attendance and Participation (35%)***

This course adheres to Columbia Core Culture. Students are expected to be present, prepared, and active participants. Due to the highly collaborative and interactive nature of this class, it is critical that all students attend every class meeting. If you must miss class for a legitimate reason, please notify the instructor in advance via e-mail. It is the discretion of the instructor to approve the absence. To receive full credit for participation, students participate thoughtfully in class discussions.

- Attend all classes (points will be deducted for unexcused absences)
  - Arrive on time to class
  - Bring your name plate

- Engage actively throughout the class
- Stay for the full duration of the session
- Limit eating and drinking during class
- Lead and actively participate in classroom discussions – Effective class participation includes:
  - Significant contributions to class discussion, including building on each other’s comments
  - Critical thinking skills – evidence of case analysis, deep understanding of the readings, and ability to identify implications of the readings for the case/issues discussed in class
  - Ability to take a stand – share your perspective on cases/various education reforms and provide evidence to support your position, expect cold calling
  - Empathy and willingness to test new ideas and push the class discussion forward
  - Ability to link course concepts from readings and prior classes
  - Effective introductions and thoughtful questions of guest speakers
- Credit will not be given
  - If a student misses class without prior approval from the instructor

### **Weekly Surveys (30%)**

In order to prepare for each class discussion, students will read materials and complete a weekly survey by 11:59 pm on the Friday before each class. Survey responses play a key role in determining the structure, focus, and facilitation of each session, so it is important to complete surveys with thoughtful responses and on time.

#### Weekly Survey Expectations:

- Complete weekly online surveys
- Submit each survey by 11:59 pm on the Friday before class (late surveys will be worth half credit)
- Complete all readings in advance of the relevant session
- Respond thoughtfully to survey questions
  - Answer every question
  - Take a stand on issues and provide evidence for your position
  - Submit questions for upcoming guest speakers
- Provide feedback on class facilitation and guest speakers (feedback is for course improvement and will not be graded)

### **Final Performance Task (35%)**

*Please see the detailed final performance task handout under “Assignments” on Canvas*

In teams, students will explore a leader in the course, and act as advisors to that leader. The team will write a change plan for the leader; the purpose of the plan is to enable the leader to gain buy-in and communicate a new course of action. Once completed, the teams will prepare a consulting pitch that will be roleplayed in the last session of class.

#### Performance Task Expectations:

- **Form a team of 4 students** to analyze a change management issue for a leader of their choosing, and create a coherent strategic plan that incorporates your analysis.
- Write a 2-3 page **high-quality change plan** that demonstrates a clear understanding of the change management issue and the challenges faced by the leader. Create strategies for the leader to overcome the challenges.

- From the high-quality change plan, **create a 5-minute pitch** sharing your plan to the leader, to be roleplayed in class.
- Answer questions during the **5-minute question and answer** section at the end of the pitch.

Timeline and Deliverables:

- **Monday, February 21, at 11:59 pm** – Performance task preference survey due: topic & team members
- **Monday, March 21** – Mid-course check-in with project teams before and after class
- **Monday, April 4, 11:59pm** – Change Plans uploaded to Canvas
- **Monday, April 18** – Pitch Roleplay in class

### ***Support***

The instructor will schedule times before or after class to meet with teams to discuss progress and challenges. Teams are encouraged to schedule time with the TA for further logistical support.

## **ABOUT THE INSTRUCTOR**

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**David Rosenberg**, email: [davidr1019@gmail.com](mailto:davidr1019@gmail.com), phone: 617.276.7381

David Rosenberg is a partner at Education Resource Strategies, a national nonprofit that helps district, school and state leaders transform how they use resources to ensure excellence with equity for all students. In this role, David provides strategic counsel to state and local education leaders, including most recently in Memphis and Nashville, TN; Indianapolis, IN; Washington, DC; and Mesa, AZ. In response to the COVID-19 pandemic, David helped lead development of ERS' tools and guidance for national, state and local leaders as they implemented strategies for recovery and long-lasting system redesign.

David leads ERS' work on [redesigning the teaching job](#), with a deep focus on helping leaders make the teaching job more dynamic, rewarding, collaborative and sustainable, especially for educators in our highest-need communities. He is a co-author of [Growing Great Teachers](#), which describes how district leaders can sustainably provide differentiated support for rookie teachers, and [Igniting the Learning Engine](#), a study of how the most effective systems organize for strategic, job-embedded professional learning.

Prior to joining ERS, David held leadership roles at Teach For America and worked as a consultant with McKinsey & Company and the political media firm GMMB. David is a 2001 graduate of Columbia Business School. He and his family live in Cambridge, MA.

### Session 1: Setting the Stage – The Need for Excellent Education

The first two sessions will set the stage for the rest of the course by exploring the current issues and challenges facing public education in the United States.

In Part A of class, we will discuss the achievement gap, economic impact of our educational system, and U.S. ranking among world nations. We will look at four principal reform efforts today - the *standards movement and test-based accountability*, *human capital innovations*, *charter schools*, and *federal and state-mandated turnaround efforts*. All four have had, at best, mixed results. We will close with a review of course scope and expectations. We will then accelerate from the past to the present to situate our current COVID-19 experience.

In Part B of class, we will identify factors and conditions that have led to the current state of US education. Utilizing the 5 Cs' organizational change model, with thanks to Hewitt Associates, now Aon, we will begin to analyze types of change.

#### Readings & Speaker

- **Required**

- The Brink of Renewal: A Business Leader's Guide to Progress in America's Schools. Bill & Melinda Gates Foundation, BCG, and Harvard Business School, 2013.
- Module – via Canvas. *Understanding Change Management through the 5Cs*. Erin McMahon

- **Optional**

- UNICEF's "Averting a Lost COVID Generation: a six-point plan to respond, recover and reimagine a post pandemic world for every child."
- *Pod Save the People*: <https://crooked.com/podcast/ask-all-the-questions-with-dianne-m-stewart/>: Start at **minute 13:23**. Kaya Henderson: UNICEF's "Averting a Lost COVID Generation: a six-point plan to respond, recover and reimagine a post pandemic world for every child."
- Hanushek, Eric. "Do Smarter Teachers Make Smarter Students? International Evidence on Teacher Cognitive Skills and Student Performance." *Education Next*, 27 Feb. 2019, [www.educationnext.org/do-smarter-teachers-make-smarter-students-international-evidence-cognitive-skills-performance/](http://www.educationnext.org/do-smarter-teachers-make-smarter-students-international-evidence-cognitive-skills-performance/)

- **Speaker**

- N/A

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### Session 2: Commitment: *Building a Teacher Pipeline and Performance Management System*

In order to ensure an effective teacher in every classroom, we must start by effectively recruiting, selecting, and preparing our teachers. In Session 2, we will review the effectiveness of teacher preparation programs and explore approaches – including pathways such as The New York City Teaching Fellows (NYCTF) – to understand how and why teachers enter the profession, prepared or unprepared, for the challenges ahead. Vicki Bernstein will join us from the New York City Department of Education to unpack this new case on NYCTF, laying out the original vision for the Teaching Fellows that drew a workforce from across NYC to teach in 2001!

In Part 2 of class, a partner from the New Teacher Project (TNTP), will present current findings and research on teacher pipelines and performance management, including factors that grow and keep teachers (professional development, compensation, evaluation, retention, satisfaction, roles in leadership that allow them to stay in the profession). We consider how teachers are valued in other countries and the impact of the quality of education. We also explore the factors influencing teacher retention that fall far outside the classroom/

### Readings & Speakers

- **Required**

- **Case:** New York City Teaching Fellows, Columbia CaseWorks, Draft, 2021.
- Weisberg, Dan. "Keeping Irreplaceables in D.C. Public Schools." TNTP, Retrieved from [www.tntp.org/publications/view/keeping-irreplaceables-in-d.c.-public-schools-smart-teacher-retention](http://www.tntp.org/publications/view/keeping-irreplaceables-in-d.c.-public-schools-smart-teacher-retention)
- Taylor, Eric and Tyler, John. "Can Teacher Evaluation Improve Teaching?" Education Next, 3 Mar. 2016. Retrieved from: [www.educationnext.org/can-teacher-evaluation-improve-teaching/](http://www.educationnext.org/can-teacher-evaluation-improve-teaching/).

- **Optional**

- Dam, Andrew Van. "Public-School Salaries Fall Short of Average in Nearly Every State." The Washington Post, WP Company, 29 Jan. 2019. Retrieved from: [www.washingtonpost.com/us-policy/2019/01/29/what-industry-has-seen-pay-fall-below-average-most-states-public-schools/?noredirect=on&utm\\_term=.c1c800352075](http://www.washingtonpost.com/us-policy/2019/01/29/what-industry-has-seen-pay-fall-below-average-most-states-public-schools/?noredirect=on&utm_term=.c1c800352075).

- **Speaker**

- Ms. Vicki Bernstein, New York City Department of Education
- Partner (TBD), The New Teacher Project (TNTP)

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### Session 3: Communication: Examining Choice and Charter Schools

This session will examine the role that charter schools play in the changing landscape of education reform and the challenges involved in scaling high-performing schools. Students will learn about school choice, review data on student learning in charters, and focus on scaling effective charters through the lens of Success Academy, one of the most successful charter networks in New York City and school system in New York State.

From a change management perspective, we will consider the communication (intended and unintended) between Success staff and its families. We consider what people know about charters (moving from unaware to aware) and how Success uniquely lays out its value proposition to students and families.

### Readings & Speakers

- **Required:**

- Case: *Success Academy*, Columbia CaseWorks, 2021.
- Note on Charter Schools. John J-H Kim, Geoff Marietta, Annie Wheeler, Harvard Business School, 2013.

- **Optional:**

- *StartUp. "Success Academy 1: The Problem: StartUp."* Gimlet, Gimlet, 2 May 2019, <https://gimletmedia.com/shows/startup/v4he75>.

- *StartUp - Success Academy 4: Growth.* Reddit, [https://www.reddit.com/r/gimlet/comments/a3x3ac/startup\\_success\\_academy\\_4\\_growth/](https://www.reddit.com/r/gimlet/comments/a3x3ac/startup_success_academy_4_growth/)
- Chin, Barry. "Mass. Voters Appear to Reject Major Charter School Expansion - The Boston Globe." BostonGlobe.com, 8 Nov. 2016. Retrieved from: [www.bostonglobe.com/metro/2016/11/08/charter/v34OA3vMI8dRABDsFc4JuM/story.html](http://www.bostonglobe.com/metro/2016/11/08/charter/v34OA3vMI8dRABDsFc4JuM/story.html).

- **Speaker**

- Mr. Jim Manley, Founder of Harlem Success 2; current Superintendent, KIPP NYC

#### **Session 4: Capabilities: Managing Human Capital – DC Public Schools and Teacher Evaluation**

We will discuss Washington, DC as a school system that focused on human capital as the foundation for its reforms. We will consider what capabilities – systems, structures, processes – DCPS built in order to provide teachers and leaders with the training and professional development to be effective. As part of Session 4, we will explore some of the more controversial topics in education – teacher evaluation, associated rewards and consequences, and the role of labor unions in education reform. During Session A we will focus on Chancellor Michelle Rhee's tenure as leader of DC Public Schools; we will then examine the hand-off between Chancellor Rhee and her successor, Chancellor Kaya Henderson. Together, we will look at how DCPS' long term efforts to increase in capabilities fueled DC's record and sustained growth over the last decade.

#### **Readings & Speakers**

- **Required**

- Case: *Sweeping Change: Michelle Rhee's Journey to Transform the DC Public Schools*. Lynn Jenkins and Dan Katzir, The Broad Center for the Management of School Systems, 2011.
- Dee, Thomas, and James Wycoff. "A Lasting Impact: High-Stakes Teacher Evaluations Drive Student Success in Washington, D.C." Education Next, 29 Aug. 2018, [www.educationnext.org/a-lasting-impact-high-stakes-teacher-evaluations-student-success-washington-dc/](http://www.educationnext.org/a-lasting-impact-high-stakes-teacher-evaluations-student-success-washington-dc/).

- **Optional**

- Aldeman, Chad. "The Teacher Evaluation Revamp, In Hindsight: What the Obama Administration's Signature Reform Got Wrong." Education Next, 1 Sept. 2017, [www.educationnext.org/the-teacher-evaluation-revamp-in-hindsight-obama-administration-reform/](http://www.educationnext.org/the-teacher-evaluation-revamp-in-hindsight-obama-administration-reform/).

- **Speaker**

- Kaya Henderson, former Chancellor, DCPS.
- Teacher Panel: Your very own classmates share their experiences as educators in public school systems across the US.



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## Session 5: Consequence: Principal as CEO and Instructional Leader

In order to provide an excellent education for all students, all schools need great leaders. We will discuss strategies to recruit, select, prepare, and support school leaders who can transition from being managers of the status quo to instructional leaders who are CEOs and agents of change. We will explore theories of action to measure performance and hold school leaders accountable for results. After discussing one school district's approach to supporting principals, we will discuss efforts to improve principal quality across the nation.

- **Required**

- Case: Baltimore City Public Schools: Implementing Bounded Autonomy. Allen Grossman, Susan Moore Johnson, and Elisha Brookover, Public Education Leadership Project at Harvard University, 2010.
- The Redesign of Urban School Systems: Theories of Action for Change. Donald R. McAdams & Dan Katzir, 2013, pp 4-8

- **Optional**

- Principal Effectiveness: A New Principalship to Drive Student Achievement, Teacher Effectiveness, and School Turnarounds. New Leaders for New Schools, 2009.
- Great Principals at Scale: Executive Summary. New Leaders and the Alliance to Reform Education Leadership at the George W. Bush Institute, 2014.
- Principals in the Pipeline: Districts Construct a Framework to Develop School Leadership. JSD: The Learning Forward Journal, June 2012.

- **Speakers: Leadership Panel**

- Nancy B. Gutierrez, Ed.L.D., President & CEO, Leadership Academy
- Patrick Jones, Vice President of Diversity, Equity and Inclusion, The Mind Trust (Indianapolis)
- Christine Loughlin, Superintendent, District 3, New York City Department of Education
- Edgar Lin, Principal, Brooklyn, New York, New York City Department of Education

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## Session 6: Culture: District Transformation – Newark Public Schools

Our second session will explore systemic transformation at the district level. This session provides an opportunity for students to explore how one superintendent used multiple levers to transform a school district and achieve results for students. We will have a candid conversation about the opportunities and challenges of implementing rapid, large-scale change to drive student achievement. We will examine the opportunities and challenges at the district level, the impact of politics and defenders of the status quo, and the leadership moves a superintendent made in an effort to lead, scale, and sustain significant changes.

- **Required**

- Case: The Trading Post is Closed: Cami Anderson in Newark Public Schools. Lynn Jenkins & Dan Katzir, Stanford Graduate School of Business, Case L-27, 04/07/2015.
- Case: Addendum to Newark Case Study, CaseWorks, Erin McMahon, 2020.
- McKenna, Laura. "74 Interview: Sen. Cory Booker on Teacher Quality, Celebrity Star Power, and Why His Newark School Reforms Were Actually a Success." 74 Interview: Sen. Cory Booker on Teacher Quality, Celebrity Star Power, and Why His Newark School Reforms Were Actually

a Success, 4 Sept. 2018. Retrieved from: [www.the74million.org/article/74-interview-sen-cory-booker-on-teacher-quality-celebrity-star-power-and-why-his-newark-school-reforms-were-actually-a-success/](http://www.the74million.org/article/74-interview-sen-cory-booker-on-teacher-quality-celebrity-star-power-and-why-his-newark-school-reforms-were-actually-a-success/)

- **Optional**

- Assessing the Impact of the Newark Education Reforms: The Role of Within-School Improvement vs. Between-School Shifts in Enrollment. Mark Chin, Thomas J. Kane, Whitney Kozakowski, Beth E. Schueler, & Douglas O. Staiger, Center for Education Policy Research, Harvard University, Oct. 2017.
- Moving Up: Progress in Newark's Schools from 2010 to 2017. Jesse Margolis, Margrady Research, October 2017.
- Scott, Dylan. "Cory Booker's Massive Overhaul of the Newark Schools, Explained." Vox, Vox, 13 Mar. 2019. Retrieved from: [www.vox.com/policy-and-politics/2019/3/13/18223129/2020-presidential-candidates-policies-cory-booker-newark-schools-2020](http://www.vox.com/policy-and-politics/2019/3/13/18223129/2020-presidential-candidates-policies-cory-booker-newark-schools-2020).
- Wall, Patrick. "Three Big Questions as Leaders Decide the Future of Newark Enrolls." Chalkbeat, 28 Oct. 2019, <https://www.chalkbeat.org/posts/newark/2019/10/28/key-questions-remain-as-newark-district-and-charters-work-to-reapprove-the-school-application-system/>

- **Speaker**

- Cami Anderson, Former State District Superintendent of Newark Public Schools