

**B8558: Education Leadership**

**Spring 2024 Syllabus – BIDDING ONLY**

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 31st in math, 19th in science, and 20th 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.

In the first two decades of the 21st century, a number of results-oriented leaders in states, districts, charter management organizations, and nonprofits led significant reforms in U.S. public education. These leaders brought a sense of urgency and new strategies to address current challenges, but also, faced significant resistance or political challenges. This resistance was particularly evident in efforts to address the human capital challenges 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 these human capital challenges 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, with a focus on the change management strategies and practices that are equally crucial to improving outcomes in public and private enterprises. Students will analyze entrepreneurial solutions to prepare, recruit, select, train, evaluate, and retain effective teachers and school leaders, and leadership approaches to bring about systemic change. Students will walk away with a working understanding of major urban systems reform and gain insight into what it takes to catalyze and sustain deep, structural change in any people-driven enterprise.

**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](https://courseworks2.columbia.edu/courses/173014). Weekly surveys will take place on Canvas and discussion will take place in class.

Course Progression (At a Glance)

Please see expanded class plans, required readings and speaker information at the end of syllabus. Dates and assignments may shift in response to guest speaker availability.

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| SESSION, DATE AND TOPIC | ANIMATING QUESTIONS | SPEAKER/S | REQUIRED READING |
| 1: March 20Setting the Stage – The Need for an Excellent Educational System | What is the economic role of education in the U.S.?How is the U.S. education system organized – and why?What role does human capital play in educational experiences and outcomes?What does it take to catalyze change in complex systems like U.S. education systems? | N/A | * 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.
* Bryant, Jake, et al. Drivers of Student Performance: Insights from North America. McKinsey & Company, 2017.
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| 2: March 27Building a Teacher Pipeline and Performance Management System | How can system leaders enable better student outcomes through strategic human capital policies? | Vicki Bernstein, NYC Department of EducationYour classmates who are former K-12 teachers | * “Case: New York City Teaching Fellows”
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| 3: April 3Managing Human Capital – DC Public Schools and Teacher Evaluation | What policies and structures contribute to high-quality teaching and learning?What effects do teacher evaluation, associated rewards and consequences, and labor unions play in education reform?What role do educators play in the success or failure of reform efforts? With what implication for their work and their students? | Jack Perry, TNTP TBD, DC Public Schools | * TNTP, The Opportunity Myth, Executive Summary.
* Case: Sweeping Change: Michelle Rhee’s Journey to Transform the DC Public Schools.
* Keeping Irreplaceables in D.C. Public Schools. TNTP
* Jack Perry, “Why Teaching Isn’t Diverse Enough and What We Can Do About It.” and “How We’re Helping More Black Teachers Make It to the Classroom.”
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| 4: April 10Examining Choice and Charter Schools | What role do charter schools play in the changing landscape of education reform?What are the benefits and challenges of market-based reforms in education?What does it take to scale high-performing schools? What role do various stakeholders play in the success or failure of disruptive reform efforts? | Jim Manly, Superintendent, KIPP NYC | “Case: Success Academy”“Note on Charter Schools.” |
| 5: April 17District Transformation – Newark Public Schools | What could a comprehensive approach to education reform look like?What opportunities and challenges come with implementing rapid, large-scale change to drive student achievement?How do politics, defenders of the status quo, and the leadership moves a superintendent can make affect the potential for scaling and sustaining significant changes that benefit all students? | Cami Anderson, former superintendent, Newark Public Schools | * 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.
* Scott, Dylan. “Cory Booker's Massive Overhaul of the Newark Schools, Explained.” Vox, Vox, 13 Mar. 2019
 |
| 6: April 24Pitch Roleplays and the Path Forward | What recommendations do you have for leaders who are taking on specific change challenges with the goal of radically improving student outcomes in their communities?What will the next generation of education reform look like? What does private sector experience and context enable leaders to influence and drive change in U.S. education systems? | Your presentation teamsPanelists TBD | * Pod Save the People: 11/24/20. Start at minute 13:23, listen through 27:40. 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.”
* McKinsey & Company, Halftime for the K-12 Stimulus.
* Panelist bios, to be provided
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Expectations and Grading Policy

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 at 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
	+ A student misses class without prior approval from the instructor

**Weekly Surveys (25%)**

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 4-5 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 high-quality 2-3 page 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 role-played in class.
* Answer questions during the 5-minute question and answer section at the end of the pitch.

Timeline and Deliverables:

* Monday, April 3 – Performance task preference survey due: topic & team members
* Monday, April 10 – Mid-course check-in with project teams before and after class
* Monday, April 17 – Change Plans uploaded to Canvas
* Monday, April 24 – 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

David Rosenberg, email: dar47@columbia.edu, 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 and Anne Arundel County, MD. 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](https://www.erstrategies.org/tap/reimagining_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, and is the lead facilitator of the [Coalition to Reimagine the Teaching Role](https://teachingrolereimagined.org/). David is a co-author of [Growing Great Teachers](https://www.erstrategies.org/tap/growing_great_teachers_report), which describes how district leaders can sustainably provide differentiated support for rookie teachers, and [Igniting the Learning Engine](https://www.erstrategies.org/tap/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 Details

**Session 1: Setting the Stage – The Need for an Excellent Educational System**

The first session 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 the first half of class, we will anchor our discussion on the impact of education on long-term economic prospects, how the U.S. educational system is organized, and how the benefits and challenges of that organizational model have affected the lives of American families over the past hundred years. We will also identify the role of human capital in generating positive educational (and therefore economic) outcomes, and how the critical reform efforts that have been implemented – with mixed results – are designed to increase and broaden the benefits of participating in the U.S. educational system.

In the second half of class, we will review frameworks for approaching change management, keys to successful change efforts in any enterprise and the unique challenges associated with catalyzing and sustaining change in K-12 education. This will form the foundation for our review of the landmark educational change efforts that are outlined in the course’s case examples. We will close with a review of course scope and expectations, including preparation for case discussions, guest speakers and final presentations.

Readings

* 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.](https://courseworks2.columbia.edu/courses/173014/files/folder/Week%201%3A%20Setting%20the%20Stage%20%E2%80%93%20The%20Need%20for%20Excellent%20Education/Readings%3A%20Session%201A?preview=15945725)
	+ Bryant, Jake, et al. Drivers of Student Performance: Insights from North America. McKinsey & Company, 2017. <https://www.mckinsey.com/industries/education/our-insights/drivers-of-student-performance-insights-from-north-america>
* Optional
	+ Wheatley, Margaret and Myron Kellner-Rogers. Bringing Life to Organizational Change. Journal for Strategic Performance Management, April/May 1998. <https://courseworks2.columbia.edu/files/16894049/download?download_frd=1>

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

In order to ensure every student has access to effective teaching, 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 case on NYCTF, laying out the original vision for the Teaching Fellows that drew a workforce from across NYC to teach in 2001 and how the work has evolved over the past two decades.

In Part 2 of class we’ll from your classmates who have taught in K-12 settings, as we seek to understand what schooling – and reform efforts – look like from an educator’s perspective.

Readings & Speakers

* Required
	+ Case: New York City Teaching Fellows, Columbia CaseWorks, Draft, 2021.
* Optional:
	+ Hanushek, Eric. The economic value of higher teacher quality. [Economics of Education Review](https://www.sciencedirect.com/journal/economics-of-education-review)**,** [Volume 30, Issue 3](https://www.sciencedirect.com/journal/economics-of-education-review/vol/30/issue/3), June 2011, Pages 466-479. [https://hanushek.stanford.edu/sites/default/files/publications/Hanushek%202011%20EER%2030(3).pdf](https://hanushek.stanford.edu/sites/default/files/publications/Hanushek%202011%20EER%2030%283%29.pdf)
	+ Education Resource Strategies, Low Teacher Salaries 101. <https://www.erstrategies.org/cms/files/4089-low-teacher-salaries-101-updated-1130.pdf>
	+ Education Resource Strategies, A Reimagined Teacher Job: Teacher Vignettes. (Expand the bars for each teacher vignette) <https://www.erstrategies.org/tap/the_vision_reimagining_the_teaching_job#vignettes>
* Speakers
	+ Vicki Bernstein, New York City Department of Education
	+ Teacher Panel: Your very own classmates share their experiences as educators in public school systems across the US.

**Session 3: Managing Human Capital – DC Public Schools and Teacher Evaluation**

We’ll kick off Session 3 with Jack Perry, a partner from TNTP, who will present current findings and research on teacher pipelines and performance management, with a focus on what it takes to diversify a profession that currently looks radically different from the student population in American public schools.

We will then discuss one of the broadest and boldest reform efforts of the 21st century – Washington, DC, a school system that focused on human capital as the foundation for its reforms. We will consider what systems, structures and processes DCPS built in order to provide teachers and leaders with the training and professional development to be effective, as well as the ways in which conditions for change evolve over the course of an aggressive change effort. As part of Session 3, 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. We will then examine the long-term impact of the DC reforms, including sustained student growth over the following decade and persistent challenges that today’s leaders are taking on.

Readings & Speakers

* Required
	+ TNTP, The Opportunity Myth, Executive Summary. <https://courseworks2.columbia.edu/files/15945730/download?download_frd=1>
	+ 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. <https://courseworks2.columbia.edu/files/15945789/download?download_frd=1>
	+ “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)
	+ Jack Perry, “Why Teaching Isn’t Diverse Enough and What We Can Do About It.” <https://tntp.org/blog/post/why-teaching-isnt-diverse-enough-and-what-we-can-do-about-it> and “How We’re Helping More Black Teachers Make It to the Classroom.” <https://tntp.org/blog/post/how-were-helping-more-black-teachers-make-it-to-the-classroom>
* Optional
	+ 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/).
	+ 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
	+ Jack Perry, Partner, TNTP
	+ TBD, DC Public Schools

**Session 4: 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. <https://courseworks2.columbia.edu/files/15945728/download?download_frd=1>
	+ Note on Charter Schools. John J-H Kim, Geoff Marietta, Annie Wheeler, Harvard Business School, 2013. <https://courseworks2.columbia.edu/files/15945764/download?download_frd=1>
* Optional:
	+ StartUp. “Success Academy 1: The Problem: StartUp.” Gimlet, Gimlet, 2 May 2019,<https://gimletmedia.com/shows/startup/v4he75>.
	+ StartUp: “Success Academy 4: Growth.” <https://gimletmedia.com/shows/startup/n8ho7n/success-academy-4-growth>
	+ Coffee with a Geek: Interview with Jim Manly. Start at 5:10, listen through 30:50. <https://www.coffeewithageek.org/2021/10/coffee-with-geek-interview-with.html>
* Speaker
	+ Jim Manly, Founder of Harlem Success 2; current Superintendent, KIPP NYC

**Session 5: District Transformation – Newark Public Schools**

In this session, we will explore systemic transformation at the district level, and specifically 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.
* 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.
	+ 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).
* Speaker
	+ Cami Anderson, Former State District Superintendent of Newark Public Schools

**Session 6: Pitch Roleplays and the Path Forward**

In the first half of our final class session, you will present your change plans to colleagues and experienced district leaders, leveraging resources and learning from our work together over the past several weeks.

Then, we will be joined by education leaders with private sector backgrounds and/or MBAs for a discussion of how the K-12 reform agenda is evolving and where our panelists see change efforts going in the coming years, with specific attention to the crucial role that leaders with business experience and knowledge can play in catalyzing radical improvement in student experiences and outcomes.

* Required
	+ Pod Save the People:<https://crooked.com/podcast/ask-all-the-questions-with-dianne-m-stewart/>: Start at minute 13:23, listen through 27:40. 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.”
	+ McKinsey & Company, Halftime for the K-12 Stimulus. <https://www.mckinsey.com/industries/education/our-insights/halftime-for-the-k-12-stimulus-how-are-districts-faring>
	+ Panelist bios, to be provided
* Speakers: TBD