

TE 975
Policy Perspectives on Teaching and Teacher Education
Fall 2004

Suzanne M. Wilson
209 Erickson Hall
Michigan State University
East Lansing, MI 48824
(517) 353-9150 (office)
(517) 332-6497 (home)
(517) 432-2795 (fax)
swilson@msu.edu

Meeting time: This seminar meets on Tuesdays from 4:10-7:00pm in Erickson Hall. Office hours are scheduled by appointment. I expect to see every member of the class at least once during the term for a one-on-one discussion of your interests and work in the class. Schedule these meetings with me as you see fit.

Introduction to the Course and its Goals

There are two major purposes of this course: first, to collectively explore several current policies about teaching and teacher education (and the debates around them); second, to contribute to the development of your scholarly skills, particularly writing, reading, and the use of theory to construct explanations for empirical phenomena.

I have never taught this class before, and while I have a general sense of how the readings and structures I plan to use will work, I am also sure that there will be times when we need to adjust the content and tempo of our work. I learn a lot from my teaching; this is especially true when teaching a course for the first time and using new readings.

The ideas of the course are relatively simple: First, we are going to read around several "cases" of contemporary policies concerning teaching and teacher education. These include, but are not limited to NCTAF, ABCTE, and NCLB. Second, we are going to read some theory to experiment with how theory helps us explain experience. Third, we are going to read some history of education to get a historical perspective on some of the contemporary policy debates that we are learning about. Fourth, we are going to read relevant research and journalism around these policies to see if we can interpret the discourse surrounding them. And finally, you are going to try your hand at some policy analysis by becoming familiar with and analyzing a current policy about teaching or teacher education that intrigues you. This might be a policy at a local level concerning teaching or a U.S. policy at a state or national level or a policy concerning teaching or teacher education in another country. It might entail policy about professional development, induction, teacher certification, or teacher evaluation. In your analysis, you will be expected to do what we have been doing as a class: considering the history of such policies, the context, and applying some theory to help illuminate the issues.

Reading, Writing, and Discussion: The "Basic Skills" of the Scholarly Life

Reading. The work we will be doing depends on reading interactively, on bringing both collective and individual goals to the act of reading, considering, and reconsidering our texts. In its most straightforward expression, this involves bringing questions to think about while preparing to read something, reading a text, and reflexively placing what one has read

in the context of both evolving scholarship bearing on a subject and one's own development as a scholar. Below I pose several questions for you to consider while reading:

- *What is the author trying to say?*

What are the author's principal and subsidiary arguments or theses? What are the important conceptual terms? What do the author's assumptions seem to be? What sorts of evidence and methods are used? Can you identify specific passages that support your interpretation? Are there other passages that either contradict or appear less consistent with your understanding? What are the strengths and weaknesses of the author's argument? Can you make sense of, or account for, these differences?

- *How has the author constructed the text?*

What clues can you get from the work's structure? Does the organization give you insights into the argument? Are there patterns in the author's presentation that help you to locate and understand the most valuable material? What can you do to concentrate your attention and interrogation of the text?

- *What is the author's purpose?*

Who was the author? Why was this work written? To whom was the author speaking and why? What can you know or infer about the author's motivation? What seem to be the context for the work's origination? Can you dissect its politics? How does the work's purpose seem to affect the author's selection of questions, methods, or interpretation? Was the author trying to confront a body of scholarship with a new interpretation based on new methodologies, or new evidence? Was the work intended to persuade a segment of the public to change its mind or to act on something it already believed?

- *What are your purposes in reading this?*

Different purposes have different requirements: should you skim the piece, acquire mastery or fluency, use it as a source of examples or illustrations? For instance, often in courses, one purpose of reading is to master the author's argument – that is, to be able to tell someone else (accurately) about the content and character of a piece of writing. But we are all also learning to write, and so another purpose for reading something might be to study how it is written: how evidence is used, what the author's posture is, when alternative arguments are considered, etc.

- *How do the author's assumptions and ideas fit with your own understanding?*

How might your response to the work be affected by values, beliefs, and commitments that you think that you share with the author? Can you read and make sense of the work on its own terms, not just that it confirms your existing thinking or values? Can you consider all of the work, rather than just those passages that you agree with, or which you can label "good," or dismiss as "bad?" Can you approach it with a spirit of discovery and let the story be told in its own right? Can you notice what seems strange or surprising, and accept its offerings as opportunities for discussion.

- *How do the author's arguments fit within various communities of discourse?*

How is a piece of work connected to the efforts of others dedicated to similar purposes? In what community or communities does the author locate him or herself? How can you tell? How might an author's work connect with your own understanding of the work of others, and of your own evolving work on an issue or topic?

NOTE: It is essential that you read all of the required texts for each class meeting. If you are unable to complete the reading, please let me know. I often call on people to participate (not to check on whether you did your homework but because I want to understand how you are thinking about our discussions) and I do not want to embarrass anyone who is underprepared. I know that doctoral students lives are complicated, so I expect that at least once during the term you will be unprepared. Please let me know so that I can treat you with care at those times.

Discussions. I begin the course with two essays by Schwab – one that focuses on reading – and the other that focuses on the critical role of discussions in a liberal education. Throughout the course, I will focus on developing discourse patterns that both connect to students' individual interests and backgrounds while also working on the ideas presented in the readings. In much the same way that reading opens a window onto knowledge, I hope that explicit attention to the work of discussion helps you think about what it means to be a scholar, and to participate in scholarly discussions.

We will need to work attentively on norms for the class. Listening carefully, treating ideas with respect and interest, raising and responding to questions, sharing the floor -- all these will matter in constructing an environment where satisfying and challenging intellectual work can take place. One part of exploring an idea or an argument is to attend closely to it to understand its logic, intention, meaning. Listening generously, assuming that ideas and claims are made for good reasons, is crucial to thinking well. Another part is to be skeptical, to consider what is missing or logically flawed. Using both – generosity and skepticism – contributes to careful unpacking of ideas and to good thinking.

The questions that we ask of readings are equally important to discussion:

What is the speaker trying to say?

How did the speaker construct his/her comment?

To what end?

What are the speaker's assumptions and beliefs? How do they fit with your own?

How does the comment fit with the larger discourse of the class (both in the moment and over time)?

Writing. Writing is an important vehicle for exploring and clarifying ideas, for trying out interpretations and arguments, and for representing ideas and communicating with others. Writing plays a central role in doctoral work, and in educational scholarship. It is an important part of learning to participate in a community of educational scholars who have a specialized discourse. We will work on writing throughout the course, and we will all read one text by Wayne Booth and his colleagues (*The Craft of Research*) together as part of our work.

And, at the risk of sounding like I only have one thing to say, the questions we ask while reading and speaking also apply to our own writing:

What are you trying to say?

What is your purpose?

*How are you constructing your argument?
What are your assumptions and beliefs? How will those be similar to or different
from those of your readers?*

I will ask you to read one book on writing, research and argument which is intended to help you think about gaining control of the arguments that you yourself want to make. It is my hope that your examination of others' writing and arguments will begin also to help you think about your own.

Course Requirements and Grading

Attendance and participation. Because the course is a seminar, your participation in discussions is important, not only for your own learning but also the learning of others. What you learn in this course will be influenced by the degree of everyone's engagement in and contributions to discussions. Of course, not all people are equally comfortable participating in large group discussions, and I will work hard to hear all of you, no matter how quiet you prefer to be in class. This will require that people who are not talking in class find other ways to help me hear what and how you are thinking. Other means might include coming to talk with me or writing me emails about your musings about particular ideas. It will not be sufficient for quieter members to speak only to their peers in small groups or pairs. You will need to find ways to share your thinking with me as well. While I will sometimes prod you to speak to others and with me, you will need to take responsibility for making sure your participation is of high quality.

If you need to miss class, please notify me ahead of time in writing or by calling.

Biweekly memos. To further this aspect of our work along, I ask that every class participant write me a memo every other week. It need not be long –two or three pages are sufficient. In the memo, I would like you to tell me about something you are working on -- a problem you have with a reading, a frustration you feel with the class discussion, a confusion you're encountering in your policy analysis. These should be more like free writes than papers, and I will not read them deeply, or correct prose, spelling, and the like. They are meant to be a way for me to keep track of individual's thinking. Please send each one as an attachment and label the attachment as follows: te971yourlastname.essayX. (The X should be replaced with the number of the essay – you will each write 6 over the course of the term.) I will return them to you every week with some minor commentary. These will not be graded, but at the end of the term I will assess them for their overall thoughtfulness and depth. On the calendar of relevant assignments I have noted when each is due and what you should call it.

Posting discourse samples. We will need to, as a class, explore how debates around these issues are evolving. Teacher quality policies tend to attract significant attention and significantly different perspectives. These perspectives can be seen in scholarship, newspaper articles, talks at professional conferences and the like. Starting in the third week of class, I will ask you to locate relevant examples of discourse around the policies we are examining and post those on our class website so that other members of the class can see them. To help you see what I mean by this, I will post relevant examples during the first couple of weeks of class.

You might consider looking at some of the following resources for evidence of that discourse:

Information sources on the net:

Education Week. The weekly trade paper of elementary and secondary school policy, debate, and news. It is currently on-line at no-cost. It is indexed and has many links to other data.

www.edweek.org

U. S. Department of Education website, full of education resources & information

<http://www.ed.gov>

ED Initiatives (bi-weekly report on Secretary of Education's priorities):

<http://www.ed.gov/pubs/EDInitiatives.html>

Education Daily. On line for subscribers (including Kaestle). Daily reports of education policy and legislative developments, mostly focused on Washington, D.C.

Thomas B. Fordham Foundation (Chester Finn, president): newsletter and reports from Former Asst. Secretary and head of the Excellence Network <http://www.edexcellence.net>

American Educational Research Association. Main website <http://aera.net>

Education Commission of the States. Organization focused on elementary and secondary education policy, frequented by state-level education policy people, governors' staffs et al. Many policy briefs, reports. <http://www.ecs.org>

Council of Chief State School Officers. Washington office of the organization of state superintendents of education. Policy statements, 200+ publications on line. www.ccsso.org

National Institute on Educational Governance, Finance, Policy Making, and Management:

<http://www.ed.gov/offices/OERI/GFI>

The New York Times, Wall Street Journal, and local newspapers you enjoy reading are also interesting places to look for commentary

The Center for the Study of Teaching and Policy, which is a center devoted to research on the use of teacher policies to improve students' learning,

<http://depts.washington.edu/ctpmail/index.html>

Journals: Academic:

Educational Evaluation and Policy Analysis

Educational Policy

Harvard Educational Review

American Journal of Education

Teachers College Record

American Educational Research Journal

Educational Administration Quarterly

OIA Info Memo: Research Policy Notes

Policy History

Periodicals: Practitioners:

Phi Delta Kappan

American Educator (American Federation of Teachers)

State Education Leader (Education Commission of the States)

Education Week Available on line, searchable.

Book review. The course requires that you explore literature that is particularly interesting to you, and that you master some core readings in the field. I like to take my time with readings in class, so we can't possibly read all of the relevant literature. So I will ask you to find one book concerning policy about teacher quality, teaching, or teacher education, and review it for the class. You are free to work with other colleagues on it, although the final version that you submit should be your own work. It should be submitted electronically and the document should be titled: te975.yourname.bookrev. These reviews will be posted on our class ANGEL site so that the other members of the class might learn about relevant readings. NOTE: You will need to have read the Booth et al book before the midterm since I will use it as a backdrop for providing feedback concerning your writing. You might also want to look at book reviews that are published in education and other fields to consider alternative models for your own review. I have included additional readings that might be of interest at the end of the syllabus. You might decide to select one of those books as the book you intend to review.

Policy analysis. The course also requires that you complete one substantial paper. I anticipate that these papers will run between 20-40 pages depending on how deeply you explore the relevant policy and how complex the policy is. For this paper, I will ask that you select a policy of interest to you – local, state, national – about a topic of interest to you – teacher preparation, certification, licensure, professional development/induction, evaluation. You will: (1) read the policy; (2) search out commentary on that policy (in newspapers, journals, scholarship, etc.); and (3) research the history of similar policies. You will then write a policy analysis, synthesizing the information that you have collected. You can investigate this policy with collaborators in a small group, and – if you choose – your small group can submit a co-authored paper for this assignment. We will begin class with a discussion of your interests in teaching policies, so please come to the first class prepared to tell people what you are interested in (those interests can be vague or wide-ranging, narrow or very clear).

Both the book review and the final paper also need to be submitted electronically. You also need to use a standard style format (APA, Chicago, MLA, that is most appropriate given your interests and disciplinary background). Papers that are not appropriately formatted will be returned to the author.

Final grades in the class will be determined as follows:

- | | |
|-----------------------------------|-----|
| 1. class participation | 20% |
| 2. book review | 20% |
| 3. bi-weekly memos | 20% |
| 4. examples of relevant discourse | 10% |
| 5. policy analysis | 30% |

There will be no deferreds granted in this course unless you have a personal emergency beyond your control. Courses are often the beginning of your work in an area. It is best to treat them as such and finish the assignments, no matter how incomplete your understanding feels. For students who are more advanced in their coursework, please see me if there is a way that you want to use this course to push on your own work. This sometimes entails adapting or changing assignments; that is possible, but will require that we talk through what you would like to do instead.

Required Readings

Readings for the course will include both books that are readily available for purchase on line (e.g., Barnes and Noble (<http://www.barnesandnoble.com/>), amazon.com,

abebooks.com, etc.) and in bookstores, as well as articles. Since I used the summer to read and then plan for this course, I did not submit a book list to the student bookstores. If you have trouble locating the books in the first week of class, please let me know.

Books (You should order these books ASAP. There are also multiple copies of several available through the MSU libraries)

Required:

Abbott, A. A. (1988). *A system of professions: An essay on the division of expert labor*. Chicago: University of Chicago Press.

Booth, W. C., Williams, J. M., & Colomb, G. G. (2003). *The craft of research* (2nd edition). Chicago: University of Chicago Press.

Conant, J. (1963). *The education of American teachers*. New York: McGraw Hill.

OR

Koerner, J. S. (1963). *The miseducation of American teachers*. Boston: Houghton Mifflin.

Hirsch, E. D. (1996). *The schools we need and why we don't have them*. New York: Doubleday.

Lipsky, M. (1980). *Street-level bureaucracy: Dilemmas of the individual in public services*. New York: Russell Sage Foundation.

Ravitch, D. (2000). *Left back: A century of failed school reform*. New York: Simon and Schuster.

Shavelson, R. J., Towne, L., & the Committee on Scientific Principles for Education Research. (Eds.). (2002). *Scientific research in education*. Washington, DC: National Academy Press.

Articles and book chapters

Many of the articles we will be reading are available for downloading for MSU students and faculty at <http://er.lib.msu.edu/subject.cfm?cat=0&type=Electronic%20Journal&subject=Education>. I have noted the relevant websites for all readings that you can download. All additional readings will be scanned and available from the copy center on the 5th floor of Erickson Hall.

Course Schedule, Assignments, and Due Dates

31 August 2003. Introduction to the course.

7 September 2004. Learning to participate in discussions. Learning to read for purpose and argument. Considering the centrality of a theory of instruction to considerations of policies related to teaching.

Cohen, D. K., Raudenbush, S. W., & Ball, D. L. (2003). Resources, instruction, and research, Educational Evaluation and Policy Analysis, 25 (2), 1-24

Schwab, J. J. (1978). Eros and education: A discussion of one aspect of discussion. In I. Westbury and N. J. Wilkof, Science, curriculum, and liberal education: Selected essays (pp. 105-132). Chicago: University of Chicago Press. (in packet)

Schwab, J. J. (1978). Reading as enquiry. In I. Westbury and N. J. Wilkof, Science, curriculum, and liberal education: Selected essays (pp. 105-132). Chicago: University of Chicago Press. (in packet)

14 September 2004. *A High Quality Teacher in Every Classroom*

What Matters Most <http://www.nctaf.org/home.php>

No Dream Denied <http://www.nctaf.org/home.php>

21 September 2004. *A High Quality Teacher in Every Classroom (continued)*

No Child Left Behind (note: This is a very long document and you should start reading it at the beginning of the course). Downloadable from:

<http://www.ed.gov/policy/elsec/leg/esea02/index.html>. selections

28 September 2004. *Are highly qualified teachers possible?*

No Child Left Behind (note: This is a very long document and you should start reading it at the beginning of the course). Downloadable from:

<http://www.ed.gov/policy/elsec/leg/esea02/index.html>. Title II.

Southeast Center for Teaching Quality. (2004). *Unfulfilled Promise: Ensuring High Quality Teachers for Our Nation's Student*. [Available at: http://www.teachingquality.org/Unfulfilled_Promise.htm]

5 October 2004: *The challenges of implementation*

Class cancelled due to instructor illness.

12 October 2004. *"Scientifically-based research": A theme in the discourse about teaching and teacher education*

Gardner, H. (2002, September 4). The quality and qualities of educational research. *Education Week*, 22(1), 49, 72. [Available at:

www.edweek.com/ew/ewstory.cfm?slug=01gardner.h22.]

Hirsch, E. D., Jr. (2002, October/November). Classroom research and cargo cults [Electronic version]. *Policy Review*, 115. [Available at:

www.policyreview.org/OCT02/hirsch.html.]

Olson, L., & Viadero, D. (2002, January 30). Law mandates scientific base for research. *Education Week*, 21(20), 1, 14–15. [Available at:

www.edweek.com/ew/ewstory.cfm?slug=20whatworks.h21.]

Shavelson, R. J., Towne, L., & the Committee on Scientific Principles for Education Research. (Eds.). (2002). *Scientific research in education*. Washington, DC: National Academy Press.

19 October 2004. *Criticisms of the educational establishment*

Hirsch, E. D. (1996). *The schools we need and why we don't have them*. New York: Doubleday.

26 October 2004. *Criticisms of the educational establishment (continued)*

Ravitch, D. (2000). *Left back: A century of failed school reform*. New York: Simon and Schuster.

2 and 9 November 2004. *Can theory help us "see"?*

Abbott, A. A. (1988). *A system of professions: An essay on the division of expert labor*. Chicago: University of Chicago Press.

16 November 2004: *Case 2: Teacher certification*

Conant, J. (1963). *The education of American teachers*. New York: McGraw Hill.

OR

Koerner, J. S. (1963). *The miseducation of American teachers*. Boston: Houghton Mifflin.

I have additional copies of each of these books that people can borrow.

23 November 2004: *Teacher certification continued: ABCTE, TEAC, and NCATE*

ABCTE. <http://www.abcte.org> (and other materials I will hand out)

Angus, D. L., & Mirel, J. (2000). *Professionalism and the public good: A brief history of teacher certification*.

<http://www.edexcellence.net/institute/publication/publication.cfm?id=12>

Paige, R. (2004). *Third annual report on teacher quality*.

http://www.ed.gov/about/reports/annual/teachprep/2004/teacherquality_pg3.html

30 November 2004. *Contemporary arguments about teacher certification and teacher preparation*

Allen, M. (2003). *Eight questions on teacher preparation: What does the research say?* Denver, CO: Education Commission of the States. Available at www.ecs.org/ecsmain.asp?page=/html/educationIssues/teachingquality/tpreport/index.asp><http://www.ecs.org/ecsmain.asp?page=/html/educationIssues/teachingquality/tpreport/index.asp>.

Cochran-Smith, M., & Fries, M. K. (2001). Sticks, stones, and ideology: The discourse of reform in teacher education. *Educational Researcher*, 30(8). Available at www.aera.net/pubs/er/toc/er3008.htm

Fenstermacher, G. D. (2002). Reconsidering the teacher education reform debate: A commentary on Cochran-Smith and Fries. *Educational Researcher*, 31(6).

Furlong, J. (2002). Ideology and reform in teacher education in England: Some Reflections on Cochran-Smith and Fries. *Educational Researcher*, 31(6).

Cochran-Smith, M., & Fries, M. K. (2002). The discourse of reform in teacher education: Extending the dialogue. *Educational Researcher*, 31(6).

All three of these are available at www.aera.net/pubs/er/toc/er3106.htm.

7 December 2004. *Policy as a problem and solution: The tensions between underlying ideals.*

Green, T. (1983). Excellence, equity, and equality. In L. Shulman and G. Sykes (Eds.). *Handbook of teaching policy*. (pp. 318-341). New York: Longman.

Shulman, L. (1983). Autonomy and obligation: The remote control of teaching. In L. Shulman and G. Sykes (Eds.). *Handbook of teaching policy* (pp. 484-504). New York: Longman.

Assignments and other relevant benchmarks.

Date	Assignment	Location
8/31		Wells Hall C316
9/7	1. Readings (Start reading NCLB now, as well as readings for the first week of class) 2. Nominate a policy that you will study this term	116H
9/14	1. Readings (Make sure you are reading NCLB while reading the other readings for class) 2. Locate a representation of the policy and bring in a list of two readings relevant to that policy 3. Reflection1 due	116H
9/21	1. Readings 2. Proposal for the teaching policy you will study for this class and a tentative reading list of historical and theoretical pieces that will help you	116H
9/28	1. Readings 2. Reflection2 due	116H
10/5	1. Readings 2. Summary of your policy	116H
10/12	1. Readings 2. Reflection3 due	116H
10/19	1. Readings 2. Annotated bibliography of 2 reading relevant to your policy	116H
10/26	1. Readings 2. Reflection4 due	116H
11/2	1. Readings 2. Book review due	116H
11/9	1. Readings 2. Outline of your policy analysis paper	116H
11/16	1. Readings 2. Reflection5 due	116H
11/23	1. Readings 2. Turn in draft of policy analysis paper	116H
11/30	1. Readings 2. Reflection6 due 3. Drafts returned	116H
12/7	1. Readings	116H
12/14	1. Final policy analysis due Dinner at my house	632 Charles St East Lansing

Possible books and some other readings that might be of interest:

Teacher quality

Izumi, L. T., & Evers, W. M. *Teacher quality*. Stanford, CA: Hoover Institute.

Carnegie Forum on Education and the Economy, *A Nation Prepared: Teachers for the 21st Century* (New York: The Carnegie Corporation, Report of the Task Force on Teaching as a Profession, 1986)

The Holmes Group, *Tomorrow's Teachers: A Report of The Holmes Group* (East Lansing, MI: The Holmes Group, 1986)

National Commission on Teaching and America's Future, *What Matters Most: Teaching for America's Future* (New York: National Commission on Teaching and America's Future, 1996)

Center for Policy Research on Education, *Policies and Programs for Professional Development of Teachers: A 50 State Profile* (Philadelphia, Center for Policy Research in Education, 1997)

Christopher J. Lucas, *Teacher Education in America: Reform Agendas for the Twenty-First Century* (New York: St. Martin's Press, 1997)

Linda Darling-Hammond, Arthur E. Wise, and Stephen P. Klein, *A License to Teach: Raising Standards for Teaching* (San Francisco, CA: Jossey-Bass, 1999)

Agenda-setting in policy:

John W. Kingdon, *Agendas, Alternatives, and Public Policies* (New York: Harper Collins, 1984)

Nelson W. Polsby, *Political Innovation in America: The Politics of Policy Initiation* (New Haven, Yale University Press, 1984)

Frank R. Baumgartner and Bryan D. Jones, *Agendas and Instability in American Politics* (Chicago: University of Chicago Press, 1993)

James A. Smith, *Think Tanks and the Rise of the New Policy Elite* (New York: The Free Press, 1991)

Legislation:

Gary Orfield, *Congressional Power, Congress and Social Change* (New York: Harcourt, Brace, 1975)

Mark A. Peterson, *Legislating Together: The White House and Capitol Hill from Eisenhower to Reagan* (Cambridge, MA: Harvard University Press, 1990)

David R. Mayhew, *Divided We Govern: Party Control, Lawmaking, and Investigations, 1946-1990* (New Haven: Yale University Press, 1991)

Charles O. Jones, *The Presidency in a Separated System* (Washington, D.C.: The Brookings Institution, 1994)

Peter F. Galderisi, ed., *Divided Government: Change, Uncertainty, and the Constitutional Order* (Lanham, MD: Rowman & Littlefield, 1996)

Richard L. Hall, *Participation in Congress* (New Haven: Yale University Press, 1996)

Jon R. Bond and Richard Fleisher, eds., *Polarized Politics: Congress and the President in a Partisan Era*

(Washington, D.C.: Congressional Quarterly Press, 2000)

Implementation:

Arthur E. Wise, *Legislated Learning: The Bureaucratization of the American Classroom* (Berkeley: University of California Press, 1979)

Beryl A. Radin, *Implementation, Change, and the Federal Bureaucracy: School Desegregation Policy in H.E.W., 1964-1968* (New York: Teachers College Press, 1977)

Paul E. Peterson, Barry G. Rabe, and Kenneth K. Wong, *When Federalism Works* (Washington, D.C.: The Brookings Institution, 1986)

Allen R. Odden, ed., *Education Policy Implementation* (Albany: SUNY Press, 1991)

Susan F. Lusi, *The Role of State Departments of Education in Complex School Reform* (New York: Teachers College Press, 1997)

General works on policy analysis:

Beryl A. Radin, *Beyond Machiavelli: Policy Analysis Comes of Age* (Washington, D.C.: Georgetown University Press, 2000)

Eugene Bardach, *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving* (New York: Chatham House Publishers, 2000)

Steven Kelman, *Making Public Policy: A Hopeful View of American Government* (New York: Basic Books, 1987)

David L. Weimer and Aidan R. Vining, *Policy Analysis: Concepts and Practice* (Englewood Cliffs, NJ: Prentice-Hall, second edition, 1992)

General works on education policy:

Peter W. Cookson, Jr. and Barbara Schneider, eds., *Transforming Schools* (New York: Garland Press, 1995)

Allan R. Odden, ed., *Education Policy Implementation* (Albany: State University of New York Press, 1991)

Roald F. Campbell, Luvern L. Cunningham, Raphael O. Nystrand, and Michael D. Usdan, *The Organization and Control of American Schools* (New York: Macmillan, sixth edition, 1990)

David J. Sperry, Philip T. K. Daniel, Dixie Snow Huefner, and E. Gordon Gee, eds., *Education Law and the Public Schools: A Compendium* (Norwood, MA: Christopher-Gordon Publishers, second ed., 1998)

Jay D. Scribner and Donald H. Layton, eds., *The Study of Educational Politics* (Washington, D.C.: Falmer Press, 1996)

Susan H. Fuhrman and Betty Malen, eds., *The Politics of Curriculum and Testing* (London: Falmer Press, 1991)

More historical perspectives:

Historical perspectives:

Richard Neustadt and Ernest R. May, *Thinking in Time: The Uses of History for Decision-Makers* (New York: The Free Press, 1986)

Diane Ravitch and Maris A. Vinovskis, eds., *Learning from the Past: What History Teaches Us About School Reform* (Baltimore: The Johns Hopkins University Press, 1995)

David Tyack and Larry Cuban, *Tinkering Toward Utopia: A Century of Public School Reform* (Cambridge, MA: Harvard University Press, 1995)

Diane Ravitch, *The Troubled Crusade: American Education, 1945-1980* (New York: Basic Books, 1983)

Thomas B. Timar, "The Institutional Role of State Education Departments: A Historical Perspective," *American Journal of Education* 105 (May, 1997): 231-260.

Carl F. Kaestle and Marshall Smith, "The Federal Role in Elementary and Secondary Education, 1940- 1980," *Harvard Educational Review* 52 (November, 1982): 384-408.

Carl F. Kaestle, "The Public Schools and the Public Mood," *American Heritage* (February, 1990): 66-81.

Carl F. Kaestle, "Education," in Donald Bacon, Roger Davidson, and Morton Keller, eds., *Encyclopedia of the United States Congress* (New York: Simon & Schuster, 1994)

Maris A. Vinovskis, *History & Educational Policymaking* (New Haven: Yale University Press, 1999).