

**The Evergreen State College  
Master of Public Administration Program  
Education Policy (2 credit elective)  
Winter Quarter 2017**

## **Syllabus**

Faculty: Kathé Taylor, Ph.D., Adjunct; Bill Moore, Ph.D., Adjunct  
Meets: February 24-26 (5-9 Friday; 9-5 Saturday and Sunday);  
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In their *2017-19 Strategic Action Plan* the Washington Student Achievement Council (WSAC) defines two state goals to be attained by 2023:

- All adults in Washington will have a high school diploma or equivalent
- At least 70 percent of Washington adults will have a postsecondary education

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

In the process, we will 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 individual students to research in depth their chosen strategies.

***Prior to class, please read:***

The Washington Student Achievement Council [2017-19 Strategic Action Plan](#), the [2015 Roadmap Update](#), and one [issue or policy brief](#) of your choice from the 2013 Roadmap Report (scroll down the web page to see table of issue and policy briefs).

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.

Governor Inslee’s access and success goals and performance indicators for a [world class education](#).

**Outcomes.** Students will be able to:

- Demonstrate a general understanding of selected Washington policies currently driving state education goals, and a deeper understanding of one current state policy
- Identify the key Washington education policy-making boards and their respective roles

**Evaluation/Assignments.** Students will be expected to:

- Read all assigned reports in preparation for class, and participate during class
- Select one of the workgroup areas defined by the WSAC 2013 Roadmap Report, research the area, starting with the issue and policy briefs associated with that area,

then prepare a 5 page persuasive paper that identifies a new policy strategy in that area that you believe shows the greatest promise for enabling the state to meet the WSAC educational attainment goals. Take a position, define the strategy, outline the key entities involved in driving and implementing the policy, and use research-based evidence to support your position. Then prepare and present a slide deck (no more than six slides) to summarize the case for your policy strategy as if you were presenting to a legislative policy committee. The paper will be due **March 18, 2017 by 5:00 pm**. (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, February 24:

Introductions, norms

What Would it Take? The Landscape of Washington Education Policy

Defining “proof” and evidence in educational policy and practice

#### Saturday, February 25

(morning) What would it take? K-12 Basic Education policy (Implications of the McCleary decision)

(afternoon) K-12 learning standards and assessment policy

#### Sunday, February 26

(morning) What would it take? K-12/Higher Education Transition Issues

(afternoon) Collaborative discussions on policy issues students are considering for their individual writing assignments

(afternoon summative activity) Reflections on role of public policy in education in challenging times for state budget—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. No partial credit will be given.

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](mailto:lab2support@evergreen.edu).

**Faculty** will come prepared to class, follow through on commitments, be available to students 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](#).

**In-Class Activity: Exploring Washington's Education Policy-making Bodies**

Several Washington education agencies and boards have rule-making authority to make policy:

1. Washington Student Achievement Council: [www.wsac.wa.gov/](http://www.wsac.wa.gov/)
2. Professional Educator Standards Board: [www.pesb.wa.gov/](http://www.pesb.wa.gov/)
3. Washington State Board of Education: [www.sbe.wa.gov/](http://www.sbe.wa.gov/)
4. State Board for Community and Technical Colleges: [www.sbctc.ctc.edu/](http://www.sbctc.ctc.edu/)
5. Department of Early Learning: <http://www.del.wa.gov/>
6. Office of Superintendent of Public Instruction: <http://www.k12.wa.us/>
7. Workforce Training and Education Coordinating Board: <http://www.wtb.wa.gov/>