

**The Evergreen State College
Master of Public Administration Program
Education Policy (2 credit elective)
Spring Quarter 2015**

Syllabus

Faculty: Kathe Taylor, Ph.D., Adjunct
Meets: Weekend: April 10-12 (5-9 Friday; 9-5 Saturday/Sunday);
Contact: kathet@comcast.net
Cell: 360-402-9016

In 2013, the Washington Student Achievement Council (WSAC) set 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 will it take to attain these goals?

In the process, we will touch on early learning, K-12, and higher education policies, always keeping the focus on what Washington is doing to address these issues.

During our weekend together, each student will be tasked to explore one area of inquiry that they believe to be the best use of state resources to move Washington toward these goals. Independent time will be provided for students to go deep on one issue.

Prior to class, please read:

The Washington Student Achievement Council [2014 Strategic Plan](#), [2013 Roadmap Report](#), and [one issue brief](#) of your choice from the 2013 Roadmap Report (scroll down page to see table of issue 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.

The Department of Early Learning’s [Early Learning Plan Executive Summary](#).

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

[Washington Learns](#), a 2006 report with “comprehensive, long-term recommendations for creating a world-class, learner-focused, seamless education system for Washington,” enabled by the 2005 Legislature, and led by former Governor Gregoire.

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

- Prepare a 3-5 page persuasive paper that identifies a current Washington State strategy that you believe shows the greatest promise for enabling the state to meet the WSAC educational attainment goals. (You can include an early (preK) learning strategy, even if its fruition might take longer than 2023.) 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. The paper will be due April 20, 2015 by 5:00 pm.
- 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, April 10:

Introductions, norms

What Would it Take? The Landscape of Washington Education Policy

Small group activity: Exploring Washington's Education Policy Boards

Saturday, April 11

(morning) What Would it Take? K-12 Basic Education (Implications of the McCleary decision)
(There will be time Saturday afternoon for independent work so students can be prepared to discuss their "deeper dive" issue on Sunday afternoon. Structure/direction will be provided.)

Sunday, April 12

(morning) What Would it Take? The "Bookends" of Early Learning and Higher Education
(afternoon) Student-led discussions on the issue they have chosen to elaborate in their paper (due one week after the class)
(afternoon summative activity) "If I had a 100 pennies" discussion of where to invest scarce state resources to meet educational goals

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 a faculty evaluation. You can submit faculty evaluations to your faculty sponsor via email or the MPA program secretary at lab2support@evergreen.edu.

Faculty will come prepared to class, follow through on commitments, be available to students by appointment, respond to email/Moodle posts w/in a reasonable timeframe, and, to the best of her ability, design and deliver a high quality learning experience.

Format of Assignment Submissions: All papers will be submitted via the Moodle website and all communication/feedback regarding submissions will be conducted via Moodle. Therefore, it is imperative that you regularly check email and the Moodle 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/
2. Professional Educator Standards Board: www.pesb.wa.gov/
3. Washington State Board of Education: www.sbe.wa.gov/
4. State Board for Community and Technical Colleges: 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/>

Small Group Task:

In small groups, explore your assigned agency or board, and prepare to present your findings to your colleagues in a creative and informative way. Find out:

1. What is the Board's/agency's purpose?
2. How do the members of the Board and/or agency director get their positions?
3. What makes this Board relevant? What does the Board/agency have jurisdiction for?
4. Based on the way the Board/agency presents its work on its website, what appears to be its most important issues/concerns? What looks *interesting*? Be prepared to provide examples to support your opinion.