EFOP 2011/3011 - Education Policy Implementation:
Students, Families, Educators, and Policymakers

University of Pittsburgh - School of Education | Syllabus - Spring 2024

Navigating the Syllabus

Welcome to EFOP 2011/3011! This syllabus provides an overview of the course. Details will be posted on Canvas. The syllabus is divided into multiple sections with corresponding headings, which you can view, search, and navigate by selecting the icon titled, "Show Document Outline" on the left-hand side of this Google Doc. Headings are also color-coded, if you find this helpful: general info is blue, weekly topics are yellow, readings are green, and assignments are pink. The syllabus may be updated periodically to meet class needs. Therefore, revisiting this Google Doc (rather than downloading it as a file) will ensure you have the most accurate information.

Contact Information
Instructor: Dr. Mariko Yoshisato Cavey (she/her)
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Course Materials
Assigned readings and other sources will be uploaded to Canvas weekly.

Course Description
EFOP 2011/3011: This course is based on theoretical and empirical insights on continuity and change in education policy and its impacts. Economic, sociological, political and other theories provide a framework for understanding how key constituents - students, families, educators, administrators, policymakers and community members - act on or are influenced by education policies formulated and enacted at the local, state and federal levels. [...] For master's degree and doctoral degree students.

Learning Outcomes
Upon completion of this course, students will be able to (adapted from Anderson, 2022):
- Situate educational change policies in their historical, political, and social context.
- Name and explain common challenges in program and policy implementation.
- Develop concrete strategies to address relevant implementation challenges.
- Explain and address tradeoffs of frameworks for analyzing and/or supporting change.
- Develop expertise in an education policy area of interest.
- Develop reading, writing, and collaboration skills in multiple policy-related genres including policy briefs, scholarly research, and organizational planning documents.

Grading Overview

I approach this course with hopes that you will feel pushed to your learning edge, find value in the concepts presented and discussed, make connections to your work and future research, and grow as a student, by engaging with curiosity and humility in critical thought, self-reflection, collaborative experiences, peer and instructor input, and support from the learning community.

Coursework is graded for full credit on a "satisfactory/unsatisfactory" basis. Assuming all of your assignments are "satisfactory," you can expect to earn an overall "A" grade in the course. If your assignment does not meet the requirements for "satisfactory" credit, you will be offered the opportunity to incorporate feedback, make improvements, and resubmit it to meet expectations.

Assignments At-A-Glance	% of Grade	Due Date
Reading Reflections for Modules 1, 2, and 3 (M1, M2, M3) (35% Total)		
M1 Reflection #1: Theorizing Implementation and Implementation Resources	5%	Jan 22
M1 Reflection #2: Theorizing Implementation and Implementation Resources	5%	Jan 29
M2 Reflection #1: Implementation/Changemaking Approaches	5%	Feb 26
M2 Reflection #2: Implementation/Changemaking Approaches (In-Class Activity)	5%	Mar 18
M3 Reflection #1: Humanizing Implementation	5%	Mar 25
M3 Reflection #2: Humanizing Implementation (In-Class Activity)	5%	Apr 1
Reflection Synthesis across Modules 1-3	5%	Apr 19
Policy Brief (45% Total)		
Prewriting: Initial Proposal	5%	Jan 15
Prewriting: Outlining Evidence and Ideas	5%	Jan 22
Drafting: First Draft - All sections written completely	5%	Jan 29
Drafting: In-Class Share-Out	5%	Feb 5
Revising: Peer Review - Provide peer feedback on a classmate's first draft	5%	Feb 5
Revising: Revised Paper - Address peer and advisor feedback with tracked changes	5%	Feb 12
Publishing: Final Policy Brief Paper	5%	Feb 15
Proofreading: Self-Assessment	5%	Feb 15
Comprehensive Packet	5%	Feb 15
Implementation Toolkit (20% Total)		
Prewriting: Thought Paper	5%	Feb 26

Drafting: In-Class Share-Out	5%	Mar 18
Drafting: First Draft - All sections written completely	5%	Mar 25
Publishing: Final Implementation Toolkit	5%	Apr 8

Course Meeting Schedule

The class will meet in-person three times per month. Attendance at these sessions is required. Please complete all preparatory readings and assignments by the time we meet for each class.

Once a month, we will not have in-person class sessions. Instead, these weeks will be devoted to working independently, submitting major assignments, and/or meeting 1-1 with the professor.

No-Meeting Dates: Jan 15, Feb 12, Mar 11, Apr 8 (independent work every fourth week, with three weeks of content in-between). Plan for this when mapping out your workload.

Overall, everyone's engagement and participation sets the tone and foundation for our learning. Engagement and participation look different from person to person. Some students may have different comfort levels with the activities expected of the class. As a learning community, it is important for us to trust that individuals know how they can be most present with the group. My hope is that our in-person sessions will offer a supportive environment in which everyone can contribute and have their strengths recognized, while creating space for uncertainty and growth. If you would like to discuss anything with me, please reach out via email or schedule a meeting.

Weekly Agenda Overview

The course content is divided into three modules, as noted below and on Canvas. We will spend two weeks of class focusing on the readings for each module, while building towards synthesis. Remaining weeks will focus on major writing assignments (Policy Brief/Implementation Toolkit). Each module has consistent expectations for reading, writing, and participating/collaborating.

For each module, you will **read** articles, **write** a reflection about the readings, and **participate in discussion and collaboration** with your peers, through oral dialogue and/or written feedback. To connect the modules, you will complete a **final synthesis** at the end of the semester.

See below for an overview of the full weekly agenda at-a-glance, and content through Week 3. Details will be posted on Canvas weekly, and the syllabus will be updated accordingly.

		Weekly Agenda At-A-Glance		
Wk	**Class Date**	**Primary Topic Area and Module**	**Assignments Due by 12:00 pm Monday**	**Load**
1	Jan 8	Introduction to the Course	None	Low
2	Jan 15 - NO CLASS MLK Jr. Holiday	PB: Understanding Policy Briefs	Policy Brief Initial Proposal	Medium
3	Jan 22	M1: Theorizing Implementation and Implementation Resources	Policy Brief Outlining Evidence and Ideas Reading Reflection	High
4	Jan 29	M1: Theorizing Implementation and Implementation Resources	Policy Brief First Draft Reading Reflection	High
5	Feb 5	PB: Policy Brief Collaborative Showcase	Peer Review Classmate's PB First Draft In-Class Share-Out about your Policy Brief	Medium
6	Feb 12 - NO CLASS Midterm 1 - PB	PB: Midterm - Culmination of Policy Brief (major writing assignment)	Policy Brief Comprehensive Final Packet	High
7	Feb 19	IT: Understanding Implementation Toolkits	Mid-Semester Progress Check if Needed	Low
8	Feb 26	M2: Implementation/Changemaking Approaches	Implementation Toolkit Thought Paper Reading Reflection	Medium
9	Mar 4	M2: Implementation/Changemaking Approaches	Catch up on assignments if needed	Low
10	Mar 11 - NO CLASS Spring Break	Mid-Semester Pause/Reset - Enjoy your break!	None	Low
11	Mar 18	IT: Implementation Toolkit Collaborative Showcase	In-Class Share-Out about your Toolkit Group Activity in lieu of Reading Reflection	Medium
12	Mar 25	M3: Humanizing Implementation	Implementation Toolkit First Draft Reading Reflection	High
13	Apr 1	M3: Humanizing Implementation	Group Activity in lieu of Reading Reflection	Low
14	Apr 8 - NO CLASS Midterm 2 - IT	IT: Midterm - Final Implementation Toolkit (major writing assignment)	Implementation Toolkit Final Version	High
15	Apr 15	Concluding the Course	Reflection Synthesis across Modules 1-3 (due Friday 4/19 instead of Monday 4/15)	Medium

Readings and Assignments Due Weekly (Submit Assignments on Canvas)

Week 1 - Jan 8: Introduction to the Course

Readings: None

Assignments: Create a Google Drive account with your University of Pittsburgh email address if you have not done so already. Assignments will require you to use the features of Google Docs.

Readings:
1. **Equitable Policy Brief Assignment Overview** (MA students additionally review the "Comprehensive Exam - Literature-Based Policy Brief" from the Handbook)

2. **Policy brief writing guides - read BOTH pieces:**
   a. ffrench-Constant n.d. - How to Plan, Write, and Communicate an Effective Policy Brief.pdf
   b. Young and Quinn 2017 - An Essential Guide to Writing Policy Briefs.pdf

3. **Policy brief example - read AT LEAST 2 of the 6 pieces provided:**
   a. Education Trust West 2023 - Equitable and Accessible Early Learning and Care in California Starts with an Early Childhood Integrated Data System (ECIDS).pdf
   b. Rucinski 2023 - Who Becomes a Teacher - Racial Diversity in the K12 to Teacher Pipeline.pdf
   c. Stohr et al 2018 - Patching the Leaky Pipeline - Recruiting and Retaining Teachers of Color in Pennsylvania.pdf
   d. Taconet et al 2022 - Students with Disabilities in Postsecondary Education - Identifying Barriers to Access and Success.pdf
   e. Verma 2021 - Disability, Special Education Setting, and Students' Outcome.pdf
   f. Yonezawa et al 2008 - School Climate and Student Achievement.pdf

Assignments:
1. **Policy Brief Prewriting - Initial Proposal (five parts):** (1) topic, (2) sources, (3) section headers, (4) planning grid, (5) advisor/colleague consultation and approval.

Readings:
1. Century, J., & Cassata, A. (2016). Implementation Research: Finding Common Ground on What, How, Why, Where, and Who. *Review of Research in Education*, *40*(1), 169-215.
2. Cohen, D. K., Moffitt, S. L., & Goldin, S. (2007). Policy and Practice: The Dilemma. *American Journal of Education*, *113*(4), 515-548.

Assignments:
1. **Policy Brief Prewriting - Outlining Evidence and Ideas (two parts):** (1) annotated bibliography, (2) bullet-point ideas.

2. **Reading Reflection:** Answer the following questions about the assigned readings, in approximately three paragraphs total.
   a. Which concepts or perspectives presented in the readings align with your views?
   b. How did the texts challenge, complicate, or enhance your thinking in new ways?
   c. How do these readings relate to your current work and/or future research?