

DED 805: Policy Trends in Child Service Professions

Course Description:

Students will critically examine the nature of the policies in the current social and political environment that relate to professionals dedicated to the well-being of children. The primary focus is on teaching and teachers, but the course also includes healthcare, welfare services, and other means of effective support of learning in schools, families, and communities.

Course Overview:

Teachers, social workers, and other community professionals play a pivotal role in enacting policies that are handed to them and not designed by them. In this course we explore policy implementation at the ground level in schools, social agencies, and community-based organizations. These policies stem from varied trajectories: some are imposed formally, others are incentivized by funders, and still more simply become trendy and have varied levels of success, in promoting social and economic mobility or other intended outcomes.

Professionals can often make or break such policies. As Michael Lipsky (1969) suggested, teachers are “street level bureaucrats,” meaning that even though teachers do not make educational policy, they are pivotal actors in shaping the way their “clients” (i.e., students) experience educational policy. Teachers and others who seek to support children and families have enormous power to influence and shape the experiences and trajectories of students. Recent literature identifies teachers as the primary in-school influence on student achievement; at the same time, current media accounts single out teachers as the main obstacle to improving education. Given the relative importance of this group of stakeholders, this course engages candidates in a critical examination of teachers and their impact on educational policies, using a few examples from other children serving professions as a comparative foil.

The course is primarily organized around key questions related to education policies and teachers: What policies shaped the formation of the teaching profession and who are teachers today? In what ways do schools and teachers respond to policies imposed from above or outside? What are the major policies related to teachers and teacher preparation and what impact have they had historically and today? In what ways are policies related to teachers distinct and in what ways do they reflect larger trends in the child service professions?

Although education outcomes are less explicitly connected to social service providers, lawyers, doctors, and business, these questions can also uncover how prevailing norms and expectations of these professions can support and/or impede coalition building for children.

Course Goal	Example Evidence
Students will recognize the ways in which the historical development of educational and social service policies have shaped	<ul style="list-style-type: none">➤ Reading Journal➤ Primary Document Analysis Paper

<p>children’s experiences, as well as the role child service professionals have been expected to play in the development and execution of larger policies.</p>	
<p>Students will understand the ways that professional identities – including gender, race, and class – have affected the impact of policies over time and practitioner relationship to the communities in which they teach or otherwise serve.</p>	<ul style="list-style-type: none"> ➤ Reading Journal ➤ Primary Document Analysis Paper ➤ Teacher interviews
<p>Students will gain familiarity with contemporary debates and policies for improving the preparation and job performance of child service professionals.</p>	<ul style="list-style-type: none"> ➤ Reading Journal ➤ Policy Analysis Paper
<p>Students will deepen their abilities to examine texts – historical, sociological, and otherwise – critically, to synthesize a variety of evidence, and produce a credible argument about key issues or ideas.</p>	<ul style="list-style-type: none"> ➤ Primary Document Analysis Paper ➤ Policy Analysis Paper ➤ Teacher Interview Analysis Paper
<p>Students will represent one aspect of their understandings in a public form: i.e., via an Op Ed, a podcast, or presentation.</p>	<ul style="list-style-type: none"> ➤ Public Knowledge Sharing Assignment

Ed.D. in Community-Based Leadership
 School of Education
 College of Staten Island, CUNY

The Community-Based Leadership EdD program will prepare scholar practitioners to facilitate cross sector coalitions in support of the well-being of children and their families. Graduates who are school building or district leaders will be prepared to lead schools, districts, and other educational organizations utilizing community resources to leverage student success. Those who come from the fields of social work, psychology, and public policy will have the capacity to lead coalitions with schools and other community service agencies and organizations. All graduates will have the necessary knowledge bases to support learning for all students; build capacity in the adults who serve students, including their families; manage resources in service of student learning; and to use methods of scholarly inquiry to inform their practice.

Required Sequence of Courses

Year 1		
Summer 1	DED 800 Scholarly Inquiry for Community-Based Leadership I	3 credits
Fall 1	DED 801 Scholarly Inquiry for Community-Based Leadership II	3 credits
	DED 802 Social and Historical Contexts of School Communities	3 credits
Spring 1	804 Building Relationships and Capacity for Community Leadership	3 credits
	820 Qualitative Inquiry Methods in Applied Research	3 credits
Year 2		
Summer 2	DED 805 Policy Trends in Child Service Professions	3 credits
	DED 808 Public Relations, Advocacy, and Community Organizing	3 credits
	Inquiry Groups (1 faculty: 4-6 students)	0 credits
Fall 2	DED 806 Curriculum, Standards, and Assessment for Community Engagement	3 credits
	DED 821 Quantitative and Mixed Methods	3 credits

	Inquiry Groups (continuing)	
Spring 2	DED 900 Dissertation Proposal	3 credits
	DED 803 Transforming Learning and Teaching in Schools and Communities	3 credits
	Inquiry Groups (continuing)	
Year 3		
Summer 3	DED 901 Research Practicum	3 credits
	DED 807 Resource Management in School Communities	3 credits
Fall 3	DED 809 Globalization, Community, and Education Reform	3 credits
	DED 902 Dissertation Advisement	3 credits
Spring 3	DED 903 Dissertation Advisement	3 credits
Total		48 credits

Course Designations, Titles and Descriptions

DED 800: Scholarly Inquiry for Community-Based Leadership I (3 credits)

The first of a two-course sequence that uses the literature on systems thinking, decision-making theory, and theories of organization to explore how power dynamics embedded in communities shape the lives and schooling of children. Case studies of constructivist leadership and data-based decision making are analyzed. Students also reflect critically on their own positionality as a scholar and practitioner in relation to potential research topics in preparation for conducting a literature review leading to a research question.

DED 801: Scholarly Inquiry for Community-Based Leadership II (3 credits)

The second of a two-course sequence that uses the literature on systems thinking, decision-making theory, and theories of organization to explore how power dynamics embedded in communities shape the lives and schooling of children. Case studies of community advocacy and culturally relevant pedagogy are analyzed. Students will engage with a variety of models for academic writing and complete a literature review leading to a research question.

DED 802: Social and Historical Contexts of School Communities (3 credits)

This course engages doctoral students in a critical approach to sociocultural theories and to research on the social, historical, and political influences that buttress and undermine the vitality of communities and schools. With a focus on understanding causes of persistent patterns of inequalities in the education system, students will analyze ways that these influences affect

practices in their schools and agencies and how community-based leadership has fared in efforts to raise potential for economic, social, and political attainment for both the school and community.

DED 803: Transforming Learning and Teaching in Schools and Communities (3 credits)

This course builds on students' prior theoretical and experiential knowledge of theories of learning and development across the lifespan with emphasis on the sociopolitical consequences of historically-honored conceptions of learning and knowing. Diverse ways of knowing, how these are influenced by social conditions, and how communities create spaces for meaning construction are examined. Critical perspectives on and approaches to the distinctive needs across the lifespan of all learners, including those joining the community from other cultures, persons with disabilities and English Language Learners, are examined.

DED 804: Building Relationships and Capacity for Community Leadership (3 credits)

Students explore the literature on professional learning communities, strategic learning, and culture, and employ tools of personal self-awareness and mastery. Students integrate this knowledge to grow their own capacities for community partnerships and, in turn, support the development of the capacities of community members, to foster coalitions that effectively support the success and well-being of children.

DED 805: Policy Trends in Child Service Professions

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DED 806: Curriculum, Standards, and Assessment for Community Engagement (3 credits)

This course is designed to build educational leaders' understanding of normative models of teaching and curriculum development and their impact on both privileged and marginalized communities. Students will examine major theories and current approaches to curriculum, standards, and assessment. Case studies of community conflict over curriculum and of transformative leaders utilizing community resources to enhance the impact of curriculum on learning are examined. Approaches to engagement of parents, caregivers, and families in the development of curriculum, school and community standards, and assessment are explored.

DED 807: Resource Management in School Communities (3 credits)

This course will focus on management and mobilization of district, school, and community financial and social resources including community and faith-based organizations, federal, state, and municipal services, and grant writing. Students will use case studies to simulate the analysis and allocation of resources and then will convene groups of community members to create and secure funding for a research-based intervention for a school-community problem using an action research approach.

DED 808: Public Relations, Advocacy, and Community Organizing (3 credits)

Course participants will study theories of communication and marketing; develop skills in using social media and traditional and non-traditional venues for advertising; and engage traditional media and political leaders at the local and state levels.

DED 809: Globalization, Community, and Education Reform (3 credits)

This course explores theories and evidence regarding local, national and global economic dynamics that shape urban and suburban communities, schools, and the politics of school reform. Critical examination of policy reforms related to local and centralized control, job preparation, social mobility, and civic health and how civic groups navigate them, are undertaken.

DED 820: Qualitative Inquiry Methods in Applied Research (3 credits)

This course is designed to provide developing leaders with the opportunity to explore and engage with multiple methods of qualitative inquiry. The course focuses on three research methodologies and their application to school and community collaboration: case study, ethnography, and participatory action research. The course draws on exemplar research literature, provides methodology resources for each, and engages students in research projects of faculty from the program and elsewhere in CUNY. Students will develop a research design proposal reflecting one (or more) of the research methodologies.

DED 821: Quantitative and Mixed Methods in Applied Research (3 credits)

This course focuses on the philosophical, ethical, and methodological issues encountered in quantitative and mixed-methods approaches to research in education and leadership. The quantitative component of the course examines correlational as well as group comparison research designs. The course also focuses on survey research, including practice and critique of survey design, administration, and appropriate statistical analysis. Students engage in the research projects of faculty from the program and elsewhere in CUNY. Students will develop a research design proposal reflecting one (or more) of the research approaches.

DED 900: Dissertation Proposal (3 credits)

Students will choose and frame the problem for their research, complete a review of the literature, and develop the research question with faculty and peer support in a seminar environment.

DED 901: Research Practicum (3 credits)

In preparation for performing an evaluation of the initiatives they have developed through the program, students will collaboratively create and complete a program evaluation research project applying skills and knowledge learned in prior research courses. Students explore how well those who design, fund, and implement educational programs have aligned them with the needs and goals of students, the community, and the education system as a whole and whether these programs effectively guide the school community toward its goals.

DED 902: Dissertation Advisement (3 credits)

Students will be supported by their Dissertation Chair in data collection.

DED 903: Dissertation Advisement (3 credits)

Students will complete data collection, data analysis, and completion of the Dissertation Project with the guidance and support of the Dissertation Chair. Defense of the Dissertation will occur at the end of DED 903.