

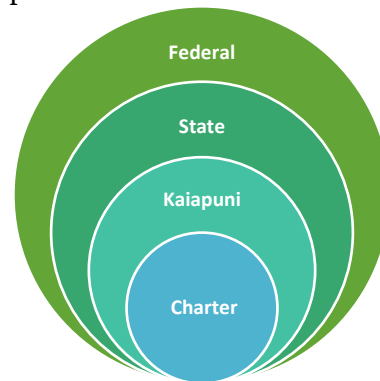
EDUC 740 - CURRENT ISSUES IN EDUCATION

SYLLABUS – Updated SA, 12/8/2018

I. Course Overview, Course Description & Learning Goals

Overview. There are many educational issues today that reciprocally and iteratively impact and are impacted by students, families, teachers, administrators, leaders, communities and state and federal governments. Anyone in leadership and decision-making roles should understand the actors, contexts, relationships and boundaries and the related implications, sequence and timing of decisions as it relates to multi-faceted and intertwined current education issue(s)—presenting leaders with both challenges and opportunities for impactful action.

Course Description. The current issues discussed this semester will focus on the public charter school sector—particularly on the topics of governance, finances, and policy development, implementation and advocacy. Such a focus is contextualized by the State of Hawai'i's K-12 Hawaiian medium and English language education



sector (governed by the Board of Education) and the Federal sector (governed by the United States Department of Education). Understanding inter-related roles and responsibilities of governing and operating entities---Governor, Board of Education, State Public Charter School Commission (SPCSC), School Governing Boards, School Administrators, Department of Education (Superintendent), State of Hawaii Legislature, 'Aha Kauleo, United States Congress and the United States Department of Education, schools, districts, complexes—will also be addressed. The course discussion and analyses weaves into it the concepts and applications of systems, systems thinking and complexity theory in framing, understanding, and addressing current issues in education.

Learning Goals. The learning goals for the course, include but are not limited to the following, gaining a (better) understanding of:

- Multi-faceted and intertwined nature of current education issues;
- Policy development, advocacy, implementation and evaluation, in general;
- Roles and responsibilities of various actors in the State of Hawai'i;
- Governance structures, elements and practices and the related financial implications within charter school context and sector; and
- Actions charter school leaders can consider in addressing current issues in education.

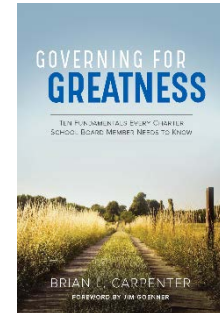
Note: While there are students that practice in settings other than public charter schools (e.g., independent, department), the current education issues are universal and relevant in all learning contexts.

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II. Resources

Hard Copy Text (To be provided by Program): (1) - Governing for Greatness, Ten Fundamentals Every Charter School Board Member Needs to Know/Brian L. Carpenter—Mt. Pleasant, Mich: National Charter Schools Institute, 2018.



Soft Copy File (Uploaded):



(2) - Strategic Vision and Plan for Chartering and Authorizing of Public Charter Schools, State Public Charter School Commission, 2018.

Strategic Framework¹

The Commission's strategic framework operates with an understanding that the authorizer in Hawai'i operates in the public chartering and choice context within the larger statewide public PK-12 education context. The framework has three dimensions to articulate and frame strategies; and then to enable monitoring and reporting about the progress of the

implementation of strategies, tactics and activities of the plan itself.

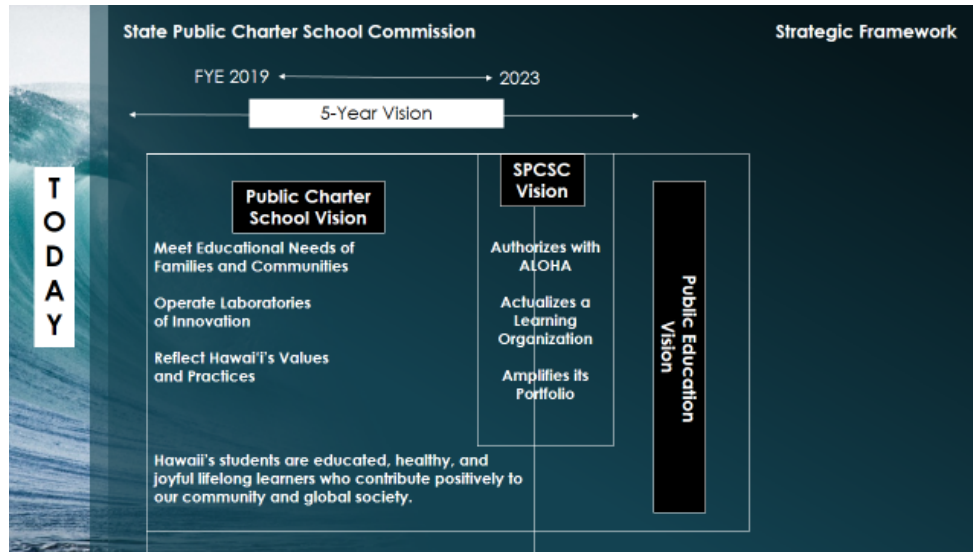
- A. **Vision for Public Education.** Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society (Board of Education Ends Policy E-2).
- B. **Strategic Anchors & Purposes of Chartering.** Meet family and community educational needs; operate laboratories of innovation; and reflect Hawai'i's values and practices.
- C. **Statutory Mission.** The statutory mission of the Commission "**to authorize high-quality public charter schools throughout the State**" (HRS 302D-3(b)) remains unchanged.
- D. **Vision for Authorizing.** Authorize with ALOHA; actualize a learning organization and system; and amplify charter school portfolio and practices.

¹ Basic conceptual structure

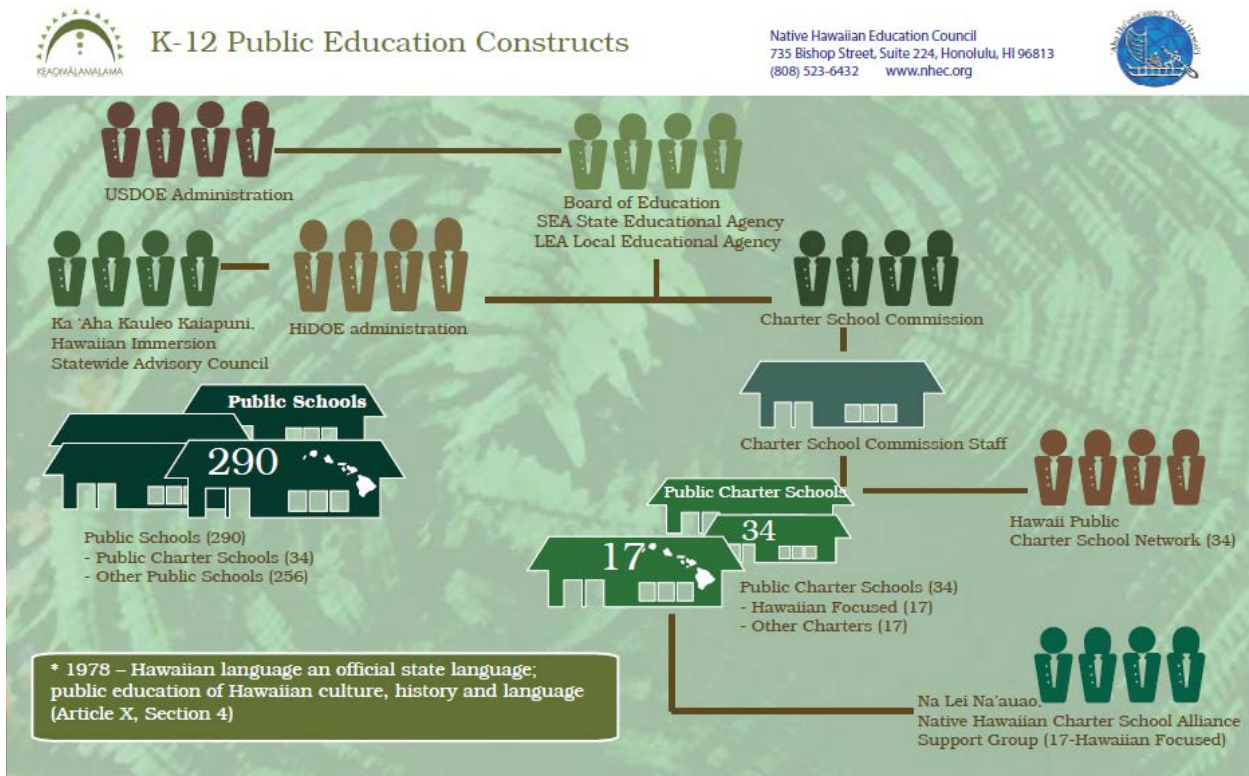
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Illustration 1. Strategic Framework



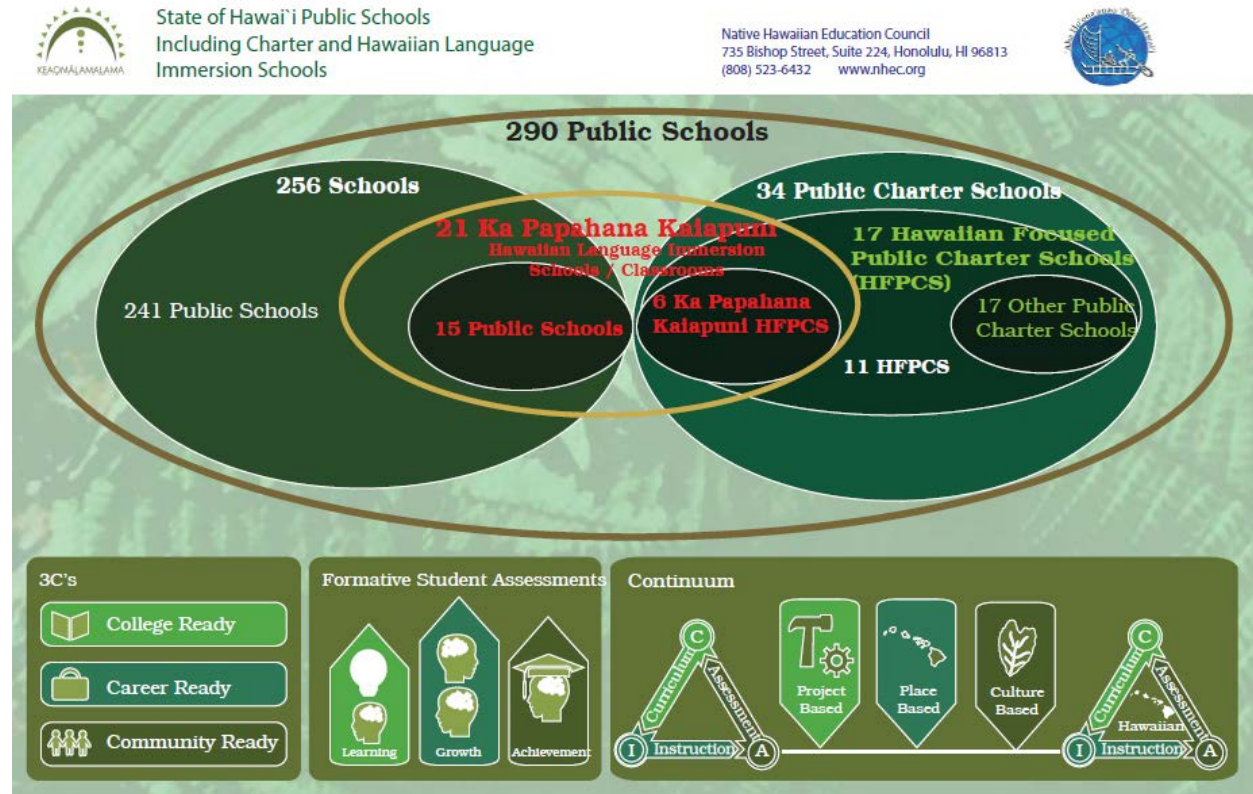
(3) – K-12 Public Education Constructs, Native Hawaiian Education Council, 2015



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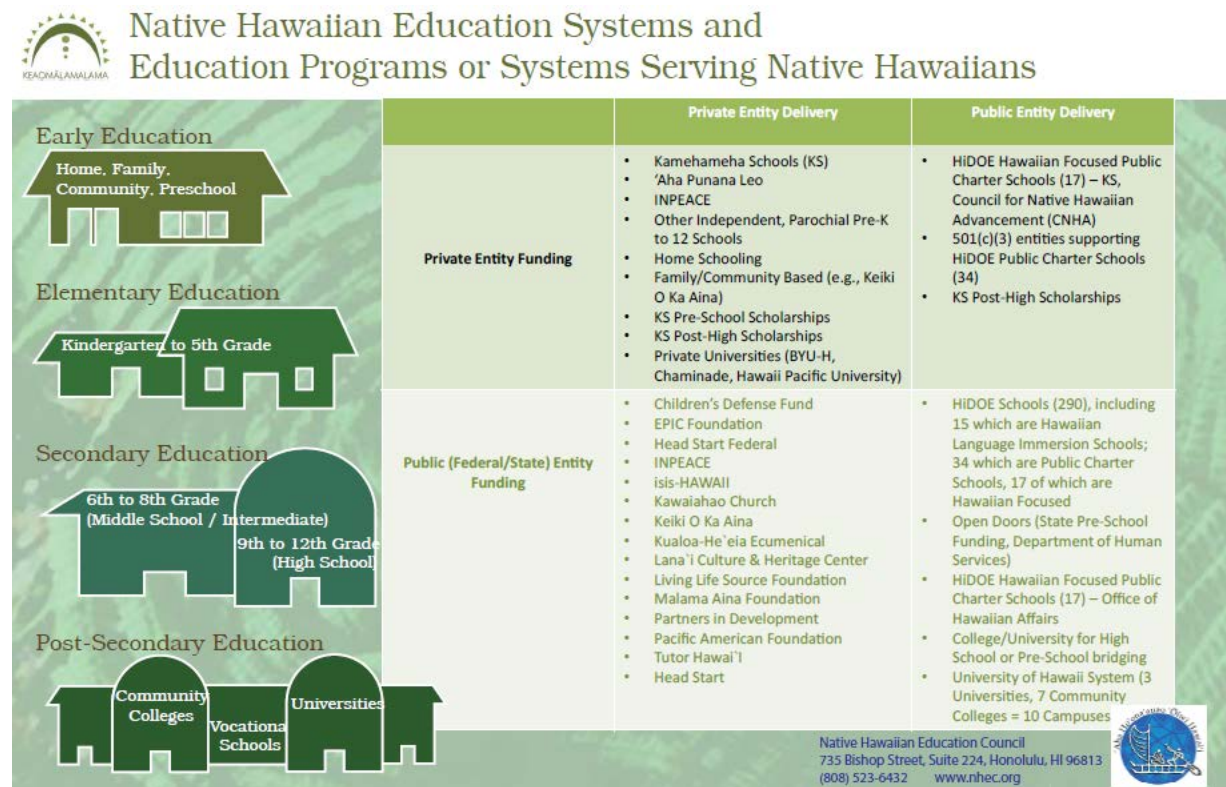
(4) – State of Hawai'i Public Schools, including Charter and Hawaiian Language Immersion Schools, Native Hawaiian Education Council, 2015



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(5) – Native Hawaiian Education Systems and Education Programs or Systems Serving Native Hawaiians, Native Hawaiian Education Council, 2015



Other Contextual References:



(1)-Principles & Standards for Quality Charter School

Authorizing/National Association of Charter School Authorizers, 2018.

These *Principles & Standards* are designed primarily for authorizing institutions, and as such, they provide practical guidance to help authorizer staff and authorizer board members carry out their work as a standards-based profession rather than simply a list of tasks. For policymakers, this publication should highlight the complexity and challenges of quality authorizing—and the need for state policy to contemplate and invest adequately in authorizing to achieve a quality charter school sector.

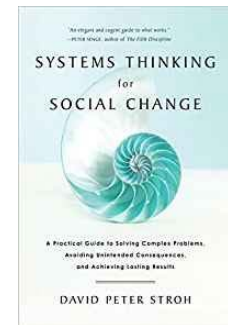
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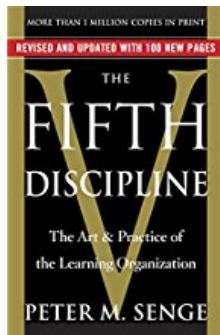
(2)-Systems Thinking for Social Change/David Peter Stroh—White River Junction, Vermont: Chelsea Green Publishing, 2015.

Working definitions...

“...a system...interconnected set of elements that is coherently organized in a way that achieves something’ (Donella Meadows, p.16)...systems thinking...the ability to understand these interconnections in such a way as to achieve a desired purpose (David Peter Stroh, p.16)...”



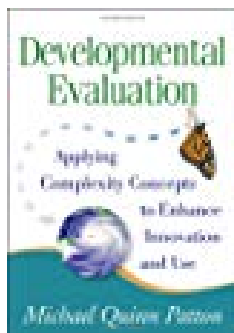
Chapter 13 – Becoming a Systems Thinker...Develop a Systems Orientation (e.g., mental, emotional, physical and spiritual dimensions); Learn by Doing (e.g., practice, map, do); and Ask Systemic Questions (e.g., What is our systemic theory of change? How do we evaluate progress toward our vision using a system lens?).



(3)-The Fifth Discipline, The Art & Practice of the Learning Organization, Peter M. Senge, 2005.

The five disciplines of what the book refers to as a "learning organization" discussed in the book are:²

1. "Personal mastery is a discipline of continually clarifying and deepening our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively."
2. "Mental models are deeply ingrained assumptions, generalizations, or even pictures of images that influence how we understand the world and how we take action."
3. "Building shared vision - a practice of unearthing shared pictures of the future that foster genuine commitment and enrollment rather than compliance."
4. "Team learning starts with 'dialogue', the capacity of members of a team to suspend assumptions and enter into genuine 'thinking together'."
5. "Systems thinking - The Fifth Discipline that integrates the other four."



(4)-Developmental Evaluation, Applying Complexity Concepts to Enhance Innovation and Use/Michael Quinn Patton—Guilford Press, New York, NY, 2011

Working definitions... “Complexity as a construct is a broad tapestry that weaves together several threads relevant to innovation and evaluation. Innovation as something new, emergent, and adaptive exhibits characteristics and dynamics associated with complex adaptive systems.

² https://en.wikipedia.org/wiki/The_Fifth_Discipline, retrieved 12/2/2018



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Characteristics of Complex Adaptive Systems (Patton, p.8)

1. **Nonlinearity.** Sensitivity to initial conditions; small actions can stimulate large reactions, thus the *butterfly wings* (Gleick, 1987) and *black swans* (Taleb, 2007) metaphors, in which highly improbable, unpredictable, and unexpected events have huge impacts.
2. **Emergence.** Patterns emerge from self-organization among interacting agents. What emerges is beyond, outside of, and oblivious to any notion of shared intentionality. Each agent or elements pursues its own path but as paths intersect and the elements interact, patterns of interaction emerge and the whole of the interactions becomes greater than the separate parts.
3. **Dynamical.** Interactions within, between, and among subsystems and parts within systems are volatile, turbulent, cascading rapidly and unpredictably.
4. **Adaptive.** Interacting elements and agents respond and adapt to each other so that what emerges and evolves is a function of ongoing adaptation among both interacting elements and the responsive relationships interacting agents have with their environment.
5. **Uncertainty.** Under conditions of complexity, processes and outcomes are unpredictable, uncontrollable, and unknowable in advance. *Getting to Maybe* (Westley et al., 2006) captures the sense that interventions under conditions of complexity take place in a *Maybe World*.
6. **Coevolutionary.** As interacting and adaptive agents self-organize, ongoing connections emerge that become *coevolutionary* as the agents evolve together (coevolve) within and as part of the whole system, over time.



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III. Course Assignments and Deliverables

Month (Due)	Description of Course Assignments
December 2018 – December 8, 2018 - Introduction, Overview & Activity: Mind Maps and Actor Maps	Advanced Preparation (Scan-Reading): (1) - 2018-12 Mind Map Sample (pdf and ppt); (2) – Guide to Actor Mapping (pdf). Activities and Discussion (In Class): (A) – Create Individual Mind Map; and (B) Construct as a Group an Actor Map.
January 2019 – Sunday, January 6, 2019 @ 8:00 a.m. via Zoom (Optional)	Optional opportunity for students to check in with facilitator (Sylvia) regarding the readings, assignments, uploaded documents, etc.
January 2019 – Governance³: Who Makes What Decision? (Session 1 of 3)	Advanced Preparation (Readings and Assignments): (1) - Readings from <i>Governing for Greatness</i>: (a) Forward, Introduction and Topic 1 – The Charter; (b) Topic 2 – The Bylaws; (c) Topic 3 - School Management; (d) Topic 8 – Meetings & Minutes, noting the questions at the end of each chapter; and (2) – Obtain a copy of your school’s current organization chart, review and assess whether your school’s policies, procedures and practices are consistent with the position and roles outlined on the chart. Note: If your school’s organization chart is not available or accessible, please construct/draw one based on your own observations and understandings. Assignments (Upload): <u>No later than midnight HST, Monday, January 21, 2019 (noting the file naming conventions below)</u> Response to Topic 1 (The Charter) questions, including your reflections and wonderings (use template word file); File Naming Convention: student last name_Topic 1 (The Charter); Hussey_Topic 1 (The Charter)

³ **Establishment** of policies, and continuous **monitoring** of their proper implementation, by the members of the governing body of an **organization**. It includes the mechanisms **required** to **balance** the powers of the members (with the **associated** accountability), and their **primary duty** of enhancing the **prosperity** and viability of the organization. (Business Dictionary, <http://www.businessdictionary.com/definition/governance.html>, retrieved 11/3/2018)



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Month (Due)	Description of Course Assignments
	2. Response to Topic 2 (The Bylaws) questions, including your reflections and wonderings (use template word file); File Naming Convention: student last name_Topic 2 (The Bylaws); Hussey_Topic 2 (The Bylaws) 3. Response to Topic 3 (School Management) questions, including your reflections and wonderings (use template word file); File Naming Convention: student last name_Topic 3 (School Management); Hussey_Topic 3 (School Management) 4. Response to Topic 8 (Meetings & Minutes) questions, including your reflections and wonderings (use template word file); and File Naming Convention: student last name_Topic 8 (Meetings & Minutes); Hussey_Topic 8 (The Meetings & Minutes) 5. Upload (existing) or construct/develop a one (1) page - School Organization Chart, including school and board roles, committees (if applicable). File Naming Convention: student last name_school name; Hussey_AlohaAcademy) Note: Students are encouraged to work with their Principal, Po`o Kula or head school administrator and/or Board Chair in completing the assignments (e.g., set up a time to interview and/or work on the responses together). If students would like or need an e-mail from the instructor/facilitator to frame and explain the assignments for the student, please feel free to contact Dr. Hussey. <u>Discussion Prompts (On-Line) – Saturday, February 2, 2019 @ 8:00 AM (Zoom):</u> A. Share sense-making and understandings regarding the inter-related roles and responsibilities of governing and operating entities---Governor, Board of Education, State Public Charter School Commission, School Governing Boards, Department of Education (Superintendent), State of Hawaii Legislature, 'Aha Kauleo, School Administrators, United States Congress and the United States Department of Education; B. Share key insights, wonderings, mana`o, comments regarding Topics 1, 2, 3 and 8; and</p> <p>C. Share key insights, wonderings, mana`o, comments regarding your school's organization chart. D. Share any other insights, wonderings, mana`o comments regarding governance overall.
February 2019 – Finances (Session 2 of 3)	
<u>Advanced Preparation (Readings and Assignments):</u> (1) - Readings from <i>Governing for Greatness</i>: (a) Topic 6 – Financial Health; and (2) – Obtain the latest copy of your school's financial statements---balance sheet (also referenced as a statement of financial position) and revenue and expense statement (also referenced as statement of activities or profit and loss statement).	



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Month (Due)	Description of Course Assignments
Assignments (Upload): <u>No later than midnight HST, Monday, February 18, 2019 (noting the file naming conventions below)</u> - Response to Topic 6 (Financial Health) questions, including your reflections and wonderings (use template word file), using the financial statements obtained from your school. File Naming Convention: student last name_Topic 6 (Financial Health); Hussey_Topic 6 (Financial Health) - Latest financial statements (e.g., balance sheet and revenue and expense statement) or financial statements used to complete the question and response assignment. File Naming Convention: student last name_school name financials; Hussey_AlohaAcademy financials Note: Students are encouraged to work with their Principal, Po`o Kula or head school administrator and/or Board Chair in completing the assignments (e.g., set up a time to interview and/or work on the responses together). If students would like or need an e-mail from the instructor/facilitator to frame and explain the assignments for the student, please feel free to contact Dr. Hussey. Discussion Prompts (On-Line) – Saturday, March 2, 2019, 8:00 a.m. - Share key insights, wonderings, mana`o, comments regarding Topic 6 – Financial Health; - Share your experience in obtaining the financial information; - Share the process used to complete the assignment and ‘make sense’ of the financial statements; and - What connections did you make or find between governance practices and finances? - Share any other insights, wonderings, mana`o, comments regarding finances overall.	
March 16, 2019 (SA) – Policy & Advocacy (Session 3 of 3) – LAST CLASS – IN Person – O`ahu, Island Pacific Academy	
Advanced Preparation (Readings and Assignments): (1)-Definition of <i>policy</i> 1a : prudence or wisdom in the management of affairs; b : management or procedure based primarily on material interest; 2a : a definite course or method of action selected from among alternatives and in light of given conditions to guide and determine present and future decisions; b : a high-level overall plan embracing the general goals and acceptable procedures especially of a governmental body; and (2)-Navigate to and on the Organisation for Economic Co-operation and Development’s (OECD) website, particularly as it relates to education, education policy development and implementation: http://gpseducation.oecd.org/Home http://www.oecd.org/education/ Assignments (Upload): <u>No later than midnight HST, Saturday, March 16, 2019 (noting the file naming conventions below)</u> - Term Capstone – Policy Analysis & Advocacy Paper	



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Month (Due)	Description of Course Assignments
	1. Select an education policy of interest to you to analyze; 2. Section 1: Introduction, Background, Overview of the selected policy and the reason you chose the policy; 3. Section 2: Describe the context and current policy implementation in Hawai'i; 4. Section 3: Analyze the implemented policy, making observations about the implementation; 5. Section 4: Make recommendations about the current policy and/or its implementation, including related advocacy points. Paper: 5 pages, double spaced, 12 pt. font, Times New Roman, Courier, Arial (or Hawaiian font counterparts); Header (centered or offset)—Policy Name, Student Name and ‘Policy Analysis & Advocacy Paper’; Footer – page number; Header (Example): Nā Hopena A'o (HĀ) Sylvia Hussey Policy Analysis & Advocacy Paper File Naming Convention: student last name_policy name; Hussey_NaHopenaAo Assignment & Presentation (In Class) - Saturday, March 16, 2019⁴ - IN person: Deliver your Ignite Session Style or Pecha Kucha Style regarding your Policy Analysis & Advocacy Paper; final discussion of key current issues and course evaluation.

⁴ Sunday, March 10, 2018 @ 1:00 p.m., Travis will be presenting his PechaKucha via Zoom.



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III. Assessment and Grading

According to Carnegie Mellon’s Eberly Center for Teaching Excellence & Educational Innovation, “Assessment and grading are not the same. Generally, the goal of *grading* is to evaluate individual students’ learning and performance. Although grades are sometimes treated as a proxy for student learning, they are not always a reliable measure. Moreover, they may incorporate criteria – such as attendance, participation, and effort – that are not direct measures of learning. The goal of *assessment* is to improve student learning. Although grading can play a role in assessment, assessment also involves many ungraded measures of student learning. Moreover, assessment goes beyond grading by systematically examining patterns of student learning across courses and programs and using this information to improve educational practices.”⁵

<u>Session</u>	<u>Description</u>	<u>Points</u>
Governance Deadline, MO, January 21, 2019 midnight HST Online via Zoom – SA, February 2, 2019 8:00 a.m.	• Responses to questions, reflections and wonderings re: Topics 1, 2, 3 and 8 (4 deliverables); and • Uploaded school organization chart (1 deliverable).	25 pts
Finances Deadline, MO, February 18, 2019 midnight HST Online via Zoom – SA, March 2, 2019 8:00 a.m.	• Responses to questions, reflections and wonderings re: Topic 6 (1 deliverable); and • Uploaded school financial statements (1 deliverable).	15 pts
Policy & Advocacy SA, March 16, 2019 In Person Class O`ahu, Island Pacific Academy Deadline, SA, March 16, 2019 midnight HST	Ignite or PechaKucha presentations (1 deliverable) Policy Analysis & Advocacy Paper (1 deliverable)	15 pts 25 pts

⁵ Carnegie Mellon University, <https://www.cmu.edu/teaching/assessment/basics/grading-assessment.html>, retrieved 12/1/2018.



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<u>Session</u>	<u>Description</u>	<u>Points</u>
Participation	Student contributes consistently both on-line and in person discussion in a professional manner (e.g., respects contributions from all class members, balances opportunities for contributing positions on various topics).	10 pts
Timeliness	Deliverables/assignments are consistently submitted/uploaded in a timely manner; and student is ready and prepared for the start of class, both on-line and in person.	10 pts
Total		100 pts

IV. Instructor/Facilitator Contact

Course Period:	January 7, 2019 to March 16, 2019
Credits:	3 (Grades to be posted by March 19, 2019)
Instructor, Facilitator:	Dr. Sylvia Hussey
Email:	sylvia.hussey@chaminade.edu syhussey@gmail.com
Phone (Mobile):	808.221.5477
Office Hours:	E-mail – 24 x7 Phone/text – Monday to Friday - anytime outside of 8:00 a.m. to 4:00 p.m. work day (unless urgent); Saturday – available all day; and Sunday to be a day of rest and ‘ohana focused (unless urgent)—please think real hard about what is urgent--:>)