

Saving Schools: U.S. Education History, Politics and Policy

Fall 2016

Harvard Extension No: 14604 (GOVT E-1368)

Instructor: Paul E. Peterson, Henry Lee Shattuck Professor of Government
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Please contact the section leader for all inquiries related to the course.

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TF Office Hours in-person: By appointment. I'm glad to meet in person! Just let me know and we'll set up a time.

TF Virtual Office Hours: By appointment. Don't hesitate to request a virtual meeting via phone or Skype!

Course Website (CW): <https://canvas.harvard.edu/courses/8787>

About the Course

This course seeks to answer the following question: How did a school system, once the envy of the world, stumble so that the performance in math, science, and reading of U.S. students at age 15 fell below that of students in a majority of the world's industrialized nations? Exploring that question, we identify the personalities and historical forces—the progressives, racial desegregation, legalization and collective bargaining—that shaped and re-shaped U.S. school politics and policy. Then, we seek answers to a second question: What are the best ways of lifting the performance of American schools to a higher level? To explore these questions, we look at ideas and proposals of those who want to save our schools—be it by reforming the teaching profession, holding schools accountable, or giving families more school choices.

Requirements:

1. Participation (Discussion Board) 15%
 2. Quizzes 15%
 3. Midterm Examination 25%
 4. Final Examination 25%
 5. Policy Memo 20%
- (Peer Feedback Process – 5%, Final Memo – 15%)

Logistics:

This course is largely virtual. Lecture videos are posted online, quizzes are online, and discussion occurs online. There will be a weekly mandatory discussion board. There will be also weekly on-campus and virtual office hours.

The midterm will be online and open-book. The final will be closed-book and proctored. Students in New England will be expected to travel to campus to take the final and students outside of New England will need to arrange a time to take the exam with a proctor. These logistics will be worked out later in the semester.

Readings and lectures are listed by dates because they should be done by midnight of that date, not because there is any class meeting on that date. All that being said, the TF is available any time! I am happy to answer questions via email or set up in-person or virtual meetings.

Videos and Quizzes:

Students are expected to review the terms, watch the assigned video lecture presentations, do the assigned reading, and **take the online quiz by 11:59pm EST of the day listed on the syllabus**. For example, for the work listed for Thursday, September 8, you would need to do everything by 11:59pm EST of Thursday night. Late quizzes will be accepted but will be penalized.

Be sure to review the corresponding terms prior to watching the videos and doing the readings. Quizzes should be taken *after* watching the lecture videos and doing the readings. There will be no quizzes during the first week of the course.

Discussion Board:

Every Tuesday around 10am EST, the teaching fellow will start two new threads on the discussion board. These threads will be related to the themes being studied in the video lecture and readings for that week and will include question prompts to promote deep thinking and analysis of the topics in question. The questions may be related to the quiz questions. Students are free to select the thread that is most appealing to them.

Students are required to upload TWO posts every week. **Their initial post must be uploaded by Wednesday at 11.59 pm EST. A second post in response to another student must be uploaded by Sunday at 11.59 pm EST.** At that time, the threads for that week will be considered closed.

Completing the two posts on time every week is required and will be factored into the class participation grade. The rubric for the discussion board will be posted on the course website.

There will be no discussion board for the first week or for the final two weeks of the course (on account of the work on the policy memo).

Policy Memo:

During the final two weeks of the course, prior to the final, students will write policy memos of no more than 2000 words (less is fine) and provide feedback to assigned peers. Guidelines for this process will be posted on the website. This will be a chance for students to synthesize the material and exercise their writing skills. Students will submit policy memo mini-proposals of three or four sentences describing their topic and policy recommendation several weeks earlier. **Policy memo mini-proposals will be due October 14 at 11:59pm EST. The first draft of the memo is due on November 22 and the final policy memo is due December 8 at 11:59 EST.**

Reading and Other Course Material Availability:

Although required reading does not necessarily include the entire work, substantial passages are assigned from the following **BOOKS available for purchase at the Harvard Coop or on online bookshops:**

1. Paul E. Peterson, *Saving Schools: From Horace Mann to Virtual Learning*. Harvard University Press, 2010.
2. Diane Ravitch, *The Death and Life of the Great American School System*. Basic Books, 2010.

All **OTHER REQUIRED READINGS** that are available online are linked in the syllabus to their electronic version (some require PIN login to the Harvard Library System). For those readings that are not available online, please download a copy from the course's website (CW) listed above.

Standard citation practices must properly cite any books, articles, websites, lectures, etc. that have helped you in your work. You should ensure that written work is the result of your own research and writing.

Accessibility:

The Extension School is committed to providing an accessible academic community. The Accessibility Office offers a variety of accommodations and services to students with documented disabilities. Please visit www.extension.harvard.edu/resources-policies/resources/disability-services-accessibility for more information.

Cheating and Plagiarism:

*You are responsible for understanding Harvard Extension School policies on academic integrity (www.extension.harvard.edu/resources-policies/student-conduct/academic-integrity) and how to use sources responsibly. Not knowing the rules, misunderstanding the rules, running out of time, submitting the wrong draft, or being overwhelmed with multiple demands are not acceptable excuses. There are no excuses for failure to uphold academic integrity. To support your learning about academic citation rules, please visit the Harvard Extension School *Tips to Avoid Plagiarism* (www.extension.harvard.edu/resources-*

policies/resources/tips-avoid-plagiarism), where you'll find links to the Harvard Guide to Using Sources and two free online 15-minute tutorials to test your knowledge of academic citation policy. The tutorials are anonymous open-learning tools.

Topics and Readings

August 30 (Tuesday): Launch of the class. Introduction: The Challenge

Video: *The Challenge and Part I on Methods lecture*

1. [The Challenge – Part 1](#) (10:07)
2. [The Challenge – Part 2](#) (08:30)
3. [The Challenge – Part 3](#) (13:03)
4. [Methodology – Part 1](#) (11:09)

Required Readings:

1. Eric A. Hanushek, Paul E. Peterson and Ludger Woessmann, [*Not Just the Problems of Other People's Children: U.S. Student Performance in Global Perspective*](#). (http://hks.harvard.edu/pepg/PDF/Papers/PEPG14-01_NotJust.pdf).
2. Richard Murnane, Stephen Hoffman, "Graduations on the Rise" *Education Next*, Fall 2013, Vol. 13, No. 4 <http://educationnext.org/graduations-on-the-rise/>
3. Eric Hanushek, Paul E. Peterson and Ludger Woessmann, "U.S. Students from Educated Families Lag in International Tests" *Education Next*, Fall 2014, Vol. 14, No. 4 <http://educationnext.org/us-students-educated-families-lag-international-tests/>

September 1 (Thursday): Assignment Zero (introduction) due at 11:59 EST.

September 6 (Tuesday): School Boards

Video: *School Boards*

1. [School Boards – Part 1](#) (13:53)
2. [School Boards – Part 2](#) (06:41)
3. [School Boards – Part 3](#) (16:47)

Required Readings:

1. Peterson, *Saving Schools*, pp. 21-36. Also, see tables in the Appendix.
2. Lisa Graham Keegan and Chester E. Finn, Jr. "Lost at Sea" *Education Next*, Summer 2004, Vol. 4, No. 3 <http://educationnext.org/lost-at-sea/>

Sarah C. Glover, "Steering a True Course" *Education Next*, Summer 2004, Vol. 4, No. 3 <http://educationnext.org/steering-a-true-course/>

September 8 (Thursday): The Progressives

Video: *The Progressives*

1. [Progressives – Part 1](#) (10:51)
2. [Progressives – Part 2](#) (07:03)
3. [Progressives – Part 3](#) (11:04)

Required Readings:

1. Peterson, *Saving Schools*, pp. 36-50. Also, see tables in the Appendix.
2. David B. Tyack, *The One Best System: A History of American Urban Education* (Harvard, 1974), Part II (pp. 28-77). [Excerpts available on CW]
3. E.D. Hirsch, Jr., "Romancing the Child" *Education Next*, Spring 2001, Vol. 1, No. 1 <http://educationnext.org/romancing-the-child/>

September 13 (Tuesday): Methods

Video: *Methods*

1. [Methodology – Part 2](#) (12:34)
2. [Methodology – Part 3](#) (17:16)
3. [Methodology – Part 4](#) (09:35)

Required Readings:

1. “The Randomized Trial,” Part 5 in “Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide,” U.S. Department of Education, December 2003
<http://www2.ed.gov/rschstat/research/pubs/rigorousetid/rigorousetid.pdf>
2. “Understanding Statistics Tutorial”, 2004, ECS and McREL. Read up to “Correlation with Multiple Variables”
<http://www.ecs.org/html/educationissues/research/primer/understandingtutorial.asp#sub4>
3. Browse through the methods section and statistical tables of: Chetty, Raj, Friedman, John N., Rockoff, Jonah E. (2014). The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood. *American Economic Review*, 104(9): 2593-2632 <http://pubs.aeaweb.org/doi/pdfplus/10.1257/aer.104.9.2633>

September 15 (Thursday): Desegregation

Video: *Desegregation*

1. [Desegregation – Part 1](#) (11:46)
2. [Desegregation – Part 2](#) (20:06)
3. [Desegregation – Part 3](#) (10:20)

Required Readings:

1. Peterson, *Saving Schools*, pp. 51-76.
 2. Steven Rivkin and Finis Welch. 2007. Has Racial Desegregation Improved Academic and Economic Outcomes for Blacks? In Eric Hanushek and Finis Welch, *Handbook of the Economics of Education*. Vol. II, Ch. 17. [Available on CW]
 3. Lisa Sanbonmatsu, Jeffrey R. Kling, Greg J. Duncan, and Jeanne Brooks-Gunn, “New Kids on the Block”, *Education Next*, Fall 2007, Vol. 7, No. 4
<http://educationnext.org/new-kids-on-the-block/>
 4. Stefanie DeLuca, “All Over the Map” *Education Next*, Fall 2007, Vol. 7, No. 4
<http://educationnext.org/all-over-the-map/>
- Jennifer Burns Stillman, “The Elephant in the Classroom”, *Education Next*, Winter 2013, Vol.13, No. 1 <http://educationnext.org/the-elephant-in-the-classroom/>

September 20 (Tuesday): Legalization

Video: *Legalization*

1. [Legalization – Part 1](#) (07:05)
2. [Legalization – Part 2](#) (07:03)
3. [Legalization – Part 3](#) (17:09)

Required Readings:

1. Peterson, *Saving Schools*, pp. 79-87.

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2. Supreme Court Decision: *Tinker v. Des Moines*, (1969) S.C. [Excerpts available on CW]
3. Supreme Court Decision: *Goss v. Lopez*, (1974) S.C. [Excerpts available on CW]
4. Catherine Lhamon “Ensuring Discipline that is Fair and Effective” *Home Room: The Official Blog of the U.S. Department of Education*
<http://www.ed.gov/blog/2014/01/ensuring-discipline-that-is-fair-and-effective/>
5. Richard A. Epstein, “Civil Rights Enforcement Gone Haywire”, *Education Next*, Fall 2014, Vol. 14, No. 4 <http://educationnext.org/civil-rights-enforcement-gone-haywire/>

September 22 (Thursday): Collective Bargaining

Video: *Collective Bargaining*

1. [Collective Bargaining – Part 1](#) (10:21)
2. [Collective Bargaining – Part 2](#) (11:36)
3. [Collective Bargaining – Part 3](#) (07:47)

Required Readings:

1. Peterson, *Saving Schools*, pp. 105-119, 126-128.
2. Ravitch, *Life and Death*, pp. 169-181 (stop at the new paragraph on 181).
3. Frederick Hess and Martin R. West, “Strike Phobia: School Boards Need to Drive a Harder Bargain.” *Education Next*, Summer 2006, Vol. 6, No. 3
<http://educationnext.org/strikephobia/>
4. Forum: Adam Urbanski, “Reform or Be Reformed”; Terry M. Moe, “A Union by Any Other Name”; Charles Taylor Kerchner, “Deindustrialization” *Education Next*, Fall 2001, Vol. 1, No. 3 <http://educationnext.org/journal/fall01/>
5. Lovenheim, Michael F. and Alexander Willén (2016). A Bad Bargain. *Education Next*, 16(1): 62-68. http://educationnext.org/files/ednext_XVI_1_lovenheim.pdf
6. Friedrichs v. California Teachers Association Supreme Court Decision:
<http://www.scotusblog.com/2016/03/opinion-analysis-result-but-no-guidance-on-public-unions-fees/>

September 27 (Tuesday): Recap of the first half of the course and feedback

September 28 (Wednesday) Mid-Term Examination posted on Canvas at 10am. Due 11:59pm EST on Monday, October 4.

October 4 (Tuesday): No class (Rosh Hashanna)

October 6 (Thursday): Teacher Recruitment and Retention

Video: *Teacher Recruitment and Retention*

1. [Recruitment – Part 1](#) (10:09)
2. [Recruitment – Part 2](#) (14:55)

Required Readings:

1. Peterson, *Saving Schools*, pp. 119-123.
2. Ravitch, *Life and Death*, pp. 181-192 (read through first full paragraph on 192).
3. Raj Chetty, John N. Friedman, and Jonah E. Rockoff “Great Teaching” *Education Next*, Summer 2012, Vol. 12, No. 3 <http://educationnext.org/great-teaching/>

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4. Jonah E. Rockoff, Douglas O. Staiger and Thomas J. Kane, “Photo Finish” *Education Next*, Winter 2007, Vol. 7, No. 1 <http://educationnext.org/photo-finish/>
5. June Kronholz, “Still Teaching for America”, *Education Next*, Summer 2013, Vol. 13, No. 3 <http://educationnext.org/still-teaching-for-america/>

October 11 (Tuesday): Teacher Compensation

Video: *Teacher Compensation*

1. [Compensation – Part 1](#) (04:15)
2. [Compensation – Part 2](#) (06:11)
3. [Compensation – Part 3](#) (07:58)

Required Readings:

1. Peterson, *Saving Schools*, pp. 123-126, 131-136.
2. C. Kirabo Jackson, Rucker C. Johnson and Claudia Persico, “Boosting Educational Attainment and Adult Earnings” *Education Next*, Fall 2015, Vol. 15, No. 4
<http://educationnext.org/boosting-education-attainment-adult-earnings-school-spending/>
3. Peter Temin, “Low Pay, Low Quality” *Education Next*, Summer 2003, Vol. 3, No. 3
<http://educationnext.org/low-pay-low-quality/>
4. Michael Podgursky, “Fringe Benefits” *Education Next*, Summer 2003, Vol. 3, No. 3
<http://educationnext.org/fringebenefits/>

October 13 (Thursday): Reforming Teacher Pay

Video: *Reforming Teacher Pay*

1. [Alternative Compensation – Part 1](#) (09:41)
2. [Alternative Compensation – Part 2](#) (11:05)
3. [Alternative Compensation – Part 3](#) (19:36)

Required Readings:

1. Ravitch, *Life and Death*, pp. 192-194
2. Jacob Dee and James Wyckoff, “Incentives, Selection, and Teacher Performance: Evidence from Impact” *National Bureau of Economic Research*, 2013
http://curry.virginia.edu/uploads/resourceLibrary/16_De-Dee-Impact.pdf
3. Stuart Buck and Jay P. Greene, “Blocking, Diluting, and Co-Opting Merit Pay” *Education Next*, Spring 2011, Vol. 11, No. 2
<http://educationnext.org/blocked-diluted-and-co-opted/>
4. Sarena Goodman and Lesley Turner, “Does Whole-School Performance Pay Improve Student Learning?” *Education Next*, Spring 2011, Vol. 11, No. 2
<http://educationnext.org/does-whole-school-performance-pay-improve-student-learning/>

October 14 (Friday): Policy memo mini-proposal due on Canvas

October 18 (Tuesday): Class Size Reduction

Video: *Class Size Reduction*

1. [Class Size Reduction – Part 1](#) (04:25)
2. [Class Size Reduction – Part 2](#) (11:52)
3. [Class Size Reduction – Part 3](#) (09:20)

Required Readings:

1. Peterson, *Saving Schools*, pp. 128-130.
2. Bloom, Howard S. and Rebecca Unterman (2012). Sustained Positive Effects on Graduation Rates Produced by New York City's Small Public High Schools of Choice. MDRC Policy Brief: 1-12.
http://www.mdrc.org/sites/default/files/policybrief_34.pdf
3. Grover J. Whitehurst and Matthew M. Chingos (2011). "Class Size: What Research Says and What it Means for State Policy." Brookings.
<http://www.brookings.edu/research/papers/2011/05/11-class-size-whitehurst-chingos>

October 20 (Thursday): Equity and Adequacy in Expenditure

Video: *Equity and Adequacy in Expenditure*

1. [Equity – Part 1](#) (12:50)
2. [Equity – Part 2](#) (19:06)
3. [Equity – Part 3](#) (08:34)

Required Readings:

1. Peterson, *Saving Schools*, pp. 136-154.
2. Matthew G. Springer and James Guthrie, "Courtroom Alchemy", *Education Next*, Winter 2007, Vol. 7, No. 1 <http://educationnext.org/courtroom-alchemy/>
3. Supreme Court Decision: *San Antonio School District v. Rodriguez* (1973) S.C. Excerpts here:
<http://isites.harvard.edu/fs/docs/icb.topic1252725.files/San%20Antonio%20v%20Rodriguez.pdf>
4. *Serrano v. Priest*, 18 Cal.3d 728 (1976) (Serrano II);. This is a California Supreme Court Ruling. Serrano II: <http://law.justia.com/cases/california/cal3d/18/728.html>
5. Shep Melnick, "Civil Wrongs", *Education Next*, Winter 2016, Vol. 16, No. 1 <http://educationnext.org/civil-wrongs-federal-equity-initiative/>
6. *United States Department of Education Office for Civil Rights*, Dear Colleague Letter: Resource Comparability, October 1, 2014
<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-resourcecomp-201410.pdf>

October 25 (Tuesday): The Federal Role

Video: *The Federal Role*

1. [The Federal Role – Part 1](#) (09:26)
2. [The Federal Role – Part 2](#) (16:22)
3. [The Federal Role – Part 3](#) (06:44)

Required Readings:

1. Peterson, *Saving Schools*, pp. 87-103

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2. Patrick J. Wolf, "Sisyphean Tasks", *Education Next*, Winter 2003, Vol. 3, No. 1 <http://educationnext.org/sisypheantasks/>
3. Rud and Ann P. Turnbull, "Reaching the Ideal" *Education Next*, Winter 2003, Vol. 3, No. 1 <http://educationnext.org/reachingtheideal/>
4. Christine H. Rossell, "The Near End of Bilingual Education" *Education Week*, Fall 2003, Vol. 3, No. 4 <http://educationnext.org/the-near-end-of-bilingual-education/>
5. Grover J. "Russ" Whitehurst, "Let the Dollars Follow the Child" *Education Next*, Spring 2012, Vol. 12, No. 2 <http://educationnext.org/let-the-dollars-follow-the-child/>
6. The December 2015 Every student succeeds act (ESEA re-authorization) <http://www.ed.gov/essa?src=rn>

October 27 (Thursday): School Accountability

Video: *School Accountability*

1. [School Accountability – Part 1](#) (15:12)
2. [School Accountability – Part 2](#) (09:39)
3. [School Accountability – Part 3](#) (16:50)

Required Readings:

1. Peterson, *Saving Schools*, pp. 155-160 (read through middle paragraph), 164-178.
2. Ravitch, *Death and Life*, pp. 93-112; 149-168.
3. National Commission on Educational Excellence, *A Nation at Risk* http://datacenter.spps.org/uploads/SOTW_A_Nation_at_Risk_1983.pdf
4. Thomas Dee and Brian Jacob, "Evaluating NCLB" *Education Next*, Summer 2010, Vol. 10, No. 3 <http://educationnext.org/evaluating-nclb/>
5. Andrew Rudalevige, "The Politics of No Child Left Behind" *Education Next*, Fall 2003, Vol. 3, No. 4 <http://educationnext.org/the-politics-of-no-child-left-behind/>

November 1 (Tuesday): National Standards and the Common Core

Video: *National Standards and the Common Core*

1. [Common Core – Part 1](#) (16:15)
2. [Common Core – Part 2](#) (16:40)

Required Readings:

1. Michael Q. McShane, "Navigating the Common Core" *Education Next*, Summer 2014, Vol. 14, No. 3 <http://educationnext.org/navigating-the-common-core/>
2. Robert Rothman, "The Common Core Takes Hold" *Education Next*, Summer 2014, Vol. 14, No. 3 <http://educationnext.org/the-common-core-takes-hold/>
3. William Howell, "Results of President Obama's Race to the Top" *Education Next*, Fall 2015, Vol. 15, No. 4 <http://educationnext.org/results-president-obama-race-to-the-top-reform/>
4. Frederick Hess and Joanne Weiss, "What Did Race to the Top Accomplish?" *Education Next*, Fall 2015, Vol. 15, No. 4 <http://educationnext.org/what-did-race-to-the-top-accomplish-forum-weiss-hess/>

November 3 (Thursday): Student Accountability

Video: *Student Accountability*

1. [Student Accountability – Part 1](#) (07:45)

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2. [Student Accountability – Part 2](#) (05:21)
3. [Student Accountability – Part 3](#) (20:07)

Required Readings:

1. Peterson, *Saving Schools*, pp. 183-190, 178-183.
2. James S. Coleman, "The Adolescent Society" *Education Next*, Winter 2006, Vol. 6, No. 1 <http://educationnext.org/theadolescentsociety/>
3. Roland Fryer, "Acting White" *Education Next*, Winter 2006, Vol. 6, No. 1 <http://educationnext.org/actingwhite/>

November 8 (Tuesday): School Choice Theory

Video: School Choice Theory

1. [School Choice – Part 1](#) (13:29)
2. [School Choice – Part 2](#) (09:53)
3. [School Choice – Part 3](#) (11:03)

Required Readings:

1. Peterson, *Saving Schools*, pp. 190-202.
2. Ravitch, *Death and Life*, pp. 113-128.
3. Milton Friedman, "The Role of Government in Education" <http://www.schoolchoices.org/roo/fried1.htm>
4. Frederick Hess, "The Work Ahead" *Education Next*, Vol. 1, No. 4 <http://educationnext.org/the-work-ahead/>

November 10 (Thursday): School Vouchers

Video: School Vouchers

1. [School Vouchers – Part 1](#) (15:02)
2. [School Vouchers – Part 2](#) (09:33)
3. [School Vouchers – Part 3](#) (19:42)

Required Readings:

1. Peterson, *Saving Schools*, pp. 203-209.
2. Ravitch, *Death and Life*, pp. 128-132.
3. Cassandra M.D. Hart and David Figlio, "Does Competition Improve Public Schools? New evidence from the Florida tax-credit scholarship program" *Education Next*, Winter 2011, Vol. 11, No. 1 <http://educationnext.org/does-competition-improve-public-schools/>
4. Matthew M. Chingos and Paul E. Peterson, "The Impact of School Vouchers on College Enrollment", *Education Next*, Summer 2013, Vol. 13, No. 3 <http://educationnext.org/the-impact-of-school-vouchers-on-college-enrollment/>
5. Wolf, P. J., Kisida, B., Gutmann, B., Puma, M., Eissa, N. and Rizzo, L. (2013), *School Vouchers and Student Outcomes: Experimental Evidence from Washington, DC*. *J. Pol. Anal. Manage.*, 32: 246–270. [Available on CW]

November 15 (Tuesday): Charter Schools

Video: Charters

1. [Charter Schools – Part 1](#) (09:58)
2. [Charter Schools – Part 2](#) (15:43)

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3. [Charter Schools – Part 3](#) (15:24)
4. [Charter Schools – Part 4](#) (17:48)

Required Readings:

1. Peterson, *Saving Schools*, 209-221.
2. Ravitch, *Death and Life*, pp. 132-147.
3. Jay Mathews, "Work Hard. Be Nice: The Roots and Reality of the Knowledge is Power Program" *Education Next*, Spring 2009, Vol. 9, No. 2
<http://educationnext.org/work-hard-be-nice/>
4. Angrist, Joshua D., Cohodes, Sarah R., Dynarski, Susan M., Pathak, Parag A., Walters, Christopher R. (2013). Charter Schools and the Road to College Readiness. The Boston Foundation and NewSchools Venture Fund.
<http://www.tbf.org/~media/TBFOrg/Files/Reports/Charters%20and%20College%20Readiness%202013.pdf>
5. Michael Magee, "The Mayors' Charter Schools", *Education Next*, Winter 2014, Vol. 14, No. 1 <http://educationnext.org/the-mayors-charter-schools/>
6. Charles Sahm, "What Explains Success at Success Academy?" *Education Next*, Summer 2015, Vol. 15, No. 3 <http://educationnext.org/what-explains-success-academy-charter-network/>
7. Forum: How Many Charter Schools is Just Right?: Scott Pearson and John H. "Skip" McKoy, "D.C. Students Benefit from a Mix of Charter and Traditional Schools"; Neerav Kingland, "The New Orleans Case for All-Charter School Districts" *Education Next*, Summer 2015, Vol. 15, No. 3 <http://educationnext.org/how-many-charter-schools-just-right/>

November 17 (Thursday): Digital Education

Video: Digital Education

1. [Digital Education – Part 1](#) (15:15)
2. [Digital Education – Part 2](#) (19:18)
3. [Digital Education – Part 3](#) (27:00)
4. [Digital Education – Part 4](#) (11:59)

Required Readings:

1. Peterson, *Saving Schools*, pp. 229-263.
2. Ravitch, *Death and Life*, 223-242.
3. Clayton M. Christensen and Michael B. Horn, "How Do We Transform our Schools? Use Technologies that Compete Against Nothing" *Education Next*, Summer 2008, Vol. 8, No. 3 <http://educationnext.org/how-do-we-transform-our-schools/>
4. John Chubb, Terry Moe and Larry Cuban, "Virtual Schools" *Education Next*, Winter 2009, Vol. 9, No. 1 http://educationnext.org/files/ednext_20091_42.pdf
5. Sarah Carr, "Credit Recovery Hits the Mainstream", *Education Next*, Summer 2014, Vol. 14, No. 3 <http://educationnext.org/credit-recovery-hits-mainstream/>
6. Jacobs, Joanne (2016). High School of the Future. *Education Next*, 16(3): 44-50.
<http://educationnext.org/high-school-of-the-future-innovation-early-college/>

November 22 (Tuesday): 11:59pm EST - First Draft of Policy Memo due to Assigned Peer Group

November 24 (Thursday): Thanksgiving

November 29 (Tuesday): Conclusions

Video: Conclusions

1. [Mini Conclusion – Part 1](#) (10:06)
2. [Mini Conclusion – Part 2](#) (07:45)
3. [Mini Conclusion – Part 3](#) (09:26)
4. [Mini Conclusion – Part 4](#) (11:06)

December 1 (Thursday): 11:59pm EST - Peers Return Memos with Feedback

December 8 (Thursday): 11:59pm EST - Final Policy Memo Due

To be scheduled by the Extension School Registrar (during the official exam period in

December 13-19): 3 hour Final Exam (in person in Cambridge or at an approved location)