

Course Number	Title	Instructor	Program Core	Skill-Based	Site-Based	Practicum	Case-Based	Doctoral	Description
A011B	Learning from Practice: Evaluation and Improvement Science	Bocala, Candice		X					All programs and organizations need information about what is working or not working in order to improve. But how do individuals and organizations learn to engage in continuous improvement, where improvement happens with frequency and depth across the whole system? This course is designed to introduce students to key concepts in improvement science and formative evaluation as a way to support learning from real-life attempts at improvement. It is meant for students who will be working or leading in educational settings where they will be asked to collect and use information to build organizational capacity and affect change, as well as for students interested in an introduction to the practice of evaluation. Students will acquire a practical set of skills, such as understanding and diagramming logic models, communicating with key stakeholders, and generating relevant evaluation questions and at least one way to collect related data. Students will practice these skills in an authentic setting by working closely with a real program and practitioners to document their program theories and develop a proposal for a formative program evaluation.
A011L	Educating across the Aisle	Pittinsky, Todd							Examining and understanding education policy from different political perspectives is essential for all who aspire to be effective education leaders at any level, from national policy makers to teachers who need to engage with parents with a variety of political viewpoints and community members who must be rallied to vote for school budgets. This course will examine, at a practical level, how political ideology and affiliation affect educational policy in the United States and specifically how political ideology and affiliation often complicate attempts to increase the quality of U.S. K12 education. We will also probe the role of political differences in the history, development, and current dilemmas of K12 education policy in the United States. This will give us a more nuanced understanding of the current situation and points of consensus and dissensus. We will then analyze and discuss how different political perspectives approach current debates in education policy and perhaps most important opportunities to forge collaboration across political divides for the betterment of US K12 education.
A011M	Leading Through Difference	Pittinsky, Todd							Is difference the roadblock or the road? Education leaders have to "lead through difference" in the sense that they have to deal with the complexities and conflicts created by cultural, ethnic, economic, linguistic, gender, ideological, disability, sexual orientation, and age diversity. But they could also "lead through difference" in the sense of using the positive power of difference to go well beyond mere tolerance. This module will help future education leaders develop the knowledge, attitudes, skills, and vision to do both. Our work together will be founded on an understanding of how diversity affects social relations and how those interactions both constrain and expand what education leadership can address and accomplish. We will therefore focus on what psychology and sociology can tell us about how diverse collectives actually operate and what levers leaders can pull for productive change. We will see that the most common and logical-sounding approaches aren't always as effective as advertised and that some very uncommon approaches may have exciting potential.
A019	Education Sector Nonprofits	Honan, James					X		This course examines the growth of education sector nonprofits, focusing specifically on how these organizations are governed, managed, and financed. Through the use of case studies, pertinent research and scholarship, visiting practitioners, and emerging institutional examples, students will have an opportunity to explore the work of a wide range of education sector nonprofits and their overall contribution to educational reform and improvement. The course will be intentionally broad in scope and will include discussion of education sector nonprofits that focus on higher education, early-childhood education, public education, arts and culture, international NGO work, etc. Students will prepare a written case analysis, participate in a book group, and do a group-based final paper/presentation/project.

A021	Leadership in Social-Change Organizations	Mapp, Karen					X	This course explores the types of leadership practices and organizational structures needed to create and sustain social-change organizations that focus on the closing of existing educational opportunity gaps and, as stated in the 2010 U.S. Department of Education's <i>Blueprint for Reform</i> , the provision of an education where every student graduates from high school well prepared for college and a career. What kinds of leadership skills and practices are required to take on and succeed at this type of social-change work? What types of organizational structures create the conditions for successful initiatives aimed at addressing issues of educational access, equity, and equality? Components of the course will include (1) the exploration of current leadership and organizational theory; (2) meetings with educational leaders from a diverse spectrum of education-related organizations such as schools, community-based institutions, nonprofit organizations, and parent and student groups; and (3) an in-depth analysis of a social-change organization. Through the lens of social change in education, as a community of learners students will expand their understanding of leadership and organizational theory, gain expertise in diagnosing and addressing leadership and organizational challenges, and reflect on and enhance their own leadership skills and practices.
A024	Politics and Education Policy in the United States	West, Martin	X					Education is inherently political. The experience of schooling contributes to the socialization of citizens, and curricular choices inevitably legitimate some forms of knowledge while excluding others. Educational attainment is a key determinant of the economic success of individuals and groups. The education sector is among the largest employers in the national economy, and public schools typically command a sizable share of state and local government budgets. It is no surprise, then, that education policy debates are so often contentious. This course examines the politics of education in the United States. It considers the key institutions (e.g., school boards, state governments, Congress, executive branch agencies, and courts) and actors (e.g., elected officials, parents, teachers' unions, and the general public) shaping the American K-12 education system in order to understand recent reform efforts and their consequences for students. Students will study past conflicts over education governance, ongoing policy debates, and the forces shaping current reform efforts. The course we will draw on concepts from political science to help students understand the development of the American education system while using education policy to learn about American politics and the nature of political action more generally.
A027A	Managing Financial Resources in Nonprofit Organizations	Honan, James					X	This course provides a general introduction to and overview of the financial management practices and problems of nonprofit organizations. Specific topics will include financial accounting, budgeting/resource allocation, cost containment and retrenchment, and strategy development/strategic planning. Course activities will include lectures, discussions, case analyses, exercises, and outside readings. Grades will be based on written case analyses, class participation, and a final examination.
A027B	Managing Financial Resources in Nonprofit Organizations	Honan, James		X			X	This course provides a general introduction to and overview of the financial management practices and problems of nonprofit organizations. Specific topics will include financial accounting, budgeting/resource allocation, cost containment and retrenchment, and strategy development/strategic planning. Course activities will include lectures, discussions, case analyses, exercises, and outside readings. Grades will be based on written case analyses, class participation, and a final examination.

A029	An Introduction to Education Finance and Budgeting	Fullerton, Jon					X	X	This course introduces students to public education financing and budgeting systems in the United States. The course begins from the premise that how money is spent and how much money is spent are reflection of one's actual, as opposed to theoretical, policy priorities. Specific topics covered will include revenue generation options, equity and adequacy frameworks for evaluating school finance systems, school and district budget processes and the politics of budgeting, cost drivers, activity-based costing and cost-benefit analysis, and performance management. This is a hands-on course; students will be expected to access and analyze publicly available data sets using Microsoft Excel and to create compelling presentations aimed at policymakers from the results. Students are required to complete a final budget policy project and present results to system leaders. At the end of the course, students should have an understanding of the American school finance framework, be able to analyze school and district budgets with a critical eye, and be able to think fluently about the financial implications of policies or proposals.
A090	Developing the Research Proposal	McGowan, Eileen						X	This seminar, intended mainly for Ed.D. students approaching the qualifying paper or dissertation, focuses on the research proposal as a vehicle for converting ideas into strong, compelling research plans. Much of the work in the course involves reading and criticizing research proposals, including proposals written by seminar participants. Discussion topics will include choosing research topics on the basis of personal experience, prior course work and readings, and theoretical ideas; using the literature review to inform the concepts and substance of the proposal; selecting research methods; matching the research design to the topic and the setting; choosing sites; understanding the organizational environment; learning how much is enough; limiting bias; writing effectively; and justifying plans. The emphasis is mainly, although not exclusively, on qualitative research.
A101	Native Americans in the 21st Century: Nation-Building I	Kalt, Joseph							This module examines issues Native American tribes and nations face as they enter the 21st century, including political sovereignty, economic development, constitutional reform, cultural promotion, land and water rights, religious freedom, health and social welfare, and education. Because the challenges are broad and comprehensive, the course emphasizes the breadth of issues that leaders must confront. Research finds that effective nation-building must be compatible with individual societies' cultures. Yet, American Indian societies are culturally heterogeneous; hence, there is not one size that fits all. Case studies and simulations derived from field research and experience are utilized to engage students in the multidimensional settings that confront native societies. Scholars and leaders from the Harvard University Native America Program will provide selected presentations. Grades will be based on issues briefs (20 percent) and a take-home final exam (80 percent).
A102	Native Americans in the 21st Century: Nation-Building II	Norman, Dennis							This field-based research course focuses on some of the major issues Native American Indian tribes and nations face as the 21st century begins. It provides in-depth, hands-on exposure to Native development issues, including sovereignty, economic development, constitutional reform, leadership, health and social welfare, land and water rights, culture and language, religious freedom, and education. In particular, the course emphasizes problem definition, client relationships, and designing and completing a research project. The course is devoted primarily to the preparation and presentation of a comprehensive research paper based on a field investigation. In addition to interdisciplinary faculty presentations on topics such as field research methods and problem definition, students will make presentations on their work in progress and findings.

A108	Strategies and Policies for Narrowing Racial Achievement Gaps	Ferguson, Ronald							<p>This course develops a "big picture" understanding of how policymakers, philanthropists, and civic entities can work in concert with schools, families, and out-of-school-time organizations in pursuit of excellence with equity for children and youth. As the title suggests, the course is concerned with strategies and policies for narrowing racial achievement gaps. But narrowing gaps is not enough. Excellence matters too. Therefore, the focus of the course is academic excellence with equity. The value orientation of the course is toward high-quality developmental outcomes for youth of all racial, ethnic, and social class backgrounds, with "group-proportional equality" (race fades as a predictor) and widespread excellence. With an emphasis on students of color and youth from less-advantaged families, the course explores several policy and strategic responses to achievement disparity: identify and work to remove key structural barriers to educational equity; promote a civic ethos of collective responsibility for excellence with equity goals; design more effective policies and practices to improve the quality of teaching; provide consistently high-quality out-of-school-time learning opportunities; support families with ideas and practices for parenting children more effectively; engage youth to reshape their culture of achievement to align with their most positive values; mobilize the business community to support youth, including integrated work and learning; and help build and promote a national social and political movement for excellence with equity. The course concerns theories, evidence, designs, methods, and mechanisms associated with these major prescriptions for raising achievement and closing gaps.</p>
A111C	Politics and Education Change: A Case Study	Gabrieli, Chris							<p>What does it take to achieve policy change in public education? In this module, we will study how and why education policy shifts (or doesn't) through case studies at the federal, state, district and school levels. For example, when President Obama says to students, "The longer you are [in school], the smarter you get" - where did that idea come from and how did it make it into federal policy? We will explore and test a classic political science framework (John Kingdon's) for how policy agendas get set. Each week, we will focus on a specific case study ranging from the Race to the Top effort of the Obama/Duncan Administration, Bill and Hillary Clintons' teacher quality effort when he was Governor of Arkansas, Governor Cuomo's NY state education commission, the creation and use of charter laws and the decision of a single district in MA to deploy expanded learning time in their schools. We will look at how individuals and institutions have worked to drive change. We will draw on the Lecturer's own experience in seeking policy change and hear from weekly guests who are current leading advocates, participants and critics to study the process and practice of policy change in American education.</p>
A111G	Debating Education Policy	Hess, Frederick							<p>In the course of six three-hour classes, this workshop will aim to provide a survey of key policy debates and how those issues are contested. The course will explore democratic governance, education policymaking, the impact of research on policy, the role of advocacy and constituent politics, and how policy does or doesn't shape education practice. Students will read a sampling of normative and empirical accounts while addressing specific programs and policy proposals such as the No Child Left Behind Act, the Common Core, value-added teacher evaluation, statewide voucher programs, charter schooling, the Race to the Top, and parent trigger laws. The course is intended to be interactive, with students talking to guests involved in the policy fights, role-playing key disputes, reading and critiquing real-time examples of policy argument, and penning strategies for addressing the political dimension of the policy debate.</p>

A111J	Critical Issues in Special Education Policy and Practice	Schifter, Laura		X				<p>The goal of this module is to give students a comprehensive understanding of education policy related to students with disabilities. To do this, we will examine policies in the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA), and we will engage in a course-long simulation of a Congressional mark-up. In particular, we will explore (1) how students are identified for special education; (2) how students with disabilities are educated in school; and (3) how students with disabilities are included within accountability systems. We will examine policy and implementation problems including over-representation of minority students in special education, access to charter schools, and appropriate assessment of students with disabilities. We will also explore potential solutions including response to intervention and universal design for learning. In the simulation, we will learn about the Congressional process by following a bill addressing issues of seclusion and restraint in schools from introduction to committee mark-up. Class participants will take-on roles including Congressional members and staff, advocacy organizations, and school groups. The course will draw connections between these issues to promote a comprehensive understanding of education policy pertaining to students with disabilities and its implementation. Students will be expected to read relevant statute, regulations, research and commentary, write reflection posts on the readings, and actively engage in assignments related to the simulation.</p>
A111P	Public Narrative: Self, Us, Now	Ganz, Marshall		X				<p>Public narrative is how people turn values into action--a discursive process by which individuals, communities, and nations construct identity, formulate choices, and motivate action. Because people use narrative to engage the head and the heart, it both instructs and inspires, not only teaching us how one ought to act but also motivating one to act--thus engaging the hands as well. Public narrative is a leadership art composed of three elements: a story of self, a story of us, and a story of now. A story of self communicates who I am: my values, my experience, why I do what I do. A story of us communicates who we are: our shared values, our shared experience, and why we do what we do. And a story of now articulates the present as a moment of challenge, choice, and hope. Based on a pedagogy of reflective practice, students will work in groups to learn to tell their own public story.</p>
A111R	Elements of Effective Family-School Partnerships	Mapp, Karen		X				<p>The purpose of this module is to provide an overview of the systems, structures, and organizational culture needed to create and sustain systemic family--school partnerships that support student learning and school improvement. The module will cover four areas: (1) the link between family engagement and student achievement--students will review the most up-to-date information on the ways that family engagement relates to improvements in student outcomes and school improvement; (2) the characteristics of, and criteria for, family engagement initiatives that are effective, sustainable, and linked to improved educational outcomes; (3) how to cultivate partnerships with diverse families--students will explore research-informed strategies to form trusting, respectful, and sustainable family-school partnerships that support student learning and success; and (4) how to measure and evaluate family-school partnership initiatives. Classes will include lectures, case studies, and guest presentations.</p>

A117A	Implementing Inclusive Education	Hehir, Thomas		X	X			Students with disabilities are increasingly being educated in regular schools and in general education classrooms as disability advocates and parents increasingly seek inclusive educational placements for children with disabilities. Further, the Individuals with Disabilities Education Act Amendments of 1997 (IDEA 1997) and the more recent reauthorization in 2004 require that students with disabilities have access to the general education curriculum and that students with disabilities be included in statewide and districtwide assessment programs. These forces have combined to create a need for all public school educators to understand and be able to implement inclusive educational practices. Research is increasingly demonstrating that well-implemented inclusive education benefits both disabled and nondisabled students. However, research also indicates that successful inclusive education is difficult to implement. This course focuses on providing school administrators and teacher-leaders with the skills and insights needed to implement successful inclusive education. Specifically, the course will explore (1) the historical and theoretical foundations of inclusive education; (2) research related to implementation; (3) research related to inclusive education; (4) whole-school change models of inclusive education including response to intervention and universal design for learning; (5) controversies surrounding inclusion; and (6) considerations and reservations concerning inclusion as it impacts specific disability populations and age groups. Students will be required to work on a team with a collaborating school and provide recommendations on improving inclusive practice at the school. This team will include a practicing teacher from the building who will be enrolled in the course. Students will also be required to do periodic application exercises applying course content to problems of practice.
A117B	Implementing Inclusive Education	Hehir, Thomas		X	X			Students with disabilities are increasingly being educated in regular schools and in general education classrooms as disability advocates and parents increasingly seek inclusive educational placements for children with disabilities. Further, the Individuals with Disabilities Education Act Amendments of 1997 (IDEA 1997) and the more recent reauthorization in 2004 require that students with disabilities have access to the general education curriculum and that students with disabilities be included in statewide and districtwide assessment programs. These forces have combined to create a need for all public school educators to understand and be able to implement inclusive educational practices. Research is increasingly demonstrating that well-implemented inclusive education benefits both disabled and nondisabled students. However, research also indicates that successful inclusive education is difficult to implement. This course focuses on providing school administrators and teacher-leaders with the skills and insights needed to implement successful inclusive education. Specifically, the course will explore (1) the historical and theoretical foundations of inclusive education; (2) research related to implementation; (3) research related to inclusive education; (4) whole-school change models of inclusive education including response to intervention and universal design for learning; (5) controversies surrounding inclusion; and (6) considerations and reservations concerning inclusion as it impacts specific disability populations and age groups. Students will be required to work on a team with a collaborating school and provide recommendations on improving inclusive practice at the school. This team will include a practicing teacher from the building who will be enrolled in the course. Students will also be required to do periodic application exercises applying course content to problems of practice.
A121	Teaching and Learning: Links Between Research and Practice	Boles, Katherine		X				This course, designed for school practitioners, reviews research on the most important issues and controversies in education today, comparing the findings of qualitative and quantitative research studies with the "take" on these same issues as presented in the popular press and media. The course will give teachers, principals and policymakers amore nuanced understanding of the bigger picture of today's educational "hot topics" and enable them to develop a firm base upon which to turn research findings into real-world improvements in curriculum and instruction. The topics we will cover are: the Achievement Gap; the debate over the implementation of the Common Core State Standards; the education of English Language Learners; the ongoing issue of special education; the gnawing problems of teacher evaluation, teacher recruitment and retention; the concerns about high-stakes testing; and the question of the use and misuse of data.

A122	The Why, What, and How of School, Family, and Community Partnerships	Mapp, Karen		X				<p>This course examines the role of school, family, and community partnerships as a component of whole-school educational reform. Why is partnership now considered an important element of whole-school reform? What is the definition of partnership? How are effective partnerships among school staff, parents, and community members developed and sustained? As a learning community, we will interrogate our own beliefs about the role of families and community members in school reform; analyze the research on the impact of home-school and community-school partnerships on student learning; and explore the various theoretical frameworks about these partnerships. We will also investigate "promising practice" strategies being implemented by schools and districts to cultivate and sustain school, family, and community connections that support children's learning. Through case studies, lectures, readings, guest panel presentations, site visits, and class discussions we will probe the benefits and challenges of these partnerships.</p>
A123	Teacher and Teaching Quality	Hill, Heather		X			<p>This course examines and compares the literatures on teacher and teaching quality. Although both fields have as their goal improving student learning, their definitions of quality vary, and thus their respective proposals for improvement appear markedly different. Initiatives focused on improving teacher quality have included increasing teacher education and certification requirements, incentivizing entry and commitment to the profession, and terminating teachers who contribute little to gains in student achievement. Initiatives focused on improving teaching quality include professional development, coaching, improved curriculum materials, and removing individuals with little evidence of teaching effectiveness. This course will examine the evidentiary base that leads to these proposals, critically analyze those proposals, and review evidence regarding the efficacy of already-enacted proposals. Class activities include lectures, discussions, policy analyses, and student-led presentations on current teacher-related policy initiatives. Students will complete a short paper, a group presentation, and a final paper.</p>	
A124	School Reform from the Outside In: The Roles of Philanthropy and Nonprofits	Hoffman, Nancy					<p>This course focuses on the impact of national, regional, and local foundations and the nonprofit organizations they fund on school reform and improvement. A premise widely shared in the school reform community is that because so few public dollars are available to support innovation, private foundations play a disproportionately influential role in shaping the direction of reform and improvement in the schools--that is, foundations spark innovation and successfully promote policy solutions that would be unlikely to get traction without external support. Key questions of the course are: How do "inside/outside" organizations that work on education reform impact the mainstream public system? How much do they influence how taxpayer dollars are spent? Other questions focus on foundation accountability: While change agents and reformers along all points of the political spectrum welcome new ideas entering the education arena, what is the appropriate foundation role? In this era of what Rick Hess, the editor of the course text, calls "muscular philanthropy," to whom are foundations accountable? And if external funds produce positive results, does accountability matter? Students will examine several of the best-documented education initiatives of major foundations and national nonprofits, beginning with a historic example--the Carnegie Foundation's role in launching the standardized testing movement--and then moving on to the Gates Foundation's investment in creating and/or strengthening an array of nonprofits to break down large high schools into smaller more personal ones. Following the introduction, the course examines five major issues in school reform: developing great teachers and retaining effective ones, expanding learning time, integrating academic and career education, promoting ed tech, and improving community colleges.</p>	

A125	State Education Policy: A Practicum	Reville, S. Paul				X		<p>States play a central role in contemporary U.S. education policy. In the complex intergovernmental partnership that constitutes public education in America, states play the lead role in establishing local systems of schools, setting goals, creating assessments and accountability mechanisms for those systems, and regulating and financing the schools. For the past two decades, states have assumed an even larger role with the advent of standards-based, systemic school reform, a set of policies that originated in the states. It is impossible to understand current education policy without a thorough grasp of the role, responsibilities, and challenges facing state governments in the execution of their leadership role in education. This course immerses students in the realities of state governance in education. It begins with a thorough consideration of the state's role in education, state education policy, and current issues in state policy. After this introduction, the commonwealth of Massachusetts, one of the nation's leading school reform states, becomes the laboratory for the course. Students will examine a number of education policy issues in the context of Massachusetts. Students will be introduced to the history, politics, and current education policy issues in Massachusetts; however, they will also consider other states' approaches to matters of policy leadership and development. Students will participate in small groups for the purpose of serving as consulting teams to various education policymaking entities in Massachusetts. Each team will be assigned a particular educational policy challenge and be charged with researching an issue--its history, politics, and current status. Then, each team will propose a set of recommendations to address the policy challenge. Each team will make a culminating oral and written presentation to the class and to senior staff of the particular organization.</p>
A129	The Federal Government in the Schools	Hehir, Thomas				X		<p>The course is intended to explore the current role that the federal government plays in our preK-12 public schools, and how current practitioners or policymakers can manage that role in ways that improve outcomes for all children. Particular emphasis will be placed on how federal programs impact at the school level and how school site leaders can manage and use various federal programs to improve educational results for all children. For those outside of schools, this course will provide a deeper understanding of how these programs can be used to support positive outcomes for students at the local level. The course begins with a brief examination of the history of school reform efforts in the United States, emphasizing the role that the federal government has played in the formation and shaping of how our schools function. Students will explore the role the federal government has played (and not played), for better or worse, in the creation of vocational education, bilingual education, racially integrated schools, gender-equitable programs, and inclusive environments for students with disabilities. The course will then focus on federal government's role in policymaking and enforcement. Students will explore how the structure of the federal government interacts with national sentiment, history, local and state systems, and research to promote (and inhibit) the creation of policies that seek to influence public education. Subsequently, the bulk of the course will focus on federal policies that impact the work of educators in districts and schools, particularly the Elementary and Secondary Education Act/No Child Left Behind Act, the Perkins Act, the Individuals with Disabilities Education Act, the Children's Social Security Program, the Medicaid and the Affordable Care Act, Head Start, Race to the Top and the State Waiver Program. Students will explore in detail how these policies are shaping the way schools currently operate, how school-based practitioners can use them to improve outcomes for children, and where potential policy "gaps" exist for productive future work. Each week students will be expected to do a variety of activities including writing policy memoranda and policy briefs. Each student in the class will participate in a semester-long group activity resulting in a policy proposal that addresses a federal policy involving preK-12 children. This proposal will be presented at the end of the semester to a panel of Washington policy makers. Further, each week class discussion and postings will focus on the practical application of policies as raised by the cases or readings. Students in the course will develop an understanding of the formation of federal policy agendas, the specification of policy alternatives, and the reality of implementation "on the ground" of federal programs in the schools.</p>

A132	Educational Innovation and Social Entrepreneurship in Comparative Perspective	Reimers, Fernando		X					This course is for students who are interested in gaining a better understanding of how social entrepreneurs can generate sustainable educational innovations. Over the course of the semester, participants will develop a viable education venture, preparing them to launch their own social enterprise to improve educational opportunity. The course will be taught at the Harvard Innovation Lab (i-lab) and will involve a series of activities and experiential workshops focused on the fundamentals of creating an educational enterprise. Readings, discussions, and related activities examine the contributions of social entrepreneurs to expanding educational opportunity. Students will engage in biweekly conversations with guest mentors, all of whom are education entrepreneurs working domestically or internationally. Weekly discussion sections will include workshops to build targeted skill sets.
A133	Cultural Explanations for Ethnic and Racial Inequality in Education	Warikoo, Natasha							Scholars, educators, and journalists often use culture to explain variance in academic achievement by race--sometimes insightfully and other times more clumsily. However, the evidence for cultural explanations is thin and difficult to assess. Cultural explanations for low achievement have sometimes been criticized as blaming children for their own low achievement, and for offering little to practitioners and policymakers on ways to reduce educational inequality. On the other hand, cultural explanations for high achievement frequently assume a model minority myth. This course attempts to understand how and when culture can lead to ethnic and racial inequality in education, in order to facilitate a better understanding of how to reduce educational inequality. We will analyze differences between and within ethnic and racial groups. Discussing solutions for reducing inequality will be an important component of this course. The course will be run as a seminar.
A142	Analyzing Education Policy	Goodman, Joshua		X					This course examines education policy issues in the United States and abroad, with an emphasis on rigorous quantitative evaluation of such policies. By the course's end, students should have an analytical framework for thinking clearly about the impacts of education policies, as well as the ability to distinguish good quantitative research from bad. The course's major units are the human capital model, private returns to schooling, resource quantity and quality, school and individual incentives, and social returns to schooling. Within each unit students will explore specific policy questions, with an emphasis on the methods used to best evaluate such policies.
A162	The Art and Science of Portraiture	Lawrence-Lightfoot, Sara					X		This seminar investigates the methods, form, and purposes of social science portraiture; its relationship to other qualitative research strategies; and its links to literature and art. Seminar members will respond critically to examples of portraiture in field studies, ethnographies, biographies, letters, diaries, and literature, as well as write their own portraits of individuals, institutions, relationships, processes, or concepts. Attention will be paid to systematic description, careful analysis, composition, and writing and to the aesthetics and science of creating portraits. This will be a working seminar with members acting as discussion leaders, critics, and respondents of each other's work. In addition to composing a portrait, students will be required to write short, critical analyses and give collaborative oral presentations.
A164	Program Evaluation	Kane, Thomas		X					As school districts and state agencies accumulate quantitative student outcome data, demand for evidence of impact will grow. All people must learn to be critical consumers of quantitative evidence of impact. The key challenge when evaluating the impact of an education policy or program is to identify what would have happened if that policy or program had not been implemented. There are a number of different approaches to constructing a plausible estimate of what would have happened, using experimental or quasi-experimental techniques. This course has three goals for students: to gain insight into the strengths and weaknesses of different evaluation designs, including experimental and quasi-experimental techniques; to develop the skills required to be a critical reader of impact evaluations; and to develop the ability to more clearly recognize opportunities for impact evaluations in education and to implement policies in a manner that would be amenable to evaluation. During the course, students will read and critique a number of impact evaluations, replicate the results of several evaluations, and design evaluations of educational programs. The course will focus on quantitative impact evaluations, as opposed to qualitative or process evaluations.

A166	Civic Education and Civic Action: Theory, Research, and Practice	Haste, Helen								This advanced course is designed to equip researchers and practitioners with critical and technical skills. The course will address the following questions: How does one define the terms "civic engagement," "civic action," and "civic education," and how does one justify the definitions? What educational objectives are implied by these definitions, within what social-political contexts? What personal, community, and educational experiences and social, cultural, political, and educational contexts promote or inhibit the development of active civic participation? How might understanding these enable constructing civic education programs, within and beyond the school, and by what criteria can we evaluate their effectiveness? The course explores how questions about participation relate to concepts of democracy, rights, globalization, national identity, and definitions of citizenship. It also reviews the antecedents of civic engagement and action, educational and community programs, and interactive and other media experiences. The course includes a detailed examination of research programs--critically considering both methods and data--on civic engagement internationally: for example, community groups, service programs, evaluations of interventions, the use of games and interactive media for civic education, and the effects of civic and social movement participation. Students will explore curricular materials, media, school and classroom climate and culture, and activity programs. In addition, students will generate research questions; design studies, curricula, and action programs; and produce educational material using multimedia.
A205	Microeconomics: A Policy Tool for Educators	Barrera-Osorio, Felipe		X						The primary goal of this course is to teach students how to use microeconomics in analyzing a wide range of educational policy issues. The course emphasizes applications drawn from developing countries. Examples relate to early-childhood education, elementary and secondary education, and postsecondary education in a variety of countries. The course has several secondary goals, including (1) providing students with an understanding of the results of recent research that bear on important educational policy issues; (2) showing students how to access important data on the web relevant to the economics of education, such as the relationship between educational attainment and earned income; and (3) helping students to become skilled at writing brief policy memos.
A210D	Schools and the Law: Selected Topics	Schneider, Rhoda	X	X						This six-week module introduces some of the most significant legal issues that arise in public elementary and secondary schools and their implications for school leaders. The course will explore evolving legal standards on a variety of issues, including school safety, discipline, and student well-being; free speech; services for students with disabilities and English language learners; and harassment, bullying, and cyber-bullying. Students will examine educational, political, ethical, and financial questions that these legal issues often generate. The course will draw on real cases and legal/policy dilemmas that practitioners face, and focus on preventive law--providing current and future school leaders with knowledge and skills they will need to make sound decisions, advance important educational objectives, and minimize legal problems.
A222	Higher Education and the Law	Iuliano, Robert								Thirty years ago, few institutions of higher education had in-house legal staff. Now, all but the smallest schools do. What has changed? This survey course introduces some of the most pressing legal issues that confront colleges and universities today and acquaints students with how institutions handle them. The course will address a variety of topics, including noteworthy legal developments that might arise during the semester, but will focus on issues such as academic freedom and tenure; the authority of schools to discipline students for academic and behavioral misconduct; student privacy and well-being; affirmative action and other attempts to create a diverse student body; sexual harassment; sponsored research; and intellectual property issues in higher education. One of the goals for the course is to consider policy questions that are associated with institutional responses to these legal issues.

A305	Deeper Learning for All: Designing a 21st Century School System	Mehta, Jal			X			<p>From the classroom to the statehouse, education discussions today are rife with the idea that all students should graduate from high school "college and career ready," able to do the kind of advanced critical thinking that is so necessary for participation in modern life. But these expectations are placed on a school system that is not remotely equipped to realize them. American schooling assumed its modern form at the beginning of the 20th century and still bears the heavy imprint of its industrial era origins as a command and control bureaucracy. This course will examine what it would mean to rethink those assumptions and design anew a 21st-century system that would support deeper and more engaging instruction for all students. Students will move across levels, ranging from in-depth exploration of the nature of good teaching and learning at the classroom and school level, up through what district, state, and federal policies would support such a transformation, as well as how other countries have organized their systems to aim for high-quality schooling for all students. Readings will span these subjects. The latter part of the course will draw on design principles to ask students to redesign an aspect of schooling in a forward looking way; these ideas will be presented in a culminating exhibition to a diverse group of educational stakeholders. Students will also learn concrete skills around evaluating instruction, as well as how to utilize the design process.</p>
A309	Instructional Coaching: Practice, Policy, and Reform	Mitchell, MAK		X	X			<p>A variety of teacher coaching models have emerged in the past decade, often instigated by ambitious policy and practice reforms calibrated to raise student achievement. In response, many school district leaders are turning to coaching as a way to improve both teacher quality and student learning. For these school leaders, coaching is the necessary response to external accountability policies. For others, it is the best way to create authentic instructional change that will last within a school system. These different views on the purposes of coaching are grounded in the inherent tension between the high accountability mandates and low instructional capacity support that we find in our current policies and funding. The current research on coaching reflects these dual purposes, making its effectiveness hard to gauge. Therefore, this course is organized as a live inductive study with students responding to the lack of common professional knowledge base about instructional coaching. Students will conduct a class "knowledge synthesis" of instructional coaching, tapping their prior knowledge, and analyzing class field observations, expert class speakers, interviews, relevant research and policy levers. The course will culminate in original student recommendations for improving coaching practice and policy at both the school and district levels. The course methodology, while applied to instructional coaching, is potentially useful for strategically addressing similar teaching and learning dilemmas that are masking potential student results throughout our school systems. Two days of fieldwork are required. Field pairs will choose from instructor-selected sites in Cambridge and Boston.</p>
A310D	School Leadership Pre-Practicum	Teitel, Lee	X					<p>This noncredit module serves as a preorientation to the School Leadership Program (SLP) and to the half-time practicum that accompanies it. It provides students an opportunity to begin the learning networks that will be used throughout the year in SLP's core course, A-328. Students will engage with the "big ideas" that undergird the SLP--about what schools that meet the needs of all students look like and what school leaders do to create, support, and sustain these schools. Students will begin to assess and build their own leadership and communication skills as they prepare for their year at Harvard and plan how to maximize their learning in the practicum.</p>

A310G	Data Wise: Using Data to Improve Teaching and Learning	Boudett, Kathryn		X				<p>This module provides an intensive introduction to the Data Wise Improvement Process, a step by step approach to using data to improve instruction and student achievement in K-12 schools. The primary objective is to prepare students to lead collaborative analysis of a wide range of data sources, including annual standardized tests, periodic formative assessments, daily class work, and observation of classroom practice. In a hands-on, interactive format, students will learn tools for presenting, discussing, and acting on data. Students will also practice a concrete strategy for approaching the work of leading school improvement with the Data Wise "habits of mind," which include (1) a shared commitment to action, assessment, and adjustment; (2) an intentional collaboration built into all group time; and (3) a relentless focus on evidence in all conversations. Additionally, through case studies, large group presentations, and small group discussions, students will analyze the challenges and successes experienced by a diverse group of school leaders engaged in this work. Finally, students will complete a final project that allows them to apply their learning to a real world context in which they address the adaptive and technical challenges involved in using data wisely.</p>
A312	Systemic Reform in Urban School Districts and Schools	Alonso, Andres			X			<p>The recent past has seen extraordinary federal and state efforts to bring about system reforms in American public education systems. The results have been the introduction of new forms of competition, changes in state laws that have reshaped evaluation for teachers and administrators, the emergence of national Common Core standards and assessments, and unprecedented political dissension about the best ways to bring about improvement in public education, as reflected in the delay in the reauthorization of the Elementary and Secondary Education Act. What seemed an attempted massive restructuring of the public education system is under retreat as the complexities of bringing about improvement in resilient bureaucracies and political and cultural systems reassert themselves against structural reforms. This course examines innovation efforts in districts and charter management organizations over the past decade in their political and cultural context, as well as insights from private sector improvement efforts, to explore the opportunities and constraints shaping system reform efforts in American education over the past decade. The course will reflect the perspective of a district leader who helped lead the reform efforts in New York City and Baltimore over the past ten years, as well as those of other leaders and critics of the reform movement who will discuss their aims, opportunities, challenges and lessons learned in response to the cases. Students will explore the theories of action and strategies in the cases, probe deeply into the role and dilemmas of reform leaders in the new district contexts, and build their skills through hands-on projects and feedback on their writing and presentation.</p>
A314	Redesigning Education Systems for the 21st Century: A Workshop	Reville, S. Paul				X		<p>This class is devoted to conceiving and developing a vision and strategic plan for comprehensive, integrated systems of education, child development, health and human services and cultural enrichment designed to prepare all of our children for success in the 21st century. Students will begin by identifying the limitations of our current school system, which, despite extensive reform, has failed to close achievement gaps and produce excellence and equity in American education. Working in teams and as a class, students will participate in a design and planning process to produce models of integrated, "schooling plus" systems that deliver on the promise of "all children ready for success."</p>

A317	International Lessons from Successful Education Systems	Sahlberg, Pasi		X				<p>The performance of education systems has become a common indicator of nations' success or failure and has both economic and social importance when countries are seeking more ecological sustainability and inclusive economic growth. The growing popularity of international benchmarking of education systems, especially OECD's PISA, has provided governments and media more comprehensive and comparable tools to compare educational performance in different parts of the world and created a group of countries or jurisdictions where educational performance has exceeded that of other countries as measured by standardized student assessments. This course will take a closer critical look at what constitutes high performance and the transferability of successful practices between educational contexts, exploring questions such as: What should a successful education system look like? How are high-performing education systems successful? What are the principles of good international policy analysis and advice? How do international development organizations produce and use the lessons from high-performing education systems, e.g., Finland? Students will: explore, compare, and contrast the characteristics of high performing education systems; learn to think deeply and critically about international education benchmarking and student assessments, to analyze the opportunities and limitations of transporting policy ideas between systems, and to understand the main principles of policy borrowing and lending to develop education systems around the world; and develop knowledge, skills, and attitudes that are needed in policy analysis and advisory using the lessons from high performing school systems.</p>
A320	Building a Democratic School	Nathan, Linda		X	X			<p>Boston's pilot school initiative, begun in 1994, is in the forefront of a national movement to create small, innovative learning communities as alternatives to traditional ways of organizing public education systems. This course, taught by the founding headmaster of one of Boston's most successful pilot schools (the Boston Arts Academy), examines a wide range of issues related to the philosophy, planning, governance, and sustenance of nontraditional public schools, including charter schools. The course is intended for students with significant experience as teachers or administrators and for those who wish to become school leaders or program or policy designers. Students will be expected to reflect on their own experience as material for analysis in written assignments and class discussions.</p>
A322	School Systems	Cohen, David					X	<p>Recent reforms seek fundamental change in U.S. schools (standards based reform, Comprehensive School Reform (CSR) designs, charter school networks, and achievement districts). These all aim at system building, whether organizing systems anew (charter networks) or reorganizing those that exist (standards based reform). They represent a novel conception of what schools should do -- i.e., dramatically improve student achievement by tightly coupling teaching, learning, and management -- and do so by system building. These are not the first to offer alternatives to conventional public schools. There are religiously defined school systems and culturally and educationally defined school systems (Montessori and Steiner). There are subsystems in public schools (AP and IB) and New Visions in NYC. We will study these systems <i>qua</i> systems. There has been little scrutiny of the nature of these systems or how they work, and we will probe a fundamental matter: To what structures, functions, and attributes does "system" refer in schooling and school reform? "System" is everywhere in schooling, school reform, and debate about these matters, but there is little agreement about what this ubiquitous thing is, and how it works. The course will address four questions: (1) How do systems define and organize instruction? (2) How do those definitions and organizations affect teachers' and students' work? (3) How do systems create and sustain know how for instruction and its management? (4) Are differences in systems related to democratic control, access, or participation? The course aims to illuminate school systems' structure and operation, not to teach system management.</p>

A328	Proseminar: School Leadership	Teitel, Lee					X		<p>This course has three major goals. One is to address the leadership skills students need to understand schools as organizations and to mobilize effective improvements in them -- how to enter and assess the challenges, needs, and opportunities in a particular school, and how to develop and practice leadership moves and interventions that advance the work of instructional and organizational improvement. At the same time, the course focuses on how students develop and practice a set of personal leadership skills -- finding their voices as writers and speakers, developing agency as powerful organizational contributors, working effectively across differences, and developing communities of learners. Students will understand how their sense of purpose, their mental models and operating principles, and their skills and courage in working with other adults shape their effectiveness as leaders. The third major goal of the course is integrative -- drawing on and synthesizing experiences within the cohort, in the practicum, and in required and elective coursework -- to help students develop and build their responses to the three overarching questions for the School Leadership Program: (1) What does a great school -- one that provides high quality teaching and learning for <i>all students</i> -- look like? (2) What do leaders do to make great schools? (3) How do you develop and assess your own readiness to lead a great school?</p>
A335	Dilemmas of Excellence and Equity in K-12 American Schools	Merseth, Katherine					X		<p>(New course.) Throughout its history, the American education system has served as a critical force in reflecting, reinforcing, and reshaping American society. K-12 schools, arguably the most "common" of all public institutions function as a microcosm in which broader social, political, legal, economic, and cultural issues are played out. This course asks students to grapple with some of the major policy and leadership dilemmas that have defined American K-12 education throughout history to the present. What should be the purpose of schooling? What constitutes educational excellence, who decides what it is, and how can it be achieved? Is a goal of equity possible in American society? How does equity work within a meritocracy? Do we have a meritocracy in U.S. schools? Finally, how do we manage the different answers to these questions that may come from policymakers, school practitioners, and the courts? This course will explore these questions from a variety of perspectives, drawing on historical, contemporary, comparative, and personal examples. The course will focus on the dual goals of equity and excellence in schools and how policy and leadership influence (either positively or negatively) these goals. In order to become effective education leaders and policymakers, students will explore various school reform levers and policies to determine their effectiveness in managing the tension of achieving equity and excellence for all K-12 students.</p>
A362	Institutional Change in School Organizations, Systems, and Sectors	Bridwell-Mitchell, Ebony						X	<p>Schools are highly institutionalized organizations, which means their operations and outcomes are determined by deeply ingrained, value-laden assumptions and are constrained by a variety of external forces. Highly institutionalized organizations tend towards maintenance rather than change. This course aims to help students analyze the assumptions and external forces that result in institutional maintenance. This course also aims to help students understand how agents can intervene in school contexts to enact institutional change. Through a discussion-driven, seminar-style format, we will rely on classic and cutting-edge research to answer questions such as: Why do conventional school structures persist despite limited evidence of their effectiveness? Why do so many education reforms come and go and come again? How can deeply ingrained beliefs and practices in schools be transformed by school stakeholders? By the end of the course, students will be equipped with the conceptual knowledge and analytical skills to better understand, evaluate, and encourage institutional change in school organizations, systems, and sectors.</p>
A412	The History of American Higher Education	Reuben, Julie	X						<p>This course examines the development of American higher education from the colonial period to the present. It aims to help students understand the origins of contemporary practices and problems in higher education. The class will explore five major topics: 1) changes in the purpose of higher education; 2) the development of diverse types of institutions;(3) the growth and limitation of access to higher education;(4) the relation of higher education to the larger society; and (5) student culture and experiences.</p>

A418	History of Schooling in America	Reuben, Julie							Contemporary education has deep roots in the past--roots that shape the purposes, practices, and organization of our educational system and determine, in part, the possibilities for educational reform. This course seeks to understand those roots. It examines the history of primary and secondary schooling from the colonial period to the present. It explores both periods of significant transformation and the forces that have produced continuity over time. It considers the interaction between educational practices and the larger cultural, social, economic, and political context. Themes include struggles over local versus centralized control of schools, the professionalization of teaching and the development of educational bureaucracies, changes in pedagogy and curriculum, public and private purposes of education, expansion of access to schooling, and debates over the incorporation of diverse groups of students.
A604	Partnering: Leadership Skills for a Networked World	Teitel, Lee				X			We live in a world where, in many sectors, the challenges we face are too complex for most organizations to address by themselves. Even the most powerful, passionate leader of an educational or nonprofit organization is inadequate to achieving her goals without working effectively with others outside the boundaries of her organization. At the same time, the pressure has never been higher on organizations to learn -- to adapt to the new demands and opportunities in their environment -- and to figure out how to take advantage of the opportunities and challenges of an increasingly networked world, where information flows faster, access to people as individuals and at all levels of an organization is dramatically different, and many aspects of the world we live in are "flatter." The course focuses on how to lead in this environment. Through guest speakers, readings, case study, and fieldwork, students will learn how innovative leaders are boldly finding, developing, and sustaining relationships with partner organizations and networks that allow them to reach their own purposes and simultaneously help them and their partners engage in deep, transformative learning. The course is a demanding graduate seminar. Students will take a great deal of responsibility for synthesizing practice and recent theory in this fast moving field and applying it to real world challenges in a class project. In addition, working as individuals or in small teams, students will develop a leadership plan to help an organization in a sector of their own choosing survive and thrive in this networked world.
A607	Organizational Leadership and Management in K-12 Schools and Systems	Bridwell-Mitchell, Ebony					X		What does it take to run an effective school? What motivates teachers, makes them committed to their work, and helps them be successful in teams? Which organizational structures are most effective for accomplishing performance goals? How do you build a strong school culture and navigate power dynamics in informal networks? How do you manage external pressures and build effective partnerships? This course is designed to help future school, system, and sector level leaders answer such questions. Through interactive lectures, group activities, and case discussion, this course introduces students to major organization and management principles, which influence school operations and outcomes. By the end of the course, students will have gained the core content knowledge and analytical skills to better understand how school organizations work, and how school improvement policies can be better implemented in organizational contexts.
A608	Leadership, Entrepreneurship, and Learning	Higgins, Monica					X		This course focuses on how leaders of organizations, both large and small, public and private, translate good ideas into action. These ideas may be entrepreneurial in nature and entail starting new ventures, or they may be intrapreneurial in nature and entail implementing new initiatives within existing organizational structures. We will focus on how leaders can shape and influence complex decision processes regarding innovative and entrepreneurial ideas most effectively. We will examine both those decisions that were flawed and those that were successful in order to derive lessons about leadership and learning in dynamic, complex, and highly uncertain organizational environments, including the education sector, among others. The course will be largely case-based. Students will be expected to come to class prepared and ready to discuss the case and, if called upon, to role-play their recommendations and take a stand as well.

A613	Social Relationships and Networks in School Organizations	Bridwell-Mitchell, Ebony		X				Schools, like all organizations, are social systems. This means successful school outcomes cannot be achieved by simply having the right policies, programs, and routines. Social relationships also matter for school outcomes. This course uses the conceptual, analytical, and technical tools of social network analysis to help students think more systematically about how social relationships in schools matter. By the end of the course students will be able to answer questions such as: How does the strength of teachers' relationships to one another affect their instructional practice? Why do different kinds of social relationships evolve in different contexts? How do the features of a school's social network affect policy implementation, advice seeking, and social capital? How can the dynamics of social relationships and networks be leveraged to better design and evaluate effective reform policies? As part of the course, students will be introduced to the social network software UCINET and will apply their knowledge to identify ways to improve schools at the building, system, or sector level.
A702	Proseminar in Higher Education	McLaughlin, Judith	X					The proseminar is designed to examine the core values, structures, processes, language, and personnel of American higher education; to enhance students' understanding of critical issues facing colleges and universities and their repertoire of strategies and management skills for tackling those issues; and to stimulate students' reflection about possible career options and professional networks.
A710B	Mission and Money: Institutional Advancement in Higher Education	Zolner, Joseph					X	This module provides a conceptual and practical overview of the institutional advancement function within colleges and universities, with particular emphasis on the role of institutional advancement in shaping and implementing comprehensive campus strategy. All three central components of a robust advancement operation (fund raising, alumni relations, and communications) will be considered. Through use of case studies, a segment of the course will examine institutional advancement in action, highlighting how, at their best, resource development activities should complement and reinforce larger campus strategic priorities and objectives. Issues to be considered include: How is the institutional advancement function best designed and managed? To what degree (and under what circumstances) might mission trump market when crafting institutional strategy, or vice versa? What ethical considerations should guide the professional practice of institutional advancement administrators? In class student debates focusing on two current controversies in institutional advancement will also be conducted. The module draws exclusively on examples and practices from the higher education sector. However, those with broader interests in nonprofit resource development should find course concepts of professional relevance and practical value.
A710D	Principles and Policy Issues of College Admissions	Coffin, Lee						This seminar has three main goals: (1) to provide an overview of the admission and financial aid policies at selective American colleges and universities; (2) to examine the issues that confront those charged with shaping such policies; and (3) to examine how institutions respond to new competitive challenges and changing institutional priorities.
A710J	Using Data to Support Decisionmaking and Improvement in Higher Education	Miller, Matthew		X	X			This module offers a hands-on introduction to the strategic use of data across a range of higher education contexts and administrative roles. In what ways, we will ask, can leaders at all levels within colleges and universities effectively use data in the service of institutional improvement? We will learn methods for descriptive analysis of data and communication of results from surveys, campus information systems, and other sources. Our work in the course assumes that evidence-based improvement efforts within higher-education institutions are complex social, political, and symbolic processes. In these processes, technical skills are only part of what is required to support institutional improvement; leaders and analysts must also build a culture of deliberation using evidence. We will learn to apply information design theories and use a range of software tools to prepare thoughtful analytic products that encourage deliberation, understanding, and informed action.

A710M	Internationalizing Higher Education: Possibilities, Perils, and Promises	Contreras, Eduardo								In today's increasingly interconnected world, higher education plays a vital role in the production and global transmission of knowledge and skills. Although the exchange of ideas, people, and capital is becoming easier because of technology, there are still many challenges for individuals and institutions when it comes to preparing campuses to meet the demands of globalization. In this context, the notion of internationalizing colleges and universities is of critical importance to educators, policy makers and leaders today. In this course, students will approach these broad issues through the lens of the following question, "What should successful internationalization look like?" By considering this question from a variety of perspectives, students will be better prepared to make informed decisions about internationalization as leaders in today's globalized world. There are three units in this module. The first will establish a theoretical foundation for engaging in this question. Students will read about globalization and internationalization in the broadest sense and will be able to distinguish these two concepts by the end of the section. Students will also analyze how the exchange of people, the transmission of ideas, and the interaction between cultures is presently shaping the context of higher education. In the second unit of the course students will learn about, and discuss, contemporary issues in internationalization as they pertain to the broad categories of ideas, people and places. In the final unit, students will consider ways to implement strategic planning and thoughtful decisionmaking for future internationalization projects in real-world settings.
A710P	The Economics of Higher Education: Access, Outcomes, and Competition	Long, Bridget Terry	X							Higher education is a vital part of American society. For families, it holds the promise of public and private benefits that are both monetary and nonmonetary. As such, the government invests billions of dollars a year in college financial aid programs, subsidies, and tax breaks. Together with the contributions of families, institutions, and foundations, higher education is one of the most prominent industries in the world. At the center of this massive industry in the United States are over 6,000 colleges and universities, from large, national research universities to small, localized community colleges. This course examines the critical trends and funding issues facing students and these institutions. We will explore how price, cost, and value shape what is provided and who goes to college. Topics include college revenue sources and expenditures, the many roles of financial aid, the controversies behind admission policies, the impact of ranking systems and growing competition, and the debate about higher education accountability. Although the bulk of the course will focus on American institutions and trends, we will also discuss international examples. The course will utilize basic principles from economics to better understand the costs, benefits, and incentives colleges and students face.
A739	Planning and Strategy in Education	Honan, James						X		One of the major challenges and tasks facing leaders of education organizations of all types and sizes is the development, financing, and implementation of a plan/strategy. This seminar will examine this issue in detail and will focus on key issues and elements of planning and strategy development in the education sector. Specific topics to be covered include: alternative approaches to planning/strategy development, financial/business planning and financial sustainability, scaling/growth strategies, and impact/outcome measurement. We will focus on a wide range of organizations in the education sector - schools, colleges/universities, nonprofit organizations, international NGO's, for-profits, and start-ups. Seminar activities will include lectures, discussions, case analyses, and outside readings. Grades will be based on written case analyses, class participation, and a final paper/project.
A770	Reflecting on Leadership, Management, and Governance	McLaughlin, Judith								This seminar focuses on the complementary tasks facing senior executives in higher education: leadership, management, and governance. Through an examination of leadership transitions, initiatives, and issues, students will develop a greater appreciation of the complexity of academic institutions and the range of knowledge, skills, and expertise needed by effective leaders. The course will employ a varied pedagogy, including a computer simulation, analyses of videotapes, case studies, guest speakers, and student presentations. Although the main focus of course readings is higher education, students with an interest in leadership in schools and nonprofit organizations will find many of the concepts and conversations transferable to those settings.

A797	Field Experience in Higher Education: Advising Campus Leaders	Light, Richard				X			(New course.) The President and Deans at a Boston area college have asked for some advice. This course will take a team of higher education students into the field to help solve actual challenges for that leadership, and to recommend making specific changes. The course has three parts. First, we explore some theoretical background about how different kinds of campuses, from traditional liberal arts colleges to research universities to pre-professional programs, work to integrate liberal arts and sciences into students' overall collegiate experiences. There are assigned readings on how different institutions engage with liberal arts. Part of this exploration is to understand how campuses can create challenging courses in order to enhance students' learning. Second, students will then work in teams to develop recommendations to the campus leadership and to build a structure for solving a problem on its own. Each team will gather data, interview faculty and students and campus leaders, with the goal of developing actionable findings. There will be several opportunities in class to constructively critique one another's approach plus help to refine it. Thus students and the team will receive feedback individually and collectively for sustained learning. Third, the course culminates both with an oral presentation to the President and Deans of this college, plus a written report with concrete, actionable recommendations to campus leadership.
A801	Education Policy Analysis and Research in Comparative Perspective	Reimers, Fernando	X		X				How can policy leaders, international consultants, and social entrepreneurs help improve educational opportunity around the world? How can we help poor and marginalized children get a decent education, and how will that matter to their future life prospects and to the development of the societies in which they live? This course examines key contemporary educational global challenges and debates, focusing on options to effect systemic change in public education systems. We will discuss current global efforts to provide quality education and increase its relevancy. We will examine the role of international agencies and governments in advancing policy reform, and study various approaches to generating and analyzing policy alternatives. The course may be of interest to students interested in global and international education and in comparative education.
A802	Intensive Preparation for the Study of International Education	Reimers, Fernando	X						This summer preview course to education policy analysis and comparative and international education reviews some of the main issues affecting the opportunity to access and learn in schools in several national contexts. An intensive academic program, this course is designed to prepare participants to develop and evaluate policy papers. Over the first two weeks, participants will learn how to write and interpret policy papers and memos, offering them a preview of a central part of the International Education Policy Program with which many admits are not familiar. During the third week, participants will work closely with their peers and program instructors on final projects in the mornings, leaving opportunity for their participation in the preorientation program.
A804	Monitoring and Evaluation for Improving Education Systems	Hua, Haiyan			X				This course is for students interested in learning about the design, development, application, and impact of a monitoring and evaluation (M&E) system in international education development and improving education systems. The main objectives of the course are for students (1) to gain the essential knowledge and skill set to develop and critically review an M&E system in the education sector or an education program; (2) to be exposed to a larger policy development framework within which policy planning and research, M&E, and the information production system are all critical to the education sector, and how the framework is applied in other systems worldwide; (3) to be able to develop educational indicators and understand the "nuts and bolts" of data collection and the data production process for the indicators; (4) to learn practical ways to successfully have the data and information be used by policymakers; (5) to learn the basic elements of a monitoring system and a program evaluation, including an impact evaluation in the education sector; and (6) to see how some M&E technical assistance projects have been carried out in several developing countries. Students will write an M&E system development plan or a program evaluation at the end of the course.

A816	Education in Armed Conflict	Dryden-Peterson, Sarah				X			How can education contribute to the work of building "lasting peace" in settings of armed conflict globally? This course examines the multidimensional and multidirectional relationships between armed conflict and education. How does education reflect inequalities and reinforce social tensions? How does it contribute to stability and reconciliation? What role does it play in shaping individual and collective imaginings of a postconflict future? Through critical reading of theoretical texts and case studies, engagement with guest speakers, simulations, and other learning tools, we will adopt an action oriented approach to the investigation of these and other questions. Students will look beyond the provision of schooling to the learning and teaching that takes place in schools and community settings, and examine the relationships that are at the core of these educational interactions. Central to discussions will be connections between public policy, daily experiences, and social justice. The course will include real time project work in partnership with an NGO/UN agency, through which students will develop professional relationships; deepen their research, writing, and policy analysis skills; and explore the intellectual and practical dimensions of connecting research, policy, and practice.
A819	Contemporary South Asia: Entrepreneurial Solutions to Intractable Social and Economic Problems	Khanna, Tarun							This survey course focuses on several categories of social and economic problems faced by the countries of South Asia, with specific focus on the realms of public health, science-based enterprises, urban design and financial inclusion. Each problem category will be dealt with through a survey lecture, supplemented by assigned and recommended readings for those wishing to explore the topic further, and an in-depth look at several organizations, companies and nonprofits that have attempted to address some of the problems within that category. The primary objective of the course is to engage students (in an interdisciplinary and universitywide setting) with the modern day challenges affecting South Asia, and to examine a range of entrepreneurial attempts to solve these problems. The course will be taught by several faculty members from different schools. The mixture of backgrounds is crucial for its success. The lectures and deep-dive case studies are the core of the course and will review the available evidence on the incidence, causes and consequences of the problem in question. Additionally, the course will draw extensively on video and film materials when relevant. Grading for the course is based on class participation, some short assignments that are module-specific, and a team project due at the end of the course.
A822	The Consequences of Educational Policy Interventions in Developing Countries: Evidence from Recent Impact Evaluations	Barrera-Osorio, Felipe				X		X	The past two decades have seen the emergence of numerous rigorous evaluations of educational interventions in developing countries. These studies employ methodologies that allow researchers to reach causal conclusions about the effects of the programs they evaluated. This course aims to distill the primary policy lessons from these studies by reviewing the main theories that motivated them, the empirical strategies used to assess them, the emerging puzzles, and the substantive results and their policy implications. The course will analyze new evidence emerging from developing countries concerning basic education (K-12) and will have an economic perspective on educational problems. By the end of the course, students will have acquired a comprehensive knowledge of the evidence of the impact of various strategies to improve access to education and learning in developing countries; an understanding of the policy consequences of these educational strategies and of the strengths and weaknesses of different methodological approaches to impact evaluation in education; and strong analytical and communication skills to make evidence based judgments and to convey them effectively to nontechnical audiences.
A998A	Higher Education Internship Seminar	McLaughlin, Judith						X	This seminar is designed to enhance students' professional skills and theoretical understanding of higher education through a combination of an internship and a classroom seminar. In the internship, students will assume administrative responsibilities at a college, a university, or another higher education organization, under the supervision of an accomplished professional in the field. These responsibilities must be graduate level in scope and represent new learning for the student. In the classroom seminar, students will use course readings, discussions, papers, and guest speakers to analyze their own internship experiences, to learn about other administrative areas and issues, and to build a larger understanding of higher education.

A998B	Higher Education Internship Seminar	McLaughlin, Judith				X			This seminar is designed to enhance students' professional skills and theoretical understanding of higher education through a combination of an internship and a classroom seminar. In the internship, students will assume administrative responsibilities at a college, a university, or another higher education organization, under the supervision of an accomplished professional in the field. These responsibilities must be graduate level in scope and represent new learning for the student. In the classroom seminar, students will use course readings, discussions, papers, and guest speakers to analyze their own internship experiences, to learn about other administrative areas and issues, and to build a larger understanding of higher education.
AH103	Educational Outcomes in Cross-National and Cross-Cultural Perspectives	Harris, Paul							A great deal of thinking about the relationship between psychology and education asks what psychology can contribute to the improvement of education. For example, can psychology help to improve the way that we teach reading? Can it help to close the gap in achievement between particular groups? Do preschoolers have ideas or dispositions that help -- or hinder -- their progress in school? However, one can also ask about the effects of education on psychological processes. There is enormous cross national and cross cultural variation in the length and type of education that children receive. A major goal of this course is to help students understand the effect of such variation on the way that people think -- and feel. A secondary goal is to alert students to the ways in which those effects can be measured and to underline the contribution that different methods -- experiments, large scale surveys, and participant observation -- can make to our understanding of such effects. The final goal is to underline how educational provision and its impact vary dramatically across the globe.
AH109	Muslim Women and Higher Education: A Culturally Informed Adult-Developmental Perspective	Khan, Shabnam							(New course.) The higher education of women in Muslim dominated societies has been the focus of intense debate worldwide. In Swat, Pakistan, Malala Yousafzai survived the Taliban's murderous attacks and continues to champion women's education. Fiza Malik, a young lawyer, was assassinated in 2014. These examples serve to illustrate the overt and covert burdens women bear for pursuing their education. The topic of Muslim women's higher education will serve as a case study through which students will be exposed to the larger context of women's education in traditional and conservative societies. This interdisciplinary seminar will explore three different psychosocial "faces" of this phenomenon: (1) the explicit objections to women's education; (2) the more subtle resistance to the aspects of women's development that may result from their experience in higher education; and (3) supportive families that invest in their daughters' education. The course has two parts. Part I will focus on women's personal accounts looked at through a cultural lens. Topics will include ideal types of womanhood, the secular liberal university, traditional family, marriage, and gender roles. Part II takes up a psychological lens to explore the self-development of these educated women. The two parts of the course will be brought into conversation to discuss women's complicated involvement in university education and the potential consequences of this involvement for the development of the self. Many case studies will be drawn from Muslim dominated societies, but examples from other social and cultural contexts will be encouraged. Students do not need to have any prior familiarity with Muslim culture or faith
AH125	Mobilizing the Science of Early Childhood Development to Drive Innovation in Policy and Practice	Shonkoff, Jack				X			The primary aim of this course is to leverage advances in the biological, behavioral, and social sciences to catalyze more effective strategies to strengthen the foundations of healthy development in the early years of life. Drawing on a diversity of disciplinary perspectives, students will learn how interactions among early life experiences and genetic predispositions shape brain architecture and influence the maturation of biological systems that affect learning, behavior, and health well into the adult years. Particular attention will be focused on developing a greater understanding of how stress related to poverty, maltreatment, and social exclusion "gets under the skin" and leads to significant disparities in educational achievement and both physical and mental well-being. Students will explore how causal mechanisms that explain these disparities can be used to formulate new theories of change and drive science based innovation in policy and practice that achieves breakthrough outcomes for children facing adversity.

AT103	The Teaching Profession Around the World	Sahlberg, Pasi								In recent years international organizations have shown an increased interest in questions related to teachers, teacher education, and teacher policy. Most influential of these institutions are Organization for Economic Cooperation and Development (OECD) and the International Summit on the Teaching Profession (ISTP). International research on successful school systems has frequently concluded that teacher policies and especially how teachers are educated are the key factors explaining overall high educational performance. This course explores the characteristics of teaching profession and compares and contrasts the differences between teachers and teacher education systems around the world, including the current high performing education systems, such as Finland, Canada, Singapore, and Japan. This course also helps students to understand teaching profession from international perspectives by taking a closer look at what we know about attracting, preparing, and empowering teachers around the world. Furthermore, students will learn to think independently, to distinguish facts from myths in international discourse on teaching profession, and to write effectively about the central issues related to teaching profession in the global context.
H107	Introduction to Educational Neuroscience	Rose, L. Todd								This course is intended to provide students with an introduction to neuroscience framed from an interdisciplinary systems perspective, emphasizing the role that variability, context, and experience play in shaping behavior and learning. The course is meant for students with little or no background in biology and will be appropriate for researchers, teachers, policymakers, and technologists interested in a balanced perspective about the promise and limits of linking neuroscience and education. Students will acquire the skills and concepts needed to interpret basic neuroscience research in the context of a meaningful interdisciplinary question.
H110G	Learning in a Globalizing World: Language Acquisition, Cultural Awareness, and Cognitive Justice	della Chiesa, Bruno								Our globalizing world demands a broader set of linguistic (and, hence, cultural) competencies from individuals than ever before, and while cultural diversity represents a potential enhancement, our educational systems are facing huge challenges (e.g., migration flows). What does this all mean for education policy and practices worldwide? This transdisciplinary module examines international approaches to education policies in contexts of diversity. It develops hypotheses about the role that individual representations (defined as perceptions, values, beliefs, identity, and alterity images) play in motivating non-native language learning and tries to explain why some individuals are more successful at learning (and why some countries are more successful at teaching) languages than others. Does a multilingual education better prepare our young to participate in today's world? From a philosophical standpoint, how does learning one or several new languages lead to metacultural awareness, to metacognitive awareness, to global awareness, as well as to awareness of ourselves? How can education enhance people's motivation to learn languages and to get acquainted with other cultures? Last but not least, what is the purpose of learning about such topics? Is the primary goal of education to produce manpower for the economy? Or to help people to "become who they are" (Goethe) in a humanizing process (Freire)? Or to promote a form of "cognitive justice" as a condition, if not the condition, to make this world of ours a better place to live? Or something else? The class's collective intelligence will provide answers to these questions.
H112	Cognitive Neuroscience and Education	Luk, Gigi						X		Research in cognitive neuroscience extends our understanding of individual differences in cognitive and brain development. Of particular relevance to educators is the development of the human brain in response to maturational processes and active learning, both of which are considered as experience. This course provides educators with an overview of brain development sensitive to experience expectant and experience dependent mechanisms. This foundational knowledge will facilitate the understanding of brain plasticity, allowing participants to develop a critical understanding of cognitive neuroscience research findings. Using this information, participants will be able to design relevant educational experiences sensitive to development and learning. Topics include brain development across the lifespan, neural development related to vision, audition, motor, language, bilingualism, and reading, and changes in the brain associated with environment, such as socioeconomic status. Afternoon activities involve discussions and activities engaging participants to experience learning.

H118	Bilingualism: Language, Cognition, and the Brain	Luk, Gigi								Bilingualism has been extensively studied as a psycholinguistic phenomenon in language development. Recent research has extended the consequence of this language experience to cognitive domains that do not involve language processing. More importantly, the cognitive consequences associated with bilingualism extend across the lifespan. With bilingualism being an increasingly common experience for the North American population, it is essential for educators to understand the cognitive consequences of this language experience, in classrooms and beyond. The course examines bilingual experience across the lifespan and evaluates research showing altered cognitive processes in bilinguals compared to monolinguals. Students will be directed to explore research on the following questions: How is bilingualism defined? Is there a critical period of learning a second language? Does bilingualism confer to cognitive advantages? If so, what kind of cognitive benefits are associated with bilingual experience? Are there differences in language developmental trajectories in bilingual children and adults? The course will be structured to be accessible to students with interests in developmental psychology, cognitive science, and language and literacy.
H126	Typical and Atypical Neurodevelopment	Nelson, III, Charles	X							(New course.) Brain development begins shortly after conception and continues through the first two decades of life; however, the first few postnatal years represent an unprecedented period of brain growth, laying the foundation for much of the development that lies ahead. In the vast majority of cases brain development proceeds along a typical developmental trajectory, which corresponds to children whose development is similarly considered typical. However, in sizeable minority of cases, brain development goes awry, either before or shortly after birth, leading to a range of developmental challenges and disorders. In some cases development is compromised because of an underlying genetic mutation (e.g., fragile x syndrome), in others because of deviations from the expectable environment (e.g., prenatal alcohol exposure). The first part of this course will focus on what is known about typical brain development and then turn its attention to what happens when development goes awry. The course is organized about key domains of development, such as memory, attention, executive functions, the acquisition of reading and math skills, etc. Within each domain we will review both the typical developmental pattern experienced by most children, alongside specific disorders of development, such as difficulty in learning to read, pay attention, and regulate emotion. In both cases both genetic and environmental factors that influence development will be discussed. Some of the specific disorders we will discuss include Attention Deficit Hyperactivity Disorder, Autism, Dyslexia and specific learning disabilities. The course will conclude by focusing on experiential hazards that can derail development, such as the exposure to early adversity or so-called "toxic stress."
H137	Emotion in Development and Learning: Usable Knowledge, Variability, and Context	Rappolt-Schlichtmann, Gabrielle								The relationship between emotion and cognition is complex. Based in social interaction, emotions are biological processes that organize human behavior by constraining thought and action while relationships evoke and shape emotions. This course examines foundational work on emotions and emotional development, from the classics through modern emotion research about attribution, development, culture, and neuroscience. Cases and examples emphasize how emotions interact with learning and development. Core questions will include: How do relationships and learning shape emotions, and how do emotions shape relationships and learning? What are pathways in the development of emotions? And most centrally, how and what applications from the emotion sciences can be made to practical questions in education about teaching and learning? Special attention will be paid to issues of risk and resilience, including poverty, stigmatization, disability, and trauma. Class format combines discussion, case analysis, and lecture. Students will complete a semester-long project, with several checkpoints contributing to their final grade along the way.

H140A	Roadmap to Empirical Research in Psychology and Cognitive Neuroscience: Understanding the Literature	Luk, Gigi	X	X					(New module.) Performing empirical cognitive research in education requires a range of skills in addition to developing a coherent research question with important educational implications. The "roadmap" series of modules is designed to develop these skills through hands on experience early in one's research career. This first module, open to all, will focus on skills that facilitate students' understanding of research literature that is relevant to their topic of interest. Students will form reading groups based on topics such as these: language, literacy, mathematics, mindfulness, and music. Each group will learn how to research and consume the following types of literature: review papers, meta analyses, and empirical studies collecting behavioral measures and neuroimaging data. Students will learn to identify focused research interests, to critically evaluate existing research, and to articulate research questions with psychological and neuroscience approaches to questions relevant to education.
H140B	Roadmap to Empirical Research in Psychology and Cognitive Neuroscience: Planning and Designing	Luk, Gigi	X	X					(New module.) This module follows H-140A and is open to a limited number of students who have completed that module. H-140B focuses on facilitating early emerging researchers' work in building a roadmap for future research using psychological and neuroscience approaches to answering questions relevant to education. The objective of this module is to provide students with step-by-step guidance in turning a research idea into an actual experimental study. Students will learn research-design and measurement methods that increase the inferential power, validity, and reliability of experimental research in psychology and cognitive neuroscience. Upon completion, students will have gained empirical research skills for conducting psychological and/or neuroscience studies in education.
H156	Research Schools	Hinton, Christina					X		In this course, students have the opportunity to carry out a yearlong research project with a partner research school. Research schools are schools around the globe that partner with researchers to carry out cutting edge research, professional development, and dissemination of findings. Students in the course will be mentored through the process of conducting school based research, including developing a research question that is relevant to practice, preparing a literature review, collecting data, analyzing data, and writing a publishable academic article. Through this process, they will learn about existing research on teaching and learning, develop their data analysis skills, and hone their writing skills. In addition, students will learn to translate research to make it readily useable for practitioners. This is an excellent course for students interested in research, innovation, and impact. This is also a great course for students interested in international education as our partner schools are spread across Asia, Australia, Europe, North America, and South America. This is a yearlong course that meets every other week
H175	GoodWork in Education: When Excellence, Engagement, and Ethics Meet	Gardner, Howard						X	In any profession, and especially in education, whether individuals carry out "good work" -- work that is technically excellent, engaging to the worker, and ethical -- is paramount. Such good work is at a special premium today in light of new communication and information sources, transient employment patterns, and the assertion of powerful market forces. This course will focus on what it means to do good work in education, at various levels and in various roles. Students will discuss the factors that can facilitate or obstruct good work, in the process providing a framework by which work of all sorts can be evaluated. To place the profession of education in context, students will also examine good work in other sectors, such as journalism and genetics, as well as through pertinent examples of good work or compromised work that may arise during the course. The course draws on a nearly 20 year study of good work in various contexts, highlights of which can be viewed at www.thegoodproject.org . The primary assignment is an independent research project, which will be developed, with guidance, over the course of the semester.

H180	Cognitive Development and Trust in Testimony	Harris, Paul								<p>The classical description of cognitive development implies that children are "stubborn autodidacts." Relying on their own firsthand observation of the world and their own independent reflection, children are assumed to construct theories about the world in an autonomous fashion. By implication, children ignore the information or insights that adults can offer, especially when these conflict with what they assume to be true. If this claim is correct, it implies that teaching or indeed any form of testimony or instruction by adults must be tailored to constraints imposed by the child. There is not much likelihood of children stretching their ideas to accommodate what they are told. This course will examine and question this orthodox assumption and also consider the alternative possibility that children's ideas, from infancy onward, are infused with information supplied by other people</p>
H210A	Inquiries into Adolescence: Understanding and Supporting the Development of Urban Youth	Rubin, Noah	X							<p>This module focuses on specific aspects of adolescent development that are central to teaching middle and high school students, particularly in diverse urban schools. Central to this module is the question of how adolescents construct a sense of self in relation to their larger social contexts. Emphasis will be placed on urban school, family, and neighborhood settings as the context for adolescents' identity development. Readings, class discussions, and activities will facilitate a communal inquiry into the history and uses of development as a concept in education, the role of social and emotional learning, and theories of cognitive development. Racial, gender, and sexual development will also be highlighted as they relate to the practice of education, in general, and to adolescent development, in particular. There are three primary learning goals for the module: (1) to enhance the understanding of adolescent development that new teachers bring into their training and ongoing teaching; (2) to increase recognition of the supporting role education can play in adolescents' understanding and experience of race and ethnicity, class, gender, and sexuality as defining issues in their development; and (3) to generate ideas for promoting healthy development in all aspects of the learning environment, for both students and teachers. To accomplish these goals, the module will provide an overview of classic and contemporary literature on identity development, and provide opportunities to review and construct practical teaching approaches that explicitly promote healthy development in the classroom.</p>
H218	Development in the College Years	Boes, Lisa			X					<p>Embedded in the learning and developmental goals society has for college students -- to pursue and advance knowledge, to promote understanding, and to serve society -- are epistemic assumptions and developmental theories about the nature of student learning and growth. From the perspective of students, the college years mark a significant time of transition, often from immersion in the worldview and fundamental assumptions of one's family of origin into independent, self-chosen, and self-directed adult functioning. The purpose of this course is to understand the underlying process of learning, growth, and development that college students experience and to examine the cognitive, interpersonal, psychosocial, and identity theories of human development that shape how the college experience is structured. By examining specific examples of classroom pedagogy, support services, and student affairs programs, the course will teach students how developmental theories inform the design of practice. A working knowledge of student development theory is essential for professionals in higher education to be reflective and intentional facilitators of the learning environments and experiences of college students.</p>

H236	Adolescent Development	Brion-Meisels, Gretchen	X	X					Adolescence marks change on multiple levels (e.g., biologically, cognitively, and socially) and in multiple contexts (e.g., family, school, community, and peers). In fact, it marks the largest growth period in human development outside of infancy. Processes of development during adolescence are functionally and qualitatively different than processes of development in childhood. Adolescents struggle with balancing their desires for autonomy and independence with their desires for guidance and connection. These struggles influence family relationships, social and educational practices, and everyday life. Adults' interactions with adolescents help to shape their ideas about identity and their developmental pathways. The purpose of this course is to explore adolescent development through various developmental lenses. The course is especially designed to provide educators with a practical understanding of the developmental trajectories of adolescent thinking and reasoning, and to prepare those interested in applied research on adolescence. Beginning with classic conceptions of adolescence, biological and cognitive development, and its hallmark, identity development, the course builds toward a more complex understanding of the roots of relationships and cultural contexts in shaping and reflecting development, multiple identities (racial, ethnic, cultural, gender, and sexual), and the adolescent experience in school.
H250	Developmental Psychology	Harris, Paul	X						This course is an introduction to the theories and findings in developmental psychology. It covers the period of early childhood, but discussion will often extend to older children and adults. The course will cover attachment, pretense and imagination, theory of mind/autism, language and thought, memory, moral development, emotion and emotion understanding, vocabulary growth, cross cultural variation in relationships and thinking, trust in others' testimony, thinking and reasoning, and religious development. An important goal is to allow students to examine for themselves not just the conclusions that psychologists have reached about development but also some of the experiments and observations that have led to those conclusions.
H304	Legal and Ethical Issues in Child Advocacy	Zeller, Jacqueline		X					This course provides an introductory overview of ethical and legal issues that affect school counseling and child advocacy. Professionals navigating these roles with children and their families are often faced with ethical dilemmas that require a balancing of multiple factors. The course will focus on ethical and legal issues related to counseling with and advocating for children and adolescents in schools, as well as working with systems that impact youth and their families. Legal mandates, ethical standards, professional responsibilities, and ethical decision-making frameworks will be included in the course. Guest speakers will address special topics relating to ethics and the law in connection with school counseling and child advocacy. Developmental and contextual factors will be highlighted throughout the course.
H306	Beyond Grit: Noncognitive Factors in School Success	Jones, Stephanie							There is a growing body of research suggesting that "noncognitive," or social emotional, skills (e.g., self-regulation, self-control, persistence, executive functions, social emotional learning, social problem solving, etc.) matter a great deal for children's success in school, as well as for many other related outcomes (e.g., mental health, positive behavior, college entry and completion, earnings). For example, there is evidence that students learn more and classrooms are more functional when children and adolescents have skills such as managing negative emotions, being calm and focused, paying attention, controlling impulses, and navigating relationships with peers and adults. In addition, in part sparked by some recent broad audience writing on the topic (e.g., Paul Tough's recent book, <i>How Children Succeed</i>), there is also increasing popular interest in related concepts like "grit" and "emotional intelligence." But the national discussion of noncognitive skills lacks clarity about what one means (both in definition and measurement)--as is signaled by the broad set of skills that are lumped into this category--and is beset by dilemmas about how best to promote these skills. This course is designed to provide a multidisciplinary introduction to research and intervention on noncognitive skills important to school success from early childhood through early adolescence. The course is structured to unfold in three parts focusing on the following big questions: (1) How are noncognitive skills defined in research and practice? How do they vary with development? (2) How are noncognitive skills typically cultivated in schools and schooling? What have we learned from intervention/prevention about their role in learning? What are the primary

									challenges to integrating noncognitive skills into practice? (3) What is the role of policy in promoting noncognitive skills in educational contexts?
H310M	Establishing Safe Spaces for Adolescent Learning: Preventing Bullying and Discrimination	Brion-Meisels, Gretchen							<p>Across the United States, educators are working to create spaces that are physically, emotionally, and intellectually safe for their students. Unfortunately, bullying and discrimination continue to occur in schools, cutting across geographic, socioeconomic, and racial contexts. This module will explore empirical evidence that supports the creation of safe schools and provide examples of best practices for educators seeking to create safe educational spaces. By the end of the course, students should be able to (1) communicate the consequences of bullying and discrimination and the importance of social emotional supports for the academic development of youth; (2) analyze and critique programs that seek to prevent bullying and discrimination in schools; and (3) apply this knowledge in a practice, policy, or research context. To accomplish these goals, in the first half of the course we will explore theoretical and empirical research on bullying and discrimination in schools. Here, we will consider the ways that multiple stakeholders define safety. During the second half of the course, we will explore practical approaches to creating safe educational contexts for young people. Here, we will focus on strategies that empower young people to be active agents in building safe spaces. The course will also provide opportunities to consider specific types of identity related bullying, such as homophobia, xenophobia, ableism, and racism. Although the central settings examined will be middle and high schools, the course material is applicable to elementary schools and community based settings.</p>

H310W	Developing Effective School and Community Interventions for At-Risk Children	Weissbourd, Richard							How can we develop more effective interventions for at risk children? This module addresses this question with a focus on children in poverty and children suffering social and emotional risks. Students' primary work will be to develop a proposal for an intervention that they will then present to Boston city leaders, including the mayor of Boston (schedule permitting), and city leaders from other nearby towns. Students may select an intervention designed to improve students' academic performance; to reduce children's social or emotional risks; or to promote social, emotional, or moral development. The module will consider not only whether these initiatives ameliorate deficits and troubles, but whether they nurture strengths and resiliency as well; new models of resiliency will also be examined. Attention will be given to the different sources and different expressions of risk and resilience across race, class, and culture. For each of the interventions, students will explore several questions: How convinced are students -- based on the available evidence -- that the intervention will, in fact, be effective? In what sense is the intervention effective? For example, what kinds of children are helped by these interventions, how much are they helped, and who is left behind? What is the "theory of change," and what are the major ingredients of the intervention? What are the factors, including political factors, that determine whether a city leader supports an intervention? How can interventions best be sustained over time? What determines whether interventions can be effectively scaled up? Classes will be a combination of discussion, lectures, and guest speakers involved in interventions, but will also be devoted to students presenting their intervention proposals at various stages.
H310Z	Educating for Democracy through Facing History and Ourselves	Barr, Dennis						X	What are the conditions that create a just society? How important is it that young people around the world have the opportunity to examine this kind of question in depth in their schools? What kind of preparation do teachers need to be able to foster student engagement in the complex and controversial social and civic issues of our times? What role should the study of history play in this enterprise, and how can history and ethics be integrated in ways that promote the development of young people's capacities for social and civic participation? What are the core competencies underlying thoughtful and active participation, and how might these competencies be assessed? This module examines these and other questions about the role of education in promoting a civil society. A case study based on an international educational program, Facing History and Ourselves, will ground questions about the development of adolescent ethical awareness, social responsibility, and civic participation. Relevant theory and practice-based research will be covered. Students will also gain direct experience with the content, methodology, and pedagogy of Facing History and Ourselves through a two-day professional development workshop and discussions with program staff.
H311	Issues of Diversity in Cross-Cultural Counseling and Advocacy	Kim, Josephine						X	This course is designed to assist students interested in counseling, teaching, program and policy development, guidance, and student support careers in developing a more informed understanding of issues involved in working effectively with diverse students and families in community and school settings. The course is also designed to increase students' awareness of their own and others' life experiences, and how these impact the way in which one approaches interactions with individuals who are most "different" from them. In addition, the course is designed to help students develop a deeper understanding of how sociopolitical factors affect selected ethnic and nonethnic minority groups in the United States. The course is focused on issues that have a direct impact on the helping relationship, and the materials are relevant for any student who seeks to impact the field of education.

H327	Individual Counseling and Psychotherapy with Children and Adolescents	Zeller, Jacqueline		X						This course examines intervention strategies and their theoretical underpinnings as applied to individual counseling and psychotherapy with children and adolescents in schools and community settings. In addition to familiarizing students with the major counseling theories, emphasis is placed on play therapy, systems approaches, and cognitive behavioral treatments for children and adolescents. Developmental and contextual factors are addressed with regard to their implications for case conceptualization and treatment planning. Important topics in the field of counseling children and adolescents will also be explored, including assessment of harm and cultural and ethical considerations. Students will apply skills introduced in class through role plays with classmates. This course is designed to help students develop a beginning foundation of counseling skills.
H331	Risk and Resilience in Social Contexts from Birth to Young Adulthood: Strategies of Prevention and Intervention	Jones, Stephanie		X						This course has two aims: (1) to understand how processes of risk and resilience develop in social contexts, and 2) to explore how interventions based on this developmental information can enhance competence. The course will emphasize how developmental processes of risk and resilience are affected by social contexts. Contexts to be studied range from small group, organizational, and community contexts up to the level of policy and culture. The course will review strategies and systems of prevention and intervention that target change in these social contexts, and thereby reduce risk or increase adaptation. Students will draw on multidisciplinary content from the fields of human development, education, developmental and community psychology, psychiatry, public health, sociology, and public policy. The first part of the course will focus on developmental theories relevant to a contextual approach to risk, resilience, and competence. The second part will explore, in depth, a range of strategies for prevention, intervention, and social change that show evidence of positive impacts on child and youth development. In this part of the course, attention will focus on stages of program conceptualization, implementation, evaluation, and expansion or replication.
H340	Preventative and Developmental Group Counseling	Kim, Josephine		X						This course presents approaches to group counseling for students across the age span preK-12. The course will tailor specific group counseling approaches to different developmental levels through course readings and activities, and in separate breakout sections/workshops that will be organized by age/grade level focus. In addition to addressing differentiated developmental focuses within the course, common themes that run across developmental levels are emphasized, including strategies of preparation for school based group work, core processes for facilitating group dynamics, and understanding the school/preschool contexts within which group work is conducted. Additionally, specific prevention themes will be addressed throughout: prevention for particular risks such as school failure, aggressive behavior and/or victimization, substance abuse (depending on grade level), etc. The key thrust of the course is the organization of groups by an understanding of prevention and development.

H341	Inventing the Future: Building Connections from School to Career	Savitz-Romer, Melinda								<p>This course demonstrates how developmental theories and research shape career development and college readiness across the preK-16 pipeline. By drawing on the core processes and principles of development that shape how children, adolescents, and young adults approach their futures, this course provides aspiring administrators, counselors, teachers, higher education staff, researchers, and program developers with specific examples and strategies for applied work. The "inventing the future" theme of the course is an organizer for all the teaching and work presented; that is, particularly for low income students whose parents may not have experienced higher education, a developmental approach that emphasizes the importance of school engagement, aspiration formation, hopefulness, identity development, and preparation for postsecondary education and career is essential to inventing a positive future. This course has two goals: (1) to understand the nature of career and postsecondary development and (2) to enable students to design appropriate interventions to promote academic and career success. The first half of the course will be dedicated to career and postsecondary development and related theories, paying special attention to the processes by which young people conceptualize and pursue future educational and career opportunities. Students will read literature from the fields of preK-12 education, school counseling, psychology, higher education, and career development. The second half of the course will be spent examining developmentally appropriate intervention models at the individual, school, community, and policy levels. This course meets the career counseling course requirement for Massachusetts licensure in school social worker/school adjustment and school guidance counseling.</p>
H370	Social Development: Applications to Education, Ethics, and Media Entertainment	Selman, Robert								<p>The aims of this course are to understand the kinds of knowledge, values, and competencies children and adolescents need to develop to relate with care and respect to peers and adults in a diverse and changing social world. How can social competencies and informed civic engagement be promoted in students? How can schools and classrooms be designed to prevent the breeding of disrespect and cynicism within individuals and between groups? How will the new digital order and the new experiences of "digital natives" influence the nature of society, locally and globally, going forward? How can efforts toward the promotion of educational achievement, ethical reflection, and engaged entertainment in the media work together in the best interest of youth and their development?</p>
H371	Theories and Methods of Child/Adolescent Cognitive and Psychological Assessment	Lem, Holly		X						<p>The purpose of this course is to provide a broad theoretical overview of different approaches to the cognitive and psychological assessment of children and adolescents. Students will cultivate diagnostic problem solving skills, including clinical interviewing with an exposure to cognitive and personality testing. The strengths and limitations of these approaches will be explored in the context of furthering critical inquiry and understanding assessment practices. The course will emphasize using a multifaceted approach in the attempt to capture the complexity of the individual. It should be noted that while students will be exposed to the administration and scoring of a range of psychological tests, this introductory survey course does not qualify them for "real life" use of these tests without extensive additional training. The course instead should be viewed as providing students with a theoretical background that will help inform their understanding of how evaluations are used in various settings. Ethical considerations, controversies related to assessment, and multicultural issues will be discussed.</p>

H380A	Childhood Counseling Pre-Practicum: Developmental Frameworks for Children in School Settings	Zeller, Jacqueline		X					H-380A and H-380B comprise a sequence of coursework designed to give students a grounding in attachment and systems theories and their applications, which is fundamental to their practice based experiences with young children (ages 0-11). The course will focus on connecting theory to practice, specifically in the development of students' professional competencies for counseling and prevention work at their practicum sites. The fall pre practicum course (H-380A) prepares students for the second semester practicum component by introducing professional competencies and theories necessary for practicing at their internship settings. In the first semester, emphasis is placed on individual, relational, and systemic perspectives. Relationships with developing children are explored through the contexts in which they are embedded, including classroom, school, family, cultural, and community contexts. Guest speakers will help students to explore current practice based topics. Sections will provide a context for students to discuss and gain support for the unique developmental and contextual aspects of their practicum experiences. Sections will also serve as a supportive environment for students to discuss challenges, questions, and successes related to their practicum sites and course requirements.
H380B	Childhood Practicum: Developmental Practices for Supporting Children in School Settings	Zeller, Jacqueline		X					This course will apply the theories explored in H-380A to prevention practices and counseling interventions. Emphasis will be placed on creating, assessing, and integrating developmentally appropriate strategies that help build resiliency in children. Students will also learn skills to effectively partner with important individuals in children's lives, including teachers and parents. Guest speakers will help students to explore current practice based topics. Sections will serve as a supportive environment for students to discuss challenges, questions, and successes related to their practicum experiences.
H381A	Adolescent Counseling Pre-Practicum: Developmental Frameworks for Adolescents in School Settings	Savitz-Romer, Melinda		X					The course is designed to provide students with a grounding in attachment, developmental, and systems theories and their applications in school settings. Through readings, lectures, guest speakers, discussion, and reflective/analytic papers, students will become familiar with the ethical guidelines and standards of practice of youth development work in classroom, school, family, cultural, and community contexts. The course format is explicitly designed to foster the development of a professional identity through an exploration of personal history and experience and an awareness of the impact of racism, sexism, classism, and homophobia on adolescent experience and development (ages 10-18). Students will learn the theories that drive preventative and developmental counseling and gain an understanding of how to begin and sustain developmentally appropriate and effective relationships with young people, responsive to the assets and issues they bring, within the constraints and expectations of the educational context. Sections will provide a context for students to receive support and feedback relative to the development of their professional identity. They will also be used for case review, skill development, and reflective inquiry.
H381B	Adolescent Counseling Practicum: Developmental Practices for Supporting Adolescents in School Settings	Savitz-Romer, Melinda		X					This course will apply the theories and skills explored in H-381A to preventative and developmental counseling with youth, with special attention paid to consultation and partnership with the important individuals in adolescents' lives. Students will learn to design and implement effective experiential, instructive, preventive, and counseling interventions in peer group, classroom, and school contexts. Emphasis is placed on individual, relational, and systemic strategies for improving personal and academic development and opportunities for youth. Guest speakers will explore current practice, research, and policy issues in key systems in which children and families may be involved. This second semester course will utilize the same small and large group discussion format as H-381A. Assignments will be designed to foster students' reflection of their work on site and their application of coursework to their practicum experiences.

H382	The Challenges Kids Face: Developmental, Cultural, and Contextual Perspectives on Risk and Resilience	Lem, Holly							This course reviews some of the major psychosocial difficulties facing school aged children. Using current and classic psychological literature, the class will explore the struggles and the challenges that kids grapple with in dealing with a mental health issue and/or diagnosis. The class will be child/adolescent focused in terms of continuing to infuse the discussion with the child's perspective. When possible, the voices of the children will be heard through the reading of memoirs or viewing of documentaries. A multifaceted lens will be used to ground the child's experience in a complex way emphasizing resilience and protective factors. A conceptual thread throughout the class will be the attention paid to the power of relationships in a child's life -- both the productive and the destructive potential of relationships will be investigated.
H383	Prevention Practicum: Working with Children and Youth in School and Community Settings	Brion-Meisels, Gretchen	X		X				This class is designed to provide students with a foundation of best practices for supporting the development of children and youth in classroom, school, family, and community contexts. In particular, students will examine developmental and sociocultural theories that inform strengths based approaches to prevention and intervention work. As a part of their coursework, students will investigate the many systems in which children and youth develop, paying particular attention to how collaborations across systems can improve developmental outcomes. In addition, the course is designed to foster the development of a professional identity as a prevention practitioner, through an exploration of personal history and experience and an awareness of the impact of racism, sexism, classism, and homophobia on the experiences and development of children and youth.
H387	Child Advocacy Seminar/Internship	Groves, Betsy McAlister	X	X					The Child Advocacy Seminar/Internship, a yearlong course, serves as the integrative experience for students enrolled in the Child Advocacy Strand of the Human Development and Psychology Program. The overarching goal of the strand is to prepare students to be effective advocates for children, youth, and families within educational and other systems, or at the policy level. The required seminar is designed to integrate students' learning from other courses, teach essential skills for effective advocacy, prepare and mentor students for a second semester internship, and support the development of an advocacy project during that internship. The first semester will begin with a consideration of the fundamental concepts of child advocacy and an introduction to the key skills of successful advocacy. Students will explore the personal meaning of advocacy in the context of their lives, hopes, and career goals. Building on their personal interests and passions, the seminar will then focus on the advocacy process: the sequencing of problem analysis, the selection of strategies to achieve one's goals, and the techniques for successful negotiation. Students will interview potential sites, select an internship that aligns with their topic and career interests, and refine ideas for an advocacy project. The second semester will focus on the internship: building students' skills in entering a work organization, identifying areas for and strategies for change, and conceptualizing and communicating the change process. Students will focus on the culminating advocacy project and will present their projects to their peers and guests in the final phase of the seminar.
H390A	Theory, Practice, and Technique in Working with Children, Adolescents, and Families: Part I	Lem, Holly		X					The course's primary goal is to focus on the immediacy of the work that students will be engaged with and challenged by at their various placements. H-390A will focus on understanding the complexities of helping a child/adolescent within a school setting. A particular emphasis will be on exploring the delicate interplay between theory and practice as it applies to the work that students will be doing on site. Students will discuss advanced counseling theories as a way to better hone and develop class members' own school counseling competencies. Ethical challenges associated with school based counseling will be incorporated as a significant part of the discussion. Multicultural awareness and sensitivity will be discussed at length. Students will be responsible for presenting an ongoing case presentation over the course of the year that will highlight both the challenges and their growth as professional school counselors.

H390B	Theory, Practice, and Technique in Working with Children, Adolescents, and Families: Part II	Lem, Holly		X					The course's primary goal is to focus on the immediacy of the work that students will be engaged with and challenged by at their various placements. H-390B will focus more extensively than H-390A on counseling within various systems, including the challenges of involving parents in school based work. Connections between school, home, and peer groups will be addressed as well. Students will be encouraged to think critically and thoughtfully about the child/adolescent who is embedded in multiple systems and how best to incorporate preventative and intervention based strategies to better help the child succeed. Students will be responsible for presenting an ongoing case presentation over the course of the year that will highlight both the challenges and their growth as professional school counselors.
H392	Childhood Trauma: Dynamics, Interventions, and Cross-Cultural Perspectives	Groves, Betsy McAlister					X		Evolving research on the developing child and the neurobiology of trauma has dramatically changed our understanding of childhood trauma and its impact on the growing child. This research is accompanied by expanding knowledge of effective interventions. This course focuses on both areas: the nature of childhood trauma and effective interventions for children affected by trauma. The overarching perspective of the course is the consideration of the child's traumatic experience in an ecological context. Child trauma reverberates not only through the family but also across the larger systems in which the child lives: neighborhoods, schools, and health institutions. Conversely, these systems shape the child's adaptation to traumatic experiences. The family's culture is an important determinant of how the child makes meaning of the experience and how the child/family seeks help. The first portion of the course explores the consequences of traumatic experiences in the context of psychosocial, biological, and developmental processes. We will focus on both the short-term responses and the longer-term consequences of trauma. We will consider the meaning of trauma in different cultural contexts. The second portion of the course considers intervention, both clinical and systemic. What do we know about effective interventions? How can educational systems be responsive to children affected by trauma? How do ethnicity, culture, and immigrant experiences inform appropriate intervention? The third portion of the course addresses questions of change at the macro level: What current policy initiatives promote trauma-informed interventions or systems? What about prevention? The course will include lectures, case studies, and discussion. Students will be required to write a case study and a final topic paper.
H397	Research Experience in Prevention Science and Practice	Brion-Meisels, Gretchen	X	X	X				This course is designed for graduate students enrolled in the Prevention Science and Practice (PSP) Program with an interest in research focused on the study of youth positive development, the prevention of negative life outcomes (such as victims or perpetrators of violence, mental illness, etc.), and the design of interventions for both. The course is structured as a yearlong "research apprenticeship," providing opportunities for PSP students to gain sustained, hands on research experience. Students work as research assistants supporting various facets of research, including design and data collection, management, analysis, interpretation of evidence, and presentation of findings. The lab site also provides students with the opportunity to craft a research project of their own that may take the form of a publishable paper in a peer-reviewed journal and/or a presentation at a research conference in prevention science. (See the Prevention Science and Practice website or contact the PSP Office for detailed descriptions of current projects.)
H517	Contemporary Immigration Policy and Educational Practice	Gonzales, Roberto							Today's immigration debates have brought to the fore conflicting visions regarding the place of immigrants in our society and educational systems. This course will examine legal and undocumented immigration from both community level and policy frames of understanding and interrogation. Students will start with the broad question of what Americans should do with the current immigration system -- including the estimated 11.1 million people presently living in the United States in unauthorized residency status -- and then take a deeper look at the ways in which U.S. laws and school experiences shape the everyday lives of immigrant children, adolescents, and young adults. Finally, students will explore the challenges educators face in working within the intersection of immigration policy and people's lives, and how this work shapes various possible roles as teachers, leaders, school policy makers, advocates, and allies.

H610G	LGBTQ Students in K–12 Settings and Beyond: Understanding the Issues and Supporting Students' Needs	Mundy-Shephard, Adrienne								<p>This course explores the role of sexual orientation and gender identity in shaping students' educational experiences and outcomes. The module draws upon a variety of literature, including theoretical works, qualitative and quantitative empirical research, practical texts, model curricula, government issued guidance, and curricular materials such as young adult novels. Students who enroll in the course will develop knowledge and skills needed to understand the issues impacting lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students in K-12 and higher education settings, and to support these students. The module begins with understanding the basic terminology around sexual orientation and gender identity, and how homophobia and heterosexism are enacted in schools. The module also explores how sexual minority identity may intersect with other minority identities, and how this may impact, for instance, the school experiences of LGBTQ youth of color. Special attention is paid to transgender students from preadolescence through higher education. While a significant portion of discussion in each class will revolve around ways to improve school climate for LGBTQ students, the second half of the module is specifically focused on creating positive school climate: first, by understanding the impact of bias based bullying and harassment and creating safer educational environments; second, by addressing the importance of LGBTQ inclusive curriculum; and third, by focusing on affirmatively supporting LGBTQ students through school based programs such as gay/straight alliances.</p>
H613	Gender and Education	Johnson, Laura								<p>This course explores the impact of gender on educational opportunities, experiences, and outcomes in the United States. We will look at the role gender plays in interpersonal relationships in educational settings, in classroom practices, in school rituals, in expectations for behavior and disciplinary actions, and in the content and structure of the curriculum. We will also examine the role beliefs about gender play in students' extracurricular choices and experiences. Finally, we will look at the complicated ways gender intersects with race, class, and sexual orientation to shape students' identities, opportunities, and experiences.</p>
H700	From Language to Literacy	Snow, Catherine								<p>Students in this course will learn about children's development of oral language, their development of literacy skills, and both the parallels and the differences in the two developmental trajectories. Students will be exposed to research on the major domains of development in oral language (communicative intents, phonology, vocabulary, grammar, and extended discourse), with attention to the following questions: Is skill in this domain a prerequisite to the trouble free acquisition of literacy? Does variation in this domain relate to variation in literacy skills? Is the variation related to social, cultural, or cognitive factors? What implications does the variation have for practices in early childhood settings, in initial literacy instruction, and in later supports to reading comprehension? Students will be expected to (1) process information presented in lectures; (2) participate in class discussions; (3) write brief papers, integrating material from readings and lectures and considering their educational implications; and (4) design and carry out an individual or small group research project to be presented in a poster symposium at the end of the semester. Class format will be a combination of lecture, hands on analysis of children's oral/written production, and discussion.</p>
H714	Child Rearing, Language, and Culture	Rowe, Meredith								<p>The purpose of this course is to consider the ways in which culture shapes parenting and child development. Using ecological, cultural psychological, and sociocultural theoretical approaches, students will examine children and families in cultures outside the United States as well as groups within the United States that differ by race/ethnicity and social class. The goal is to gain a greater understanding of (1) the sources and extent of variation in parenting beliefs and practices; (2) the consequences of cultural differences in child rearing on children's development, with a focus on cognitive and language development; and (3) the implications of these differences for children's learning in formal and informal settings. Students in this course will be expected to (1) read all of the assigned materials and participate in class discussions; (2) write short reaction papers responding to course material; (3) write midterm essays integrating material from the course; and (4) design a final proposal for a research project related to the class.</p>

H800	Reading Specialist Licensure Practicum	Mason, Pamela				X			This course places students in a local K-8 school as a reading specialist teacher intern. In this role, students will develop an intervention plan for an elementary student and design lessons for small groups and whole classes. Students will also collaborate with a reading specialist mentor and classroom teachers at their school. Weekly class discussions on research and effective instructional practices build a community of practice that supports each student's development as a reading specialist teacher, and addresses the role of the reading specialist as a literacy leader and literacy coach. This practicum course is designed to meet the <i>Standards for Reading Professionals -- Revised 2010</i> of the International Reading Association and the standards for Reading Specialist Teacher licensure established by the Massachusetts Department of Elementary and Secondary Education.
H801	Literacy Assessment and Intervention Practicum	Mason, Pamela				X			Children learn to read and write at different rates and through different instructional strategies. This course addresses the issues around literacy learning for typically developing and struggling readers as evidenced in the research and addressed in practice. In this course, each student, paired with an elementary school-aged child, will learn how to administer and interpret a battery of literacy assessments and then design an intervention for the child. The course will connect research, theory, and practice through course readings, class presentations, and collaboration with colleagues. Students will share effective practices from their tutoring and address the role of language, culture, and socioeconomic background in the assessment and remediation of reading difficulties. The <i>Standards for Reading Professionals</i> of the International Reading Association serve as the guiding principles for this course.
H804	Writing Development	Faller, Beth							This course is intended to provide a research based understanding of the development of writing, beginning with children's earliest attempts at communicating intent in written form and continuing through the middle school years. We will consider the multiple linguistic, pragmatic, cognitive, and technical challenges that children come to address with increasing sophistication across this age span. Topics include connections between oral and written communication; orthography specific representational demands; the addressing of audience needs; acquisition and implementation of genre specific knowledge; and the interplay between cognition, analysis, and writing. Class format will be a combination of lecture and analysis of writing samples, emphasizing connections among theory, assessment, and instructional approaches to writing. Students will be asked to respond in class and online to readings and questions/comments of classmates, analyze samples of student writing in light of the material presented, and design a research project or writing intervention that addresses an issue of interest in the field.
H810C	Making Literacy Matter in Content Curriculum	Jacobs, Vicki							Subject matter teachers have long understood that reading and writing play a critical role in the teaching and learning of their content, and, for an equally long time, they have been apprehensive about how to integrate literacy skills and strategies into their curriculum and instruction. More recently, the Common Core's mandate for integrating reading and writing across the disciplines has only served to intensify their anxiety about whether they have the training or curricular time to do so effectively. This module allows beginning and veteran teachers, reading specialists, coaches, and school administrators to examine this puzzle of practice through the rarely taken perspective of the content teacher. Participants investigate the relationship between literacy and being literate in an academic discipline, purposes for teaching and learning content, and the intrinsic relationship between literacy and inquiry based learning. Using a workshop format, participants become familiar with resources, skills, strategies, and decisionmaking processes that they can use to meet demands of their future practice. Requirements include a weekly reflection journal, readings, and a final paper.

H810F	Children's Literature	Robinson, Charlotte								This module offers an exploration of illustrated literature for children in preK through elementary school (ages 4 to 11), with an emphasis on finding new books to supplement an existing curriculum. Each class will include a lecture, book discussions, and student participation; there may be an occasional guest speaker. While reading a number of new and classic children's trade books, students will explore strategies for evaluating books, finding the best books, learning about authors and illustrators, and using books to ignite a lifelong love of reading. Students will write one short paper, participate in a group project, and create a focused bibliography of 20 books on the topic of their choice.
H810G	Adolescent Literature	Adams, Lauren								This module offers an exploration of literature written for middle- and high-school-aged children and adolescents (ages 11-18), with emphasis on finding new books to supplement an existing curriculum. Each class will include a lecture, book discussions, and student participation; there may be an occasional guest speaker. While reading a number of new and classic trade books for children and young adults, students will explore strategies for evaluating books, finding the best books, learning about authors, using books in the classroom, and igniting a lifelong love of reading. Students will write one short paper, participate in a group project, and create a focused bibliography of 12 books on the topic of their choice.
H810H	Introduction to Literacy Coaching	Messina, Lisa						X		This module provides participants with an overview of the literature on literacy coaching across grade levels and school contexts. It is appropriate for master's and doctoral students wanting to learn more about the theory and practices current coaching models rely on to support and strengthen teachers' literacy instruction. Research and theory addressed in the module will focus on the intersection of the following fields: adult development, professional development, the relationship between teacher quality and student achievement, teacher change, and school improvement. In a workshop format, participants will address the module's overarching questions: What does literacy coaching look like across grade levels and coaching models? How does research support or conflict with current coaching practices as enacted in schools? Which coaching practices do teachers, coaches, and researchers agree are effective? How does coaching support school improvement efforts? The module's final assignment and weekly activities have been specifically designed to allow those interested in literacy education, professional development, and school improvement to pursue their academic interests as related to current literacy coaching research and practice.
H810Y	Developing Adolescent Literacy	Lesaux, Nonie								As the literacy demands of the workplace and postsecondary education increase, many adolescents struggle to acquire the reading and writing skills that they will need to meet these demands. Although most students succeed in learning to read simple narrative texts in elementary school, a substantial number struggle when asked to learn content from reading complex expository texts in middle and high school. This module investigates the variety of reasons that adolescents struggle--including decreased motivation, low vocabulary, unremediated word reading difficulties, limited background knowledge, and lack of strategic knowledge about how to attack secondary texts--as well as explores instructional approaches to address each of these challenges. Readings and discussions will pay particular attention to language and literacy demands within the content areas, to the needs of linguistically and culturally diverse learners, and to the organizational challenges of improving literacy instruction in middle and high schools. Using a combination of lecture, discussion, and small-group activities, the module will strike a balance between examining recent research in this growing field and discussing how to implement research-based practices in the classroom.

H811C	Connecting Literacy Assessment with Instructional Improvement: Response to Intervention in Practice	Lesaux, Nonie								<p>In schools in developed countries, several factors are converging to make student improvement in reading outcomes an especially multilayered process -- the changing demographics of the population, the institutionalization of systemwide student assessments, and, as part of the accountability movement, the push for systems to use student data to drive instructional improvement. And while we are at a time when unprecedented amounts of data are gathered on children's skills and achievement, focused especially on literacy development in elementary schools, all too often data are collected and scores are recorded primarily for compliance reasons, without actually benefiting teachers or students. The purpose of this module is to investigate how to move past this inefficient scenario and, as such, how to effectively implement a comprehensive literacy assessment approach that includes action steps to link assessment results to the day to day instruction in classrooms. Through weekly class meetings, using a combination of lecture, discussion, and small group activities, students will gain theoretical knowledge as well as experience in application, anchored in the study of a school and several profile students from that school. Specifically, the course is designed in two parts, focusing on both structure and process in relation to the Response to Intervention (RTI) model. The first part focuses on the design and architecture of the RTI model -- a data based process for preventing reading difficulties and providing timely intervention for those who struggle -- and the second part on the more complex issues of the model's implementation (including instructional practices) for literacy improvement.</p>
H813	Bilingual Learners: Literacy Development and Instruction	Uccelli, Paola		X						<p>As the number of children who speak, or are exposed to, more than one language increases in U.S. classrooms and in classrooms around the world, educators at all system levels and across varied settings must be prepared to provide high quality, rigorous education to ever more linguistically diverse groups of students. Designed for researchers and practitioners, this course focuses on the pressing issues related to bilingual students' language and literacy instruction. The term "bilingual" in this course will be used to refer to a variety of students who have diverse and unequal experiences in more than one language and who speak or hear a language different from the societal language at home, but who might receive bilingual or monolingual instruction at school. The course employs an interdisciplinary perspective, drawing on sociocultural, psycholinguistic, and educational frameworks of research conducted in the United States and in various international contexts. A number of societal factors related to language, literacy, and academic achievement will be explored: the many modes of being bilingual or multilingual, the role of linguistic minorities in society, the role of educational resources, and the impact of educational policies on bilingual populations. The course will provide opportunities to discuss and investigate the literacy development of bilingual learners, reflect on the important contribution of literacy skills to academic achievement, and learn and reflect about research based instructional approaches.</p>
H818	Reading Instruction and Development	Mason, Pamela								<p>Theories on the development of reading skill have been influenced by the research in the field and the contexts in which reading has been situated. In this course, reading development and instruction will be explored through the lenses of research and best practices. The goal for this course is to explore how children from kindergarten through high school learn to read across a variety of texts and contexts, and how teachers can use a variety of instructional strategies to address the literacy learning of students from diverse home and language backgrounds. The influences that first language, cultural background, and geographical setting have on reading development will be explored; the literacy learning of diverse learners will be a central theme throughout the course. Reading programs and the research that supports them will be presented, and instructional strategies will be demonstrated. Policies that have influenced literacy programs and practices will also be discussed. The format of the course will be a combination of lectures, discussions, group presentations, and activities designed to create an understanding of the complicated process of learning to read. Topics will include (but are not limited to) the history and perspectives on learning to read, developmental stages of reading, evaluation of materials for reading instruction, and effective reading programs, K-12.</p>

H821	Literacy Coaching	Messina, Lisa		X						<p>In this course, participants will learn what it means to be a literacy coach -- an onsite, ongoing professional developer and instructional leader -- by reviewing current research on coaching and interacting with coaches and teachers in local public schools. The course is appropriate for master's and doctoral students wanting to learn more about the theories and practices current coaching models rely on to support and strengthen teachers' literacy instruction. Research and theory addressed in the course will focus on the intersection of the following fields: adult development, professional development, the relationship between teacher quality and student achievement, teacher change, and school improvement. Using a workshop format, participants will address the following overarching course questions: What does literacy coaching look like across grade levels and coaching models? How does research support or conflict with current coaching practices as enacted in schools? Which coaching practices do teachers, coaches, and researchers believe are effective? How can coaching support school improvement efforts? What qualifications do coaches need, and how do we evaluate their effectiveness? The course goes above and beyond H-810H, Introduction to Literacy Coaching, by focusing on coaching practices and providing participants with the opportunity to observe a coach in a local public school. The final assignment and weekly activities are specifically designed to allow those interested in literacy education, professional development, and school improvement to pursue their academic interests as related to current literacy coaching research and practice.</p>
H860	Reading Difficulties	Christodoulou, Joanna		X						<p>This course provides a conceptual and theoretical foundation for understanding task demands of reading text, and the ways in which readers may struggle in acquiring and developing these skillsets. Reading difficulties will be understood in the context of developmental, socio-cultural, cross-linguistic, and cognitive neuroscience perspectives. Contemporary remediation and compensatory approaches will be reviewed.</p>
H870	Reading Comprehension	Uccelli, Paola								<p>Synthesizing and critically evaluating complex information and ideas are particularly relevant skills in our current knowledge-based society. Students need to be equipped with the skills that allow them to update their knowledge independently in order to continue to be efficient learners, workers, and critical members of society. Thus, reading comprehension constitutes a central instructional area that encompasses not only remembering a text but also learning from text. As the ultimate goal of literacy instruction, reading comprehension has been defined both as a process of acquiring meaning from written language and as an outcome of accuracy or depth of text understanding. Beyond word reading ability, there are skills such as fluency, attention, and working memory and factors such as vocabulary, background knowledge, sociocultural knowledge, and motivation that influence one's ability to construct meaning and learn from text. During the course, the interplay of these skills and factors throughout development--from the early years to adolescence--will be examined, focusing specifically on the interaction between four key elements: the reader, the text, the activity, and the sociocultural context. This course is designed to help participants (1) become familiar with the major issues and key research literature in the field of reading comprehension; (2) critique and integrate findings from that research literature; (3) conceptualize effective teaching of reading comprehension for both students and teachers of reading; and (4) critique and design research on reading comprehension. Assessment of reading will also be investigated in order to consider the impact of different factors on readers' performance.</p>

H876	Advanced Seminar in Human Development Research	Rowe, Meredith						X	This yearlong seminar is designed for doctoral students at the qualifying paper proposal, qualifying paper, or dissertation proposal or dissertation stage with an interest in conducting research on child development. The seminar will have a dual focus: (1) to support each student's academic development through research study conceptualization, proposal writing, literature review development, and scholarly issues related to career advancement (e.g., grant writing, curriculum vitae building) and (2) to disseminate and discuss seminal research in child development related to the themes of interest evident based on the students registered for the course (e.g., language development, executive function, theory of mind, reading comprehension, motivation, etc.). Course requirements include active engagement in class discussions including completing readings, working in small groups, presenting readings and ideas to the class, providing constructive feedback on classmates' work, and developing a research proposal or literature review in a related area of interest. The course will meet every other week for the full academic year.
H884	Doctoral Research Practicum: Comprehension, Discussion, and Debate: Implications for Literacy, Subject-Matter Knowledge, and Curricular Design	Snow, Catherine						X	This research practicum provides students the opportunity to participate in the development and multifaceted evaluation of discussion focused curricular units for grades four through eight, as part of the work being carried out in the fifth year of a Reading for Understanding grant titled "Catalyzing Comprehension Through Discussion and Debate." This project tests one approach to helping students meet the new Common Core State Standards. Students will have the opportunity to learn (1) about research in reading comprehension and writing; (2) about the development of argumentation; (3) about evaluating writing, in particular the quality of written arguments; and (4) about how to design and implement individual research projects in the context of a larger evaluation and developmental study.
HT104	Foundations of Learning and Teaching as Cognitive-Developmental Skills	Fischer, Kurt							Students will study the various views of learning that continue to influence our current concept of teaching. They will analyze the evolution of our understanding of learning from behaviorist learning theory to cognitivist and neo Piagetian theories, building towards dynamic skills theory, which will be used to expand their analysis of research on teaching. As they wrestle with each theory and its application, students will build their own conceptual framework based on their new understanding of learning and teaching. Just as all people can learn, all people can and do teach -- whether a toddler, teen, parent, or professional. While people's understanding of learning has been influenced by a wide variety of theories and research, teaching has most commonly been studied as a simple tool -- the "cause" to learning's "effect." But teaching is inherently a human interaction that all humans exhibit; it is a cognitive skill that develops across the lifespan and is learned. By analyzing teaching as a cognitive skill, like theory of mind or intelligence, one can build a deeper understanding of what happens when people teach, thus laying a better foundation for practice, policy, and research. Ultimately, students will develop an interdisciplinary and sophisticated understanding of both learning and teaching.
HT107	Topics in Educational Psychology	Star, Jon					X		For those interested in learning in school settings, an understanding of educational psychology, including theories of how students learn and what motivates students to learn, is fundamental. This course offers a broad introduction to psychological theory and research that has attempted to better understand students' learning and motivation. The first third of the course explores theories of learning, including behaviorist, cognitivist, and situated perspectives. The second third dives into motivational constructs such as self-efficacy, goal theory, and stage-environmental theory. Finally, the course concludes with several weeks devoted to examining research on school-based interventions that target learning and/or motivation. Course readings will be grounded in theoretical and empirical literature related to theories of learning and motivation. Case studies will be foundational to class sessions, as a way to ground our discussion of theory and research. Class assignments will draw heavily on interactions with students in schools as a way to investigate and document theoretical constructs encountered in course readings and discussions.

HT123	Informal Learning for Children	Blatt, Joseph		X					Today's young people grow up in a media saturated environment. As parents and teachers know all too well, remarkably few of these media offerings are deliberately designed to benefit children or adolescents educationally. In the realm of informal media designed specifically for learning, the most successful intervention ever devised is <i>Sesame Street</i> . Students in this practicum course will have the opportunity to work with researchers, creative talent, and senior executives from Sesame Workshop -- and from other outstanding media producers, community centers, and museums -- to develop concepts for a new, informal learning venture. Students will learn how to recognize opportunities and assess needs for informal learning interventions; how to conduct and synthesize research on media based learning; how to design, test, and revise materials that are responsive to specific audiences and objectives; how to make diversity a fundamental component of the design process; and how to gauge the short and longer term impact of an intervention. Course activities will include expert presentations, discussions, and field experiences. The capstone project for the course, to be completed in small groups, is a proposal for a large scale, multimedia based informal learning intervention. Student groups will select educational objectives and target audiences, submit written project proposals, and also present them orally to media industry participants, who may evaluate them and provide feedback. Project topic options will be announced in late fall. Previous topics have included improving children's health and fitness, promoting civic engagement and political participation, developing print and digital literacy, and helping children and teens to become wiser consumers
HT500	Growing Up in a Media World	Blatt, Joseph							Young children typically spend thirty hours every week in front of television and other screens. As they grow up, add listening to music, going to the movies, using tablets and smartphones, playing video games, and social networking . . . the amount of time most children and young people invest in media is more than twice the time they spend in school. What is the impact of growing up immersed in this digital world? What do children learn from media, and what issues does it raise for them? This course examines the pervasive role of electronic media -- broadcast television, videos, movies, music, games, websites, apps, social networks, and other online activities -- in educating and socializing children and teenagers. The course draws on students' own experience with media and introduces a wide range of psychological, sociological, and survey research. The course explores the variety of content available to young people and their families; documents the developing child's patterns of use and understanding of media; examines theories and methods for assessing media effects; reviews research on the role of media in shaping individual identity, social relationships, and responses to challenging issues; and analyzes public policies that affect media creators, consumers, and citizens. Learning activities include lectures, screenings, presentations by guest experts, class discussions, and student presentations. Section meetings take place during the scheduled class time on Thursday. Students carry out two structured research assignments, deliver a brief presentation in class, and develop a final paper or project on an individually chosen topic of special interest.
HT820	Introduction to Psychoeducational Assessment	Currie-Rubin, Rachel		X					This course introduces the conceptual, practical, ethical, and legal issues related to psychoeducational assessment of school-age children and adolescents. Topics include discussion of standards for educational testing (e.g., validity, reliability, norming, test development, avoidance of cultural bias) and general guidelines for selections of particular types of assessment methods for individual children (e.g., standardized test, direct observation, questionnaire, interview). Special emphasis will be placed on the contributions and limitations of tests for students with learning difficulties, particularly in language and literacy. Supervised clinical practice in assessment will provide students with experience in the oral and written communication of assessment results to parents, teachers, and other professionals. Requirements include individual readings and written clinical reports.

L100	The Workplace Lab for System-Level Leaders	Jewell-Sherman, Deborah						X	The Workplace Lab is the professional seminar for students in the Ed.L.D. Program in the first year of their studies. Through a variety of modalities, aspiring transformational leaders will demonstrate the knowledge, habits of mind, and disposition to act by (1) analyzing critically the education sector; (2) collaborating and teaming to identify and reflect on problems of practice; (3) developing mechanisms to solve problems; (4) understanding the instructional core; (5) simulating systemic reform; and (6) scaling up through design and innovation. The Workplace Lab provides an opportunity for students to combine action and reflection, to challenge their assumptions about leadership and improvement, and to integrate and deepen their learning across the Ed.L.D. core curriculum.
L101A	Ed.L.D. Leadership Workshops and Seminars	Members of the Faculty						X	Components of this course include Public Narrative Workshop, Writing Workshop, Strategic Resource Management, Leading Innovation and Change, Organizing Workshop, Education Law, Race, Identity and Diversity, Communications Strategies and Media Relations and school visits.
L101B	Leading through Difference	Pittinsky, Todd						X	Is difference the roadblock or the road? Education leaders have to "lead through difference" in the sense that they have to deal with the complexities and conflicts created by cultural, ethnic, economic, linguistic, gender, ideological, disability, sexual orientation, and age diversity. But they could also "lead through difference" in the sense of using the positive power of difference to go well beyond mere tolerance. This module will help future education leaders develop the knowledge, attitudes, skills, and vision to do both. Our work together will be founded on an understanding of how diversity affects social relations and how those interactions both constrain and expand what education leadership can address and accomplish. We will therefore focus on what psychology and sociology can tell us about how diverse collectives actually operate and what levers leaders can pull for productive change. We will see that the most common and logical-sounding approaches aren't always as effective as advertised and that some very uncommon approaches may have exciting potential.
L103A	Thinking Strategically about Education Reform	Mehta, Jal						X	This course seeks to bring Ed.L.D. students into the major debates surrounding education policy today. Students will learn to see education policy through four different lenses that provide competing accounts for how to understand the educational problem. Perspectives to be considered include (1) governance, including centralization and decentralization; (2) poverty and inequality; (3) markets and bureaucracy; and (4) professionally led change. Each of these units will explore how today's conditions came to be created, consider the conceptual underpinnings of the perspective, examine cases past and present, and incorporate the best available evidence on the efficacy of the chosen reform strategies. Students will learn how to act on these problems by taking on a series of "live" cases. For each case, students will be faced with a real-world actor confronting a current dilemma and will be asked to develop a strategic approach to addressing the dilemma. Across the course as a whole, students will gain familiarity with major education policy questions today, as well as develop a capacity to form robust theories of action for education reform.

L103B	The Strategic Management of Public Organizations and the Challenge of Catalyzing Sector Change	Moore, Mark						X	<p>This course is comprised of three distinct units: The Strategic Management of Public Sector Organizations, Leveraging and Catalyzing Sector-level Change, and the Ed.L.D. Year-One Sector-Change Project. The Strategic Management of Public Sector Organizations unit equips students to spot and exploit opportunities for creating public value from executive positions in public sector organizations. Consistently throughout the unit we will be looking out at the world from the point of view of individuals who occupy positions of authority in governmental organizations, who are being called to account through the processes of democratic government, and who are seeking to produce socially desired outcomes with the public assets entrusted to them. Although we will focus on government managers, the strategic framework to be developed and deployed is one that works for all kinds of organizations in liberal democratic political systems--for profit, non-profit, and government agencies. The distinct challenge we face in the unit on Catalyzing Sector-level Change is to learn how individuals, positioned in many different positions in society, who have good ideas about how to improve the performance of the U.S. K-12 educational system, can breathe life into their ideas, and find the means to scale into significance. The central unit of analysis for this unit is the sector as a whole, and how a particular idea about educational improvement can take root, grow rapidly and widely influence the complex social system described as the U.S. K-12 educational sector. The core assignment of the Ed.L.D. Year-One Sector-Change Project module is to: write down, test, and develop your current thoughts about how you as an educational leader might be able to produce a durable, sector level improvement in the performance of the K-12 sector from a particular position you do or could occupy.</p>
L104A	Practicing Leadership Inside and Out	Lahey, Lisa						X	<p>The central focus of this course is on developing transformational leaders. At their core, transformational leaders are able to understand systemic problems, set new directions, lead change and learn quickly from mistakes made in the process. They create a culture that supports others' development to engage complex work effectively as well. The successful enactment of these competencies calls on leaders to exercise complex psychological capacities. In Kegan's developmental language, they create a demand for leaders to be "self-authoring". A main goal of the course is to support students in their continued development towards, within or beyond a self-authoring mindset. In this course, students will develop a greater understanding of themselves as leaders and learners, including their strengths, preferences, growing edges, blind spots, and limitations, which if not identified and addressed are likely to undermine their leadership and personal effectiveness. Students will deepen their ability to overcome their gaps and blind spots and manage their limitations. They will further grow in their ability to understand, engage, and effectively support and challenge others, including Ed.L.D. colleagues. They will also develop greater facility with group and team dynamics, including: how to create the conditions for effective team development and learning, how to be a responsible and responsive team member, and how to recognize and address collective processes that limit a group's capacities to cohere, perform, and learn. During the fall semester, there are three units that comprise this course: Adult Development, Team Effectiveness and Individual Leadership Coaching.</p>

L104B	Practicing Leadership Inside and Out	Lahey, Lisa						X	<p>This module is a continuation of L-104A. The central focus is on developing transformational leaders. At their core, transformational leaders are able to understand systemic problems, set new directions, lead change and learn quickly from mistakes made in the process. They create a culture that supports others' development to engage complex work effectively as well. The successful enactment of these competencies calls on leaders to exercise complex psychological capacities. In Kegan's developmental language, they create a demand for leaders to be "self-authoring". A main goal of the course is to support students in their continued development towards, within or beyond a self-authoring mindset. In this course, students will develop a greater understanding of themselves as leaders and learners, including their strengths, preferences, growing edges, blind spots, and limitations, which if not identified and addressed are likely to undermine their leadership and personal effectiveness. Students will deepen their ability to overcome their gaps and blind spots and manage their limitations. They will further grow in their ability to understand, engage, and effectively support and challenge others, including Ed.L.D. colleagues. They will also develop greater facility with group and team dynamics, including: how to create the conditions for effective team development and learning, how to be a responsible and responsive team member, and how to recognize and address collective processes that limit a group's capacities to cohere, perform, and learn. During the spring semester, there are two units that comprise the module: Team Effectiveness and Individual Leadership Coaching.</p>
L105	Evidence-Based Leadership in Education	West, Martin						X	<p>Effective leadership in the education sector increasingly requires the ability to draw on multiple sources of evidence to inform policy and programmatic decisions. This course surveys key concepts in performance measurement, research design, and data analysis that Ed.L.D. students will need to be skilled consumers of published education research and of quantitative and qualitative data generated within their own organizations. Through case studies of evidence use (and misuse), students will also consider how to make the use of appropriate evidence integral to organizational decision-making processes.</p>
L200A	Ed.L.D. Second-Year Core Seminar	Reville, S. Paul						X	<p>This course is specifically constructed for Ed.L.D. students who have completed their first year of coursework and are preparing for their third-year residency. It is divided into two concurrent streams. One stream will consider examples of organizations, change initiatives and leadership that elucidate the challenges of organizational position and context throughout the education sector. The other stream is internally directed, reflective and personal, and supports students in the continued development of their own leadership skills and effectiveness. Context, organizational position, and leadership are important ingredients in successful change equations. Through weekly structured, live case discussions, students will analyze a series of change initiatives presented by leaders from various types of organizations including a national nonprofit, district, foundation, union, and others. A number of cases will also be derived from students' summer work as well as experiences presented by Ed.L.D. residents and alum. Through interactions with these leaders from across the sector, students will gain a deeper understanding of the factors that come into play with attempts to enact change, and will develop a framework for analyzing an organization and its capacity with respect to these factors. In addition, students will progress on individualized leadership agendas as a continuation of the Ed.L.D. personal mastery strand that began in year one of the program. Working in small groups, as well as in pairs, students will deepen their skills in supporting and challenging their colleagues in the attainment of goals aimed at increasing leadership effectiveness. A variety of protocols and skill building concepts will be introduced to facilitate this work and progress will be tracked and reflected on through the use of a leadership journal.</p>

L200B	Ed.L.D. Second-Year Core Seminar	McGowan, Eileen						X	This course, part two of a yearlong seminar that includes L-200A, is specifically constructed for Ed.L.D. students who have completed their first year of coursework and are preparing for their third-year residency. L-200B will focus specifically on preparation for the residency. Throughout the semester, students will grapple with the complexities of creating transformational change in the sector as they delve into issues of problem definition, design intervention, iterative assessment, redesign, evaluation, reflection, and learning. Students will assess the utility of action research (AR) and design-based research (DBR) as tools for exploration and documentation in anticipating the third-year Capstone. Special attention will be given to building on students' prior professional practice and recent academic accomplishments. By the end of the semester, each student will create and submit a residency entry plan in preparation for the Year 3 experience.
L300A	Ed.L.D. Residency 1	City, Elizabeth	X						This required course corresponds with Ed.L.D. students' engagement in the Summer component (July-August) of their third-year residency. During the residency, students work directly with an Ed.L.D. partner organization on significant improvement initiatives, and assume leadership of and contribute to a strategic project as the foundation for their Capstone. Successful completion of the course requires fulfilling time and project commitments at the residency site as well as adequate academic progress on Capstone components.
L300B	Ed.L.D. Residency 2	City, Elizabeth						X	This required course corresponds with Ed.L.D. students' engagement in the Fall semester component (August-December) of their third-year residency. During the residency, students work directly with an Ed.L.D. partner organization on significant improvement initiatives, and assume leadership of and contribute to a strategic project as the foundation for their Capstone. Successful completion of the course requires fulfilling time and project commitments at the residency site as well as adequate academic progress on Capstone components.
L300C	Ed.L.D. Residency 3	City, Elizabeth						X	This required course corresponds with Ed.L.D. students' engagement in the Spring semester component (January-May) of their third-year residency. During the residency, students work directly with an Ed.L.D. partner organization on significant improvement initiatives, and assume leadership of and contribute to a strategic project as the foundation for their Capstone. Successful completion of the course requires fulfilling time and project commitments at the residency site as well as adequate academic progress on Capstone components.
S005	Introduction to Educational Research	Tivnan, Terrence		X					This is an introduction to the rationale and procedures of educational and social science research, designed for master's and first year doctoral students. The course is appropriate for both consumers and producers of research. Topics will include the nature and purposes of research, planning and conducting research, critiquing and evaluating research, sampling, survey and experimental design, evaluation research, naturalistic observation and inquiry, measurement and methods of data collection, ethics, and the use of computers in data analysis. Methods are considered for collecting both quantitative and qualitative data. Class time will be used for discussion, case study analysis, and occasional computer exercises. Participants have a choice of either conducting a small scale study or completing a series of take home assignments.
S010B	Questionnaire Design: A Practical Guide from Conceptualization to Administration	Gehlbach, Hunter		X					Questionnaires are among the most common data collection methods that educational researchers and other social scientists employ. Thus, surveys wield tremendous impact on the data based decisionmaking that increasingly permeates our educational system and in society more broadly. Yet far too few scholars are fluent in the basic processes needed to produce high-quality survey measures. If asked how they chose between open ended, ranking, or rating items; how they decided between asking questions or posing statements for respondents to agree/disagree with; why they decided on four versus five versus six response options; or what the organizational logic of their survey is based upon, most will grin nervously and begin sweating profusely. Yet empirical studies exist to guide each of these choices. This course will familiarize students with the steps and procedures that are essential to developing surveys with high levels of reliability and strong evidence of validity. The major topics of the course include defining constructs; creating items and item wording; response anchors; organizing, ordering, and formatting surveys; and bolstering response rates. The course is not designed to cover sampling procedures, item response theory/Rasch modeling, or interviewing.

S010J	Review of Introductory Statistics	Tivnan, Terrence		X					This module is intended for students who have already completed some coursework in statistics and are planning to take S-030 during the spring semester. The module provides a review of basic statistical concepts and is designed for students who need to refresh their skills before going on to more advanced courses. The module will review basic ideas of statistical inference and hypothesis testing, effect sizes, analyzing categorical and continuous data, and it will introduce correlation and regression. There will be a series of assignments that will involve data analysis and interpretation of results.
S011	Understanding Today's Educational Testing	Members of the Faculty		X					Achievement testing is now a cornerstone of education policy. Testing is complex and is routinely misunderstood by educators, policymakers, and the media. This course provides the background students will need to understand test results and to use testing appropriately in their later work. It is designed for students with no statistical training, and presents material conceptually rather than mathematically. The course has three main goals. First, it provides a context for understanding assessment results. For example, we will explore data on group differences in performance, trends in achievement in the United States, and international differences in achievement. Second, the course covers the essential concepts of measurement, such as reliability, validity, and bias. Third, the course discusses the application of these principles to a variety of current issues in education policy, such as high-stakes testing and testing students with special needs.
S012	Empirical Methods: Introduction to Statistics for Research	Tivnan, Terrence		X					This course covers the basic principles of elementary statistics, providing a good foundation for students intending to do further coursework and research involving the use of statistical analyses. Topics will include basic descriptive measures; sampling and sample size estimation; testing for differences between means, correlation, and measures of association; techniques for analyzing categorical data; and summarizing and presenting statistical results. There will be a heavy emphasis on applications of basic statistical concepts to a wide variety of problems encountered in educational and policy related research. The focus will be on understanding how to use and interpret the statistical procedures commonly used in quantitative research. The use of computer packages for assisting in data analysis will be emphasized throughout the course. There will be several take home assignments involving data analysis and reporting of research results.
S020	Program Evaluation: Estimating Program Effectiveness with Empirical Analysis	Abadie, Alberto		X					Program evaluation comprises a set of statistical tools for assessing the impact of public interventions. This methodological course will develop students' skills in quantitative program evaluation. We will study a variety of evaluation designs (from random assignment to quasi-experimental evaluation methods) and analyze data from actual evaluations, such as the National Job Training Partnership Act Study. The course evaluates the strengths and weaknesses of alternative evaluation methods. This course meets the PhD requirement for empirical methods.
S030	Intermediate Statistics: Applied Regression and Data Analysis	Kim, James		X					Are scores on high stakes tests primarily a function of socioeconomic status? Do mandatory seat belt laws save lives? In this course, students will learn how to use a set of quantitative methods referred to as the general linear model -- regression, correlation, analysis of variance, and analysis of covariance -- to address these and other questions that arise in educational, psychological, and social research. The course strategy will be to learn statistical analysis by doing statistical analysis. During the semester, students will address a variety of substantive research questions by analyzing dozens of data sets and fitting increasingly sophisticated regression models.
S032	Accumulating Evidence: How to Conduct a Quantitative Research Synthesis That Informs Educational Policy and Practice	Kim, James							Does homework improve student achievement? Does Head Start confer lasting cognitive and social benefits? Does listening to Mozart make you smarter? Is parent involvement associated with student achievement? Is there a relationship between education and social capital? The goal of this course is to address important causal and correlational questions in education research and policy by combining results from primary studies. Students will learn how to use a method called meta-analysis to address questions about education policy and practice.

S040	Introduction to Applied Data Analysis	Eidelman, Hadas		X					Often when quantitative evidence is being used to answer questions, scholars and decision makers must either analyze empirical data themselves or thoughtfully manage and appraise the analyses of others. This course covers the basic principles of quantitative data analysis and is comparable in content to the full-year S-012/S-030 course sequence. By examining real data gathered to address questions in educational, psychological, and social research settings, students will become acquainted with basic descriptive statistics; tabular and graphical methods for displaying data; the notion of statistical inference; analytic methods for exploring relationships with both categorical and continuous measures; and the foundations of statistical modeling with simple and multiple linear regression, along with analysis of variance (ANOVA) and analysis of covariance (ANCOVA). There will be an emphasis on applying the statistical concepts; in particular, how to (1) select the appropriate statistical techniques; (2) properly execute those techniques; (3) examine the assumptions necessary for the technique to work appropriately; (4) interpret analytic results; and (5) summarize the findings in a cogent manner. Because quantitative skills are best learned through practice, computer-based statistical analyses using Stata will be an integral part of the course. There will be regular take-home assignments as well as a final project involving data analysis and the interpretation and reporting of research results.
S052	Applied Data Analysis	Ho, Andrew		X					This course is designed for those who want to extend their data analytic skills beyond a basic knowledge of multiple regression analysis and who want to communicate their findings clearly to audiences of researchers, scholars, and policymakers. The course contributes directly to the diverse data analytic toolkit that the well-equipped empirical researcher must possess in order to perform sensible analyses of complex educational, psychological, and social data. Topics in the course include more extensive use of transformations in regression analysis, influence statistics, building and comparing taxonomies of regression models, general linear hypothesis testing, an introduction to multilevel modeling, nonlinear regression analysis, binomial logistic regression analysis, principal components analysis, cluster analysis, an introduction to discrete time survival analysis, and others. S-052 is an applied course that offers conceptual explanations of statistical techniques, along with opportunities to examine, implement, and practice them in real data. Because the course will feature the intensive use of Stata statistical software in all data analyses, learning the computer skills necessary to conduct these kinds of analyses, and the communication skills to discuss them, is an integral part of the course. Weekly section attendance is strongly encouraged.
S063	Research Practicum Experience in Youth Civic Engagement	Selman, Robert						X	This yearlong course is designed primarily for Ed.D. students who are focused on programs of research that are aligned with what has recently been called "the new civics." The aim of this research agenda as applied in this course is to better understand how students in this country, youth worldwide, and members of society in general become informed, productive, and engaged citizens. The course design includes both an alternate-week three hour discussion oriented "core seminar" for all class members and an eight hour a week practicum experience at one of several ongoing research projects. These projects are directed by affiliated faculty or by other affiliated scholars doing research on youth and emergent adulthood civic engagement.
S105	Philosophy of Education	Elgin, Catherine							What is education? What are its goals? Why is education of value? Are these questions that can be settled once and for all, or do their answers depend on historical and cultural factors? In an effort to answer these questions, we will study works of philosophers such as Plato, Rousseau, Wollstonecraft, Du Bois, Washington, and Dewey. Two papers are required.
S121	Art and Understanding	Elgin, Catherine							This seminar is a philosophical inquiry into the relationship between art and understanding. Art is typically indifferent to literal truth. Works of fiction are literally false. Works in the nonverbal arts are strictly neither true nor false. Yet people claim that they learn from the arts, that they see things more clearly and understand them better as a result of our encounters with art. What -- if anything -- justifies such claims? To answer this question requires investigating both the nature and functions of art and the nature and functions of understanding. Two papers are required.

S123	Tackling the Toughest Challenges for Modern American Higher Education	Light, Richard						<p>This course explores nine controversies in American higher education. The overarching theme is how to help all students to succeed and prosper in a broad variety of universities, at a time when students bring increasingly different backgrounds to campus, and financial constraints are real. Several sessions and a simulation will focus on massive open online courses (MOOCs), since they offer the possibility to turn higher education upside down. Topics include (1) diversity--on some campuses diversity among students works wonderfully well, while on others it works far less well. What concrete policy decisions can enhance the good? (2) MOOCs--how will massive open online courses and learning opportunities change and reshape different kinds of colleges and universities? How will the roles of faculty, staff, students, and administrators change? What decisions must campuses make very soon? (3) Student services--including advising, running an effective orientation, helping students with problems--how to best structure such services? (4) Assessment--what are ways to examine rigorously how well a college is serving its students? what are ways to measure value-added, what students are actually learning? (5) Enhancing college success--why do some students transition so smoothly into universities, while others struggle? What formal policies can help students to make this transition most effectively and successfully? (6) Liberal arts--is the future of America's many liberal arts colleges bright or grim? (7) Public universities--most American students attend large, public universities. Is a gap between privates and publics widening to become a chasm? (8) Nonacademic topics--how can universities capitalize on students' many hours outside the classroom to enrich their overall experiences on a campus? (9) The future: what will the landscape of higher education look like in 5 to 10 years, and how can colleges and universities prepare now? Students will be required to participate in one debate and asked to participate in a small working group as part of a simulation to redesign a university. The format of this class is that of a large seminar. Obligations include three very short papers and one final, substantial research paper on a topic of each student's own choice about a challenge in higher education.</p>
S300	The Arts in Education: Learning in and Through the Arts	Seidel, Steven	X				<p>Possible and appropriate roles for the arts in education are widely debated, and they should be. This course will explore the many roles for the arts in the educational experiences of children and adults, both in and out of schools. The course will look at these from various perspectives but will primarily focus on basic questions about the nature of learning and teaching in and through the arts. Its fundamental questions: What are our purposes as artists and educators working at the intersection of the arts and learning? What can be done to improve the quality of arts learning opportunities for children, youth, and adults? What must one understand about the nature of learning in and through the arts to contribute to this improvement? How do settings and cultural contexts influence the nature and quality of arts learning experiences? What are the habits of mind of effective arts educators? As artists and/or educators, what are the moral dimensions of such work and what might it mean to accept the responsibility of also being citizens in a democracy? Students will explore these questions and others through group study of readings and weekly workshops in which they experiment with approaches to arts teaching in a lab setting, analyzing experiences as learners and teachers and working toward the articulation of theories of arts learning. Course requirements include full participation in all course related activities, including class sessions, section meetings, readings, group projects, and reflective and analytic writing assignments.</p>	

S301	The Arts in Education: Research, Policy, Advocacy, Activism, and Practice	Seidel, Steven							This course is a continuation of S-300 and extends its inquiry from a focus on the nature of learning in and through the arts to an investigation of the relationships between research, policy, advocacy, activism, and practice. The findings of research, the creation of policies, and the efforts and arguments of advocates and activists are each a context that informs the practice of arts education -- the actual teaching and learning that is at the core of the work in this sector -- just as practice informs and influences research, policy, and advocacy. At the same time, each of those contexts informs and influences each other. Through a series of "mini cases," conversations with researchers and policymakers, and close examination of advocacy documents, students will study how the arts -- through the efforts of researchers, advocates, policymakers, and teachers -- can become both more accessible and higher in quality. Consideration of the positive and negative aspects of the marginality of the arts in education will ground this study. Further, students will examine both how the arts sector of the education field is evolving over time and how one can play a role in the further development of that sector as advocates, activists, researchers, policymakers, and teachers. Course requirements include full participation in all activities of the class sessions, assigned readings, and reflective and analytic writing assignments, including a final project
S308	Models of Excellence: Illuminating Standards and Inspiring Learning with Outstanding Classroom Work	Seidel, Steven		X					What constitutes quality learning and teaching in public school classrooms? In particular, what does serious, standards-based student work actually look like? And how might many more students and teachers be encouraged to achieve these high levels of accomplishment? Believing that examples of excellent student work can inspire higher quality work in classrooms, the instructors for this course are engaged in a collaborative project to use extraordinary classroom work as models of what achieving Common Core State Standards can look like and as inspiration to do such work. Using methods and materials developed at Project Zero and Expeditionary Learning, a national network of over 160 K-12 schools, students in the course will participate in this collaborative project to create exhibitions of student work. The course will explore the use of models in learning and teaching, the history and principles of project based learning, and ways of making national standards meaningful and specific for students and teachers. In addition, students will engage in critical analysis of standards from disciplinary and instructional perspectives. The course itself models project based learning with students working individually and in teams to create a final exhibition for a public audience and possible online use.
S413	Doctoral Research Practicum: Using Quantitative Methods to Make Causal Inferences about the Consequences of Educational Initiatives and Policies	Barrera-Osorio, Felipe						X	This research practicum has two objectives: to increase participants' knowledge of methods for making causal inferences in quantitative research, and to provide participants with a forum for presenting and receiving feedback on their research. Some meeting time will be devoted to discussing recent papers. The first part of each session will be devoted to discussion of one or two recent papers that use creative methodologies in addressing important educational policy questions. However, the primary focus of each session is to discuss the written work of participants. Students may enroll in this seminar every year until they graduate.
S504	Introduction to Qualitative Research	Duraisingh, Elizabeth		X					This introductory methods course offers students a sense of the terrain of qualitative research, including some of the different tools and approaches available to researchers in the field of education. The assigned readings will include scholarship on the practice and philosophical underpinnings of qualitative research, varied examples of published qualitative research, and raw data. Class sessions will generally follow a workshop format with discussions and activities related to weekly readings. In addition, students will get a feel for the overall process of conducting qualitative research by developing an original research proposal that is informed by preliminary data gathering and analysis. Students will start to develop skills related to designing a study, collecting and analyzing data, making appropriate claims, positioning their work relative to existing literature, and appraising others' qualitative research. Students will also begin to think about their own identities and ethical responsibilities as educational researchers, and develop skills for further and ongoing reflection about their work and their relationship to it.

S507	Interviewing in Qualitative Research	Dryden-Peterson, Sarah					X	<p>This course explores qualitative interviewing as a research strategy and as a practice. The focus of the course is on learning the craft of interviewing. This course is apprenticeship based, designed so that students can situate their own qualitative interviewing experiences in the context of readings and discussions that critically engage theoretical and methodological issues and debates. Students will engage in the mentored practice of interviewing through a research project based at a local community based organization. Interviewing can be thought of as a conversation in relationship, an inherently interpersonal and social enterprise. Students will build relationships within this organization that span from initiating the research to collecting data to discussing analyses to reporting on findings. Students will discuss ethical issues in qualitative research and consider how researcher positionality, identity, and power differentials between the researcher and participants impact the research process. Students will have the opportunity to develop their own personal approach to interviewing in the context of a democratic learning community, where students support each other's development as researchers committed to social justice in education.</p>
S508	Methods of Research in the History of Education	Reuben, Julie					X	<p>The purpose of this course is to help students learn how to conduct historical research on education. The course will use three means for accomplishing this goal. First, students will learn how to do historical research by doing it. The core of the course is a guided research project. Students will select their own topics but will work together as a group to master the basic steps of research. The final product for the course is an original research paper that could be revised for future publication. Second, students will learn about historical research by reading and analyzing selected articles on the history of education. Third, students will read portions of published research guides. These offer practical advice about the research process and will help students avoid common problems when researching and writing their paper for the course. This course is suitable for students with different levels of background and scholarly goals. For those students who have studied history extensively or who intend to become historians, this course offers an opportunity to do original research in a supportive setting. For students who do not view themselves as future historians but who are considering incorporating historical research into other projects or who want to learn about a particular topic, this course provides a good opportunity to learn basic research skills.</p>
S522	Analyzing Culture: Dialogue, Discourse, and Theme	Haste, Helen					X	<p>Educational research must take account of the cultural and social context in which the individual develops and with which effective educational practice must interact. This course introduces qualitative methods for analyzing how meaning is managed and how one makes sense of experience through dialogue and interpretation within a cultural context. How do people represent their concepts or beliefs in their talk (or other text)? How are meaning and identity negotiated dialogically through language and symbol? How is culturally shared meaning revealed, negotiated, and reproduced in discursive practices? What assumptions does one make within each of these questions? The course will introduce students to the main epistemological debates around the analysis of textual material. Students will use naturalistic and interview based material and literary sources (including film) to explore a range of methods. The course will provide a grounding in methods for the interpretation of material ranging from deriving a thematic profile of personal beliefs to more discursive questions about how people manage multiple, multilayered, and even contradictory discourses in talk, in identity, in decisionmaking, and in education, and how these are embedded in cultural and historical contexts. The course will comprise weekly three hour sessions that include lectures and class work. For assignments, students will work on analyzing appropriate material. Texts or data may derive from any approved source and in any approved format, or from students' own research. The second half of the course will include a group activity looking in depth at data.</p>

S547	Action Research	Warikoo, Natasha				X		X	Action research, unlike traditional research, places action at the center of research; its primary goal is to solve a problem that will lead to improvement in individual or organizational practice. Action research prioritizes "insider" status rather than assuming an outside, "detached" stance. Practitioners have used action research to answer questions about their community organizations, schools, and classrooms. In this course, students will do an action research project. In addition, students will critically reflect on the intellectual and practical questions that action research raises, such as the nature of knowledge, the purposes of research, subjectivity and objectivity in research, and more.
S553	Researching and Writing a Critical Literature Review	McGowan, Eileen						X	This course offers a unique learning environment in which state of the art research thinking/strategies are embedded in a yearlong course focusing on the development of an individualized literature review. What constitutes a good literature review? How do you know when you have conducted a comprehensive search? How do you evaluate the quality of sources of knowledge and information? How do you approach education as a multidisciplinary field? This course is tailored to advanced Ed.D. students writing an individualized literature review, whether constructed as a qualifying paper or as background for a proposal (qualifying paper, dissertation, or grant). The course, constructed to utilize current technologies to expand academic research, is taught by two professors with complementary fields of expertise: research methodologies and library science. The course's innovative approach to integrating research principles with methodological decisions has been nationally recognized. This course is structured to guide students throughout the research process: identifying and developing individual research interests, searching for relevant information resources, refining research questions, and concluding with the writing of a research proposal or literature review. The sequence of topics scaffolds the development of information research strategies with the exploration and refinement of the research topic.
S800	Ph.D. in Education Proseminar	Mehta, Jal	X					X	(New course.) The purpose of this seminar is to introduce students to the various approaches to educational scholarship, with a particular interest in the nexus of policy, practice, and research. Towards that end, students will explore a select group of major educational theorists, identify significant traditions that have shaped the study of education, and explore how contemporary questions have roots in these different traditions and theories. The course will also attend to the interaction of the normative and the empirical, bringing to the foreground the role of values in educational research. Students will also have an opportunity to begin their own research, and they will be given a chance to reflect upon how the lenses that have been introduced in the seminar are connected to their more specific research questions. This vigorous seminar will explore the varied intellectual perspectives the field has to offer.
S801	Culture, Institutions, and Society Core Seminar	Warikoo, Natasha						X	This seminar will expose students to major strands of theory and research in culture, society, organizations, and institutions as they connect to education. Students will also grapple with the role of theory in research, developing skills in embedding empirical questions within theoretical frameworks and debates. The seminar will be organized around four key questions: (1) What is the role of education in society? (2) What is the degree to which structure shapes us as individuals or groups in society, and what is the degree to which our agency -- individual or collective -- shapes our actions and experiences? (3) Why do racial and class inequality persist despite equal rights legislation and the welfare state? What role does education play in shaping or attenuating inequality, and what are the levers for change? (4) How does the nature of organizations shape the educational experiences of individuals and groups in society? The course will draw from key theoretical and empirical readings in education, sociology, political science, history, anthropology, and organizational behavior.

S802	Human Development, Learning, and Teaching Core Seminar	Star, Jon						X	The Human Development, Learning, and Teaching (HDLT) core seminar will offer students the opportunity for in-depth exploration of fundamental topics and tensions that relate to the seminar and context of developmental change and learning and teaching. Students in this seminar will identify cross-cutting themes related to learning and development, with the goal of providing theoretical grounding and deepening of knowledge in individual students' areas of interest, as well as an introduction to the broader landscape of learning and development as is essential for scholars who will need to situate their own interests within a larger field. Through the study of cases, discussion of seminal scholarship, investigation of educational artifacts (such as classroom video), and drawing on the expertise of HDLT-affiliated faculty, students will grapple with core issues related to learning and development, including the acquisition of language and literacy, understanding of mathematics and science, social-emotional development, and remembering and understanding the past.
S803	Education Policy and Program Evaluation Core Seminar	West, Martin						X	This seminar will expose students to major theories, analytic approaches, and conclusions from the study of policy formation, implementation, and effectiveness in the domains of early childhood, K-12, and postsecondary education, in the United States and internationally. Broadly, the seminar will address three main topics: 1) The social, political, and economic context in which education policy is developed and implemented. 2) The education policy process, from formation to implementation and evaluation. 3) Evaluation of education policies. While the seminar will not offer formal training in evaluation methods, it will address issues such as potential criteria for program success, the value of evaluations of implementation in addition to those focused on causal impacts on outcomes, and the role of research evidence in the policymaking process. The seminar will also expose students to key findings from evaluations of policies in key areas. A substantial portion of the seminar will consist of case studies of specific policy reforms (e.g., Head Start, No Child Left Behind).
S810C	Colloquium in Culture and Institutions	Bridwell-Mitchell, Ebony						X	The Colloquium in Culture and Institutions brings together faculty and doctoral students in a community of learning to foster disciplinary and interdisciplinary dialogue and discussion. These meetings include presentations by Harvard faculty, faculty and researchers from outside Harvard, and Harvard doctoral students. This colloquium is one of three offered each year, corresponding with the three Ph.D. in Education concentrations. Each colloquium addresses topics salient to that concentration and its participants, and includes presentations of work-in-progress and completed work. Approximately once per month, the concentration colloquia will convene for a program-wide research presentation on a topic of mutual and interdisciplinary interest. This program-wide colloquium is organized around a key program or topic area in education, such as leadership in education, global contexts in education, early childhood education, education access and equity, civic learning and engagement, or teaching and instructional effectiveness. It also features work-in-progress and completed work. Each concentration colloquium is organized by a faculty chair or co-chairs, in consultation with the concentration chair, and assisted by a doctoral student. All concentration chairs collaborate to organize the monthly program-wide colloquium.
S810E	Colloquium in Education Policy	Kim, James						X	The Colloquium in Education Policy brings together faculty and doctoral students in a community of learning to foster disciplinary and interdisciplinary dialogue and discussion. These meetings include presentations by Harvard faculty, faculty and researchers from outside Harvard, and Harvard doctoral students. This colloquium is one of three offered each year, corresponding with the three Ph.D. in Education concentrations. Each colloquium addresses topics salient to that concentration and its participants, and includes presentations of work-in-progress and completed work. Approximately once per month, the concentration colloquia will convene for a program-wide research presentation on a topic of mutual and interdisciplinary interest. This program-wide colloquium is organized around a key program or topic area in education, such as leadership in education, global contexts in education, early childhood education, education access and equity, civic learning and engagement, or teaching and instructional effectiveness. It also features work-in-progress and completed work. Each concentration colloquium is organized by a faculty chair or co-chairs, in consultation with the concentration chair, and assisted by a doctoral student. All concentration chairs collaborate to organize the monthly program-wide colloquium.

S810H	Colloquium in Learning and Development	Jones, Stephanie						X	The Colloquium in Learning and Development brings together faculty and doctoral students in a community of learning to foster disciplinary and interdisciplinary dialogue and discussion. These meetings include presentations by Harvard faculty, faculty and researchers from outside Harvard, and Harvard doctoral students. This colloquium is one of three offered each year, corresponding with the three Ph.D. in Education concentrations. Each colloquium addresses topics salient to that concentration and its participants, and includes presentations of work-in-progress and completed work. Approximately once per month, the concentration colloquia will convene for a program-wide research presentation on a topic of mutual and interdisciplinary interest. This program-wide colloquium is organized around a key program or topic area in education, such as leadership in education, global contexts in education, early childhood education, education access and equity, civic learning and engagement, or teaching and instructional effectiveness. It also features work-in-progress and completed work. Each concentration colloquium is organized by a faculty chair or co-chairs, in consultation with the concentration chair, and assisted by a doctoral student. All concentration chairs collaborate to organize the monthly program-wide colloquium.
T002	Critical Race Theory in Education	Graves, Daren							This course focuses on the epistemological, methodological, and pedagogical uses of critical race theory (CRT) in the examination and deconstruction of race based educational disparities and inequalities in K-12 and postsecondary education. The overarching goals of the course will be to examine the utility of CRT as a theoretical framework in (1) interrogating the factors that cause racial educational disparities; (2) exploring why inequalities exist and persist; and (3) determining sustainable remedies to these disparities and inequalities. The course will begin by looking at CRT's roots in critical legal studies. The course will then explore CRT's more recent applications in the realm of education, which has its roots in examining the experiences of African-Americans and others society deems as Black. In doing so, students will confront the intra and interpersonal challenges and strengths of multiple socially constructed race groups by examining the branches of CRT that focus on people of color, including Latinos, Asians, and Native Indians, and the use of CRT to examine Whiteness. Students will also investigate issues of epistemology and research methodology in CRT, which will ultimately be useful as they then examine the experiences of students of color in the K-12 and higher education realms through a CRT lens, and the potential uses of CRT in research, teacher education, and the teaching and learning process writ large.
T006	Adult Development	Kegan, Robert							This course explores adulthood -- the latter two thirds to three quarters of our lives! -- not as a single, last phase of human development but as itself an evolutionary expanse involving importantly different eras and transformations. Via lecture, film, large and small group activities, and conceptual and literary readings, the course is a context for considering a variety of theoretical and practical questions, including the following: What are the implications of various theories of adulthood for how one defines development, maturity, and wisdom? Are there common features of the adult trajectory that apply across the diversities of gender, class, ethnicity? What are adults' actual developmental capacities, and how do they square with the mental demands of modern life? What is the meaning of adult developmental theories for those who would be helpful to adults in contexts of work, schooling, staff development, conflict resolution, and counseling? Can we, and should we, intentionally seek to foster development in adulthood? Evaluation will be based on brief written exercises during the semester and a concentrated end of term paper.

T010A	Critical Theory, Politics, and Pedagogy	Harouni, Houman							<p>The purpose of this course is to help students reexamine their relationship to education in light of larger economic, political, and cultural structures. The course provides a space in which students can critique the assumptions underlying educational discourse (theory), investigate the role of interests and institutions (politics), and engage in a practice of critical pedagogy in the classroom. The course sets off from two basic premises: first, that the "aim of philosophy is to change the world"; and, second, that our very philosophies, our ways of looking at the world, are products of the systems that define our lives. How can we, then, break through our own assumptions and create radically new relationships with society? The problem is all the more relevant in the field of education, where we take responsibility for helping shape the views and attitudes of others. In this course students will engage in the type of thinking and practice that can help them address such problems. The topics addressed include critical theory, Freirean pedagogy, the role of culture and ideology, critique of institutions, power relations, epistemological diversity, and hegemony. The writers discussed in the course include Paulo Freire, Frantz Fanon, Ivan Illich, Louis Althusser, bell hooks, Michel Foucault, Karl Marx, and Friedrich Nietzsche among others.</p>
T010B	Educating to Transform Society: Leveraging Student Tools for Resilience and Resistance	El-Amin, Aaliyah		X					<p>Race and racism indisputably influence the experience and outcomes of youth of color in education and society more broadly. Schools -- a dominant social and political institution in our society -- create and enforce racial meaning. Just as schools have the power to perpetuate racist frames and ideologies, schools also have a unique opportunity to equip students with the skills to envision and create a more just society. Antiracist education is a form of education that involves explicitly identifying, challenging, and changing the values, structures, and behaviors that perpetuate systemic racism. Yet antiracist education interventions remain too few. One route to expanding these efforts is to study and make meaning of the known mindsets and skills that youth of color draw on to both move beyond or to reshape racist barriers. These tools include: a strong sense of racial identity, solidarity, and collective obligation; critical consciousness; critical academic achievement identities; and activism frameworks. This course will first examine tools that assist students of color with being resilient to (navigating) and being resistant towards (transforming) racist conditions in education and in broader society. Second, students will examine and critique how schools or educators currently seek to cultivate and circulate these tools through practice-based strategies: curriculum (e.g., culturally relevant pedagogy and ethnic studies), whole school interventions (e.g., racially homogenous schools), and school-based programs (e.g., YPAR). Lastly, students will design new education-based antiracist interventions and get feedback on their viability from middle/high school students in the Boston area.</p>
T131	Teachers, Leadership, and Power: School Reform from the Classroom	Boles, Katherine			X				<p>Is "teacher leadership" all smoke and mirrors without any connection to the reality of classroom teaching? Where are the levers of power, and how can teachers grab hold of them to effect school change? This course will explore these questions, among others, from the perspective of researchers, practitioners, and teacher leaders (including the professor). One thing is clear: Meaningful teacher leadership roles will not be sustainable until teachers acquire a deep understanding of school culture and organization, the complex nature of power and control in schools, and the history of school-teaching. Case studies and videos will highlight instructional leadership challenges faced by teachers, coaches, and school leaders, and course activities will develop students' leadership skills. In addition, students will examine four key practices of improvement: coaching, teacher teams, the use of data, and teacher rounds. Students will interview, shadow, and analyze the experience of a teacher leader; write a short paper that delves into one teacher leadership role; and, working with a group, propose an innovative school change project to a panel of experts. The course is designed for people who plan to enter or re-enter schools as teachers, coaches, or administrators.</p>

T139	Investigating Learning and Teaching Through Close Collaborative Examination of Student and Teacher Work	Blythe, Tina	X							<p>The most powerful source of information about teaching and learning in a school is the student and teacher work that occurs in classrooms, day in and day out. This course is about how to use that work to better understand learners and their learning, and teachers and their teaching, and how to support the collegial collaboration that leads to better learning for both learners and educators in a school. The course will focus on three specific tools: protocols (or structures for guiding reflection and discussion); documentation (ways of capturing student and teacher work so that it can be examined and discussed); and collaborative inquiry (working with colleagues to identify important questions about teaching and learning and then pursue those questions through the close examination of student and teacher work). All these tools, while developed primarily for use among teachers and administrators in a school, have proven useful with students in the classroom. Students will consider the important challenges to doing this work in classrooms and schools: How does one learn to see beyond one's own assumptions and expectations to what students are in fact learning? How does one understand and manage tensions that often arise among colleagues when discussing issues as complex as learning and teaching? How do schools make space in already crowded days for the reflections and conversations about student and teacher work? And how might one serve as an effective facilitator for examining student and teacher work with one's colleagues? This seminar requires active participation as well as collaboration with classmates.</p>
T202	Foundations of Schooling and Teaching	Simpson, Beth	X							<p>The purpose of this course is to engage in an in depth investigation of the work of teaching. The course is designed for students who intend to enter the profession of teaching for the first time. Specifically, students will look at teachers' work in relation to students, the curriculum, and the school and the policy settings in which they are situated. This course strikes a balance between understanding focal topics from a theoretical and empirical perspective and investigating them from a practical, more hands on approach. The latter is achieved through the frequent use of case studies, videos of teaching practice, and reference to students' experiences in classroom settings.</p>
T210A1	Introduction to Teaching (English)	Sineath, Karl	X							<p>This module introduces Teacher Education Program candidates to core aspects of teaching that they will continue to examine in their fall methods courses. Particular focus is on lesson planning (including examination of the relation among students' learning needs, instructional goals, instructional strategies, and assessment) and the reflective skills necessary to examine and improve upon practice.</p>
T210A2	Introduction to Teaching (History/Political Science)	Reyes, Noel	X							<p>This module introduces Teacher Education Program candidates to core aspects of teaching that they will continue to examine in their fall methods courses. Particular focus is on lesson planning (including examination of the relation among students' learning needs, instructional goals, instructional strategies, and assessment) and the reflective skills necessary to examine and improve upon practice.</p>
T210A4	Introduction to Teaching (Science)	Pereira, Victor	X							<p>This module introduces Teacher Education Program candidates to core aspects of teaching that they will continue to examine in their fall methods courses. Particular focus is on lesson planning (including examination of the relation among students' learning needs, instructional goals, instructional strategies, and assessment) and the reflective skills necessary to examine and improve upon practice.</p>

T210K	Power in Urban Classrooms	Walker, Marcus	X					Prevailing discourses often describe urban public school teachers as "good" or "bad." Yet simple labels such as "good teacher" or "bad teacher" mask the complexity of the work teachers do. Teachers manage at times competing commitments to their students and their families, the school institution, the broader society, and themselves. This work becomes ever more complex as teachers acknowledge that their own and their students' cultural identities partly shape the political dynamics in their classrooms. This module will focus primarily on the triadic relationship between race, class, and power in urban classrooms, as the subject of race and class is often the subtext of most contemporary discourses on urban schools. Through readings, lectures, and activities students will interrogate different theoretical frameworks that educators have used to explain how urban public school classrooms function as political spaces and how teachers consciously (or not) serve as political actors in these classrooms. Concurrently, students will examine their own understandings of what it means to be an urban public school teacher. Finally, students will aim to respond to the question, "Why do I want to teach in an urban public school?" Recognizing that answers to this question evolve through experience and over time, the course goal is to awaken and develop participants' awareness of the important role they can play in furthering, interrupting, and/or resisting the political agendas of urban public schools.
T210L	A Practical Approach to Classroom Management	Seider, Scott	X					This module is designed to support teachers in developing a practical, effective, and low stress approach to classroom management. The course focuses on a classroom management system with four components: classroom structure, limit setting, responsibility training, and backup systems. Through course readings, reflective writing, class discussion, and simulations, participants will develop effective classroom management practices; break current "high cost" and ineffective strategies; and establish a proactive, positive classroom setting that maximizes time on learning and minimizes classroom disruptions.
T210M	Writing Workshop	Sommers, Nancy		X				This module is designed for students who want to write more powerful, compelling, and thoughtful essays. Through drafting, revising, and examining responses to their own written work, students will learn how to persuade, inform, and delight readers. The best of today's essayists and bloggers draw on a long tradition of essay writing, and this course will provide multiple opportunities to explore the lyrical and analytical features of classic and contemporary essays. We'll study the means by which essays and essayists insinuate themselves into our lives as readers and writers. Students will write each week and will participate in small groups and workshops to discuss their writing.
T210P	Classroom Discussion & Debate: The Purposes and Practices of Dialogic Instruction	Elizabeth, Tracy			X			This module explores the art of classroom discussion as an instructional strategy that enables educators to create authentically enjoyable learning experiences for students while still attending to competencies mandated by education policies. Despite classroom tendencies for lecture-based instruction, researchers have found that dialogic activity bolsters students' analytic reasoning, academic language, and prosocial skills. Thus, this module will encourage you to think critically about the value, analysis, and facilitation of classroom talk. The course will explore theoretical underpinnings, empirical research, and practical evidence that support classroom discussion as an effective way to prepare students to be academically and socially successful inside and outside of their school environments. By the end of the module, you should be able to: (1) communicate to teachers, administrators, and policy makers about the importance of dialogic instruction; (2) identify a variety of effective discourse-based instructional activities and curricula; (3) understand the challenges teachers and students face when engaged in discussions; (4) recommend strategies and techniques for implementing effective discussions; (5) analyze discussion activities using a variety of measures; and, (6) apply your knowledge of effective dialogic instruction in a practice, policy, or research context of your choice. To accomplish the learning goals, you will work with video and transcripts of a variety of classroom discussions; guest experts from across the nation will visit to share their own expertise; and we will routinely host our own lively discussions. The course material is applicable to K-12 and teacher development educational settings.

T210Z1A	Dimensions of Diversity: English Language Learners	Leith, Chad	X						English language learners (ELLs) present a set of unique challenges to teachers in K-12 schools. Drawing upon current research and studies of effective practice, this course will introduce students to a range of practical strategies for enhancing the success of ELLs in their schools and classrooms. Students will examine the socio emotional and sociocultural experiences that can contribute to the schooling behaviors of ELLs and consider how children and adolescents acquire a second language. Course participants will also be introduced to the principles of effective sheltered instruction and will practice designing lessons, materials, and assessments that support ELLs in comprehending and engaging with grade level content while developing their academic language and literacy in English. A variety of related supports and services will be discussed, including approaches for collaborating with immigrant families to promote student learning and development. This semester length module includes seven biweekly class meetings enhanced with online components and school based field experiences. Successful completion of T 210Z1A satisfies the sheltered English instruction (SEI) endorsement requirement for initial educator licensure in Massachusetts.
T210Z1B	Dimensions of Diversity: English Language Learners	Leith, Chad	X	X					English language learners (ELLs) present a set of unique challenges to teachers in K-12 schools. Drawing upon current research and studies of effective practice, this course will introduce students to a range of practical strategies for enhancing the success of ELLs in their schools and classrooms. Students will examine the socio emotional and sociocultural experiences that can contribute to the schooling behaviors of ELLs and consider how children and adolescents acquire a second language. Course participants will also be introduced to the principles of effective sheltered instruction and will practice designing lessons, materials, and assessments that support ELLs in comprehending and engaging with grade level content while developing their academic language and literacy in English. A variety of related supports and services will be discussed, including approaches for collaborating with immigrant families to promote student learning and development. This semester length module includes seven biweekly class meetings enhanced with online components and school based field experiences. Successful completion of T-210Z1B satisfies the sheltered English instruction (SEI) endorsement requirement for initial educator licensure in Massachusetts.
T210Z2	Elements of Diversity: Special Education	Harbour, Wendy	X						This module provides an introduction to special education and inclusion of students with disabilities in K-12 general education classrooms. Teachers are increasingly expected to teach a variety of learners, including students with disabilities. The 2004 reauthorization of the Individuals with Disabilities Education Act and the 2008 Higher Education Opportunity Act further expanded imperatives for general education teachers to understand disability, inclusion, and universal design. Course readings, class discussions, and in class activities will focus on three primary goals: first, to provide an introduction to the roles of special education and inclusion in schools; second, to introduce basic theoretical and practical considerations for teaching inclusively; and third, to increase knowledge of general education teachers' roles and responsibilities in the education of students with disabilities. Emphasis will also be placed on skills for collaborative networking and identifying resources in districts, schools, or classrooms.
T212	Teaching English	Sineath, Karl		X					This course provides participants with an overview of the theory and practice of teaching English language arts to adolescents. Participants will formulate a working definition of English language arts; develop a scholar practitioner approach to teaching; specify the essential skills and content of the discipline; design assessments that measure student learning; develop guidelines for selecting materials that support learning goals; integrate research, theory, and praxis to create effective educational experiences for students; analyze artifacts of practice to inform instructional decisions; and learn to build classroom experiences so that they interact to form cohesive units and yearlong courses. Course requirements include class preparation and participation, assessment design, lesson planning, analysis of student work, discussion facilitation, modeling of teaching strategies, and a unit project.

T213	Teaching History, Political Science/Political Philosophy, and/or Social Studies	Reyes, Noel		X						This course offers an overview of the theory and practice of teaching history, civics, and social studies to adolescents in urban middle and secondary schools. Students taking this course will learn how to set meaningful learning and other developmental goals; integrate assessment and data analysis into daily teaching practice; develop a broad repertoire of teaching practices; make connections within and beyond the school walls; integrate middle and high school students' experiences and beliefs into lessons and course design; use available technology effectively; draw on a variety of classroom management techniques; and design lessons, units, and courses that foster student learning and achievement in urban school settings. This course will also examine a variety of issues specific to history and social studies teaching, including use of primary sources, methods for fostering and managing conversations about contentious issues, and integrating current events into the curriculum.
T214	Teaching Mathematics	Star, Jon		X						This course explores major issues, teaching strategies, resources, pedagogy, and technologies related to the teaching of middle and high school mathematics. Through readings, reflective writing assignments, lesson observations, peer teaching, and classroom discussion, participants will explore critical issues in mathematics teaching and learning, including the nature of mathematical understanding, lesson planning, teaching strategies to promote student thinking, instructional technology, and student assessment.
T215	Teaching Science	Pereira, Victor		X						This course provides an active instructional environment that fosters the development of teachers effectively prepared to meet the challenges of middle- and secondary-science classrooms. We will draw on the rich research base dealing with science teaching and student learning. We will explore various approaches to the teaching of specific topics and concepts in the content areas of earth and space sciences, life science, the physical sciences, and the nature of science, as well as strategies to assess them. Time will be spent examining exemplary curricula, resources, and relevant issues. Students will gain experience in designing and presenting research-based lessons and providing colleagues with critical feedback. Reflective practices will be emphasized.
T300A	Practicum in Secondary Education (Mathematics or Science)	Merseth, Katherine					X			T-300A provides candidates with supervised practice in the role of a secondary or middle school teacher of mathematics or science. Fieldwork, which is integrated into advisory and other required program coursework, includes teaching and assuming additional instructional responsibilities as outlined by the Teacher Education Program.
T300B	Practicum in Secondary Education (English, History, or Political Science/Political Philosophy)	Merseth, Katherine					X			T-300B provides candidates with supervised practice in the role of a secondary or middle school teacher of English, history, or political science/political philosophy. Fieldwork, which is integrated into advisory and other required program coursework, includes teaching and assuming additional instructional responsibilities as outlined by the Teacher Education Program.
T301A	Pre-Practicum in Secondary Education (Mathematics or Science)	Simpson, Beth	X							T-310A prepares candidates to undertake their practica in the role of a secondary or middle school teacher of mathematics or science. Fieldwork, which is integrated into advisory and other required program coursework, includes observing, assisting, and teaching as well as other instructional responsibilities in a variety of educational settings.
T301A	Pre-Practicum in Secondary Education (Mathematics or Science)	Simpson, Beth					X			This course prepares candidates to undertake their practica in the role of a secondary or middle school teacher of mathematics or science. Fieldwork includes observing, assisting, and teaching as well as other instructional responsibilities in a variety of educational settings.

T301A	Pre-Practicum in Secondary Education (Mathematics or Science)	Simpson, Beth				X			This course prepares candidates to undertake their practica in the role of a secondary or middle school teacher of mathematics or science. Fieldwork includes observing, assisting, and teaching as well as other instructional responsibilities in a variety of educational settings.
T301B	Pre-Practicum in Secondary Education (English, History, or Political Science/Political Philosophy)	Simpson, Beth	X						T-310B prepares candidates to undertake their practica in the role of a secondary or middle school teacher of English, history, or political science/political philosophy. Fieldwork, which is integrated into advisory and other required program coursework, includes observing, assisting, and teaching as well as other instructional responsibilities in a variety of educational settings.
T301B	Pre-Practicum in Secondary Education (English, History, or Political Science/Political Philosophy)	Simpson, Beth				X			This course prepares candidates to undertake their practica in the role of a secondary or middle school teacher of English, history, or political science/political philosophy. Fieldwork includes observing, assisting, and teaching as well as other instructional responsibilities in a variety of educational settings.
T301B	Pre-Practicum in Secondary Education (English, History, or Political Science/Political Philosophy)	Simpson, Beth				X			This course prepares candidates to undertake their practica in the role of a secondary or middle school teacher of English, history, or political science/political philosophy. Fieldwork includes observing, assisting, and teaching as well as other instructional responsibilities in a variety of educational settings.
T302A	Practicum in Secondary Education (Mathematics or Science)	Merseith, Katherine				X			This course provides candidates with supervised practice in the role of a secondary or middle school teacher of mathematics or science. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in a site based advisory seminar.
T302A	Practicum in Secondary Education (Mathematics or Science)	Merseith, Katherine				X			This course provides candidates with supervised practice in the role of a secondary or middle school teacher of mathematics or science. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in a site based advisory seminar.
T302B	Practicum in Secondary Education (English, History, or Political Science/Political Philosophy)	Merseith, Katherine				X			This course provides candidates with supervised practice in the role of a secondary or middle school teacher of English, history, or political science/political philosophy. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in a site based advisory seminar.
T302B	Practicum in Secondary Education (English, History, or Political Science/Political Philosophy)	Merseith, Katherine				X			This course provides candidates with supervised practice in the role of a secondary or middle school teacher of English, history, or political science/political philosophy. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in a site based advisory seminar.

T310A	Pre-Practicum in Secondary Education (Mathematics or Science)	Merseth, Katherine				X			This course prepares candidates to undertake their practica in the role of a secondary or middle school teacher of mathematics or science. Fieldwork, which is integrated into advisory and other required program coursework, includes observing, assisting, and teaching as well as other instructional responsibilities in a variety of educational settings.
T310B	Pre-Practicum in Secondary Education (English, History, or Political Science/Political Philosophy)	Merseth, Katherine				X			This course prepares candidates to undertake their practica in the role of a secondary or middle school teacher of English, history, or political science/political philosophy. Fieldwork, which is integrated into advisory and other required program coursework, includes observing, assisting, and teaching as well as other instructional responsibilities in a variety of educational settings.
T330A	School Instructional Leadership: Seminar and Practicum (Elementary-School Level)	Fiarman, Sarah				X			The primary goal of this yearlong course is to prepare students for principal licensure and for school leadership roles in district, charter, pilot, and private schools as well as other educational organizations. The course emphasizes the conceptual framework and skills, as well as the values and beliefs, school leaders need to develop in order to create and manage schools and organizations that continually strive to improve instruction and increase student learning for all students. Students who complete the course should expect to have mastered the following skills: how to set up and manage operational systems to ensure that the school as an organization runs well, continually engages in practices that concentrate on increasing the quality of instruction and student learning for all students, and positions itself as a school to thrive in the future; how to analyze and use multiple sources of data about student performance to improve instruction and student achievement for all learners; how to use teacher supervision, evaluation, and follow-up as a lever for instructional improvement; how to manage resources--people, time, money, job descriptions, district and community opportunities--and the budget development process to support instructional improvement and increased student achievement for all learners; how to engage parents and the community in supporting student learning; how to plan and implement schoolwide programs, including shelter content and scaffolded instruction, for English language learners to ensure language mastery; how to recruit, hire, and support instructional staff; and how to prepare personal entry plans for school leadership positions in district, charter, private, and pilot schools as well as other educational organizations. In addition, students are expected to engage in the ongoing process of developing and refining values and beliefs that support instructional improvement and high levels of learning for all students; to understand and support best practices for sheltering content for and teaching academic language to English language learners; and to increase their understanding of how individual schools and educational organizations operate within the context of overarching district, charter, pilot, and private school goals for improved student achievement.

T330B	School Instructional Leadership: Seminar and Practicum (Middle-School Level)	Fiarman, Sarah				X		<p>The primary goal of this yearlong course is to prepare students for principal licensure and for school leadership roles in district, charter, pilot, and private schools as well as other educational organizations. The course emphasizes the conceptual framework and skills, as well as the values and beliefs, school leaders need to develop in order to create and manage schools and organizations that continually strive to improve instruction and increase student learning for all students. Students who complete the course should expect to have mastered the following skills: how to set up and manage operational systems to ensure that the school as an organization runs well, continually engages in practices that concentrate on increasing the quality of instruction and student learning for all students, and positions itself as a school to thrive in the future; how to analyze and use multiple sources of data about student performance to improve instruction and student achievement for all learners; how to use teacher supervision, evaluation, and follow-up as a lever for instructional improvement; how to manage resources--people, time, money, job descriptions, district and community opportunities--and the budget development process to support instructional improvement and increased student achievement for all learners; how to engage parents and the community in supporting student learning; how to plan and implement schoolwide programs, including shelter content and scaffolded instruction, for English language learners to ensure language mastery; how to recruit, hire, and support instructional staff; and how to prepare personal entry plans for school leadership positions in district, charter, private, and pilot schools as well as other educational organizations. In addition, students are expected to engage in the ongoing process of developing and refining values and beliefs that support instructional improvement and high levels of learning for all students; to understand and support best practices for sheltering content for and teaching academic language to English language learners; and to increase their understanding of how individual schools and educational organizations operate within the context of overarching district, charter, pilot, and private school goals for improved student achievement.</p>
T330C	School Instructional Leadership: Seminar and Practicum (High-School Level)	Fiarman, Sarah				X		<p>The primary goal of this yearlong course is to prepare students for principal licensure and for school leadership roles in district, charter, pilot, and private schools as well as other educational organizations. The course emphasizes the conceptual framework and skills, as well as the values and beliefs, school leaders need to develop in order to create and manage schools and organizations that continually strive to improve instruction and increase student learning for all students. Students who complete the course should expect to have mastered the following skills: how to set up and manage operational systems to ensure that the school as an organization runs well, continually engages in practices that concentrate on increasing the quality of instruction and student learning for all students, and positions itself as a school to thrive in the future; how to analyze and use multiple sources of data about student performance to improve instruction and student achievement for all learners; how to use teacher supervision, evaluation, and follow-up as a lever for instructional improvement; how to manage resources--people, time, money, job descriptions, district and community opportunities--and the budget development process to support instructional improvement and increased student achievement for all learners; how to engage parents and the community in supporting student learning; how to plan and implement schoolwide programs, including shelter content and scaffolded instruction, for English language learners to ensure language mastery; how to recruit, hire, and support instructional staff; and how to prepare personal entry plans for school leadership positions in district, charter, private, and pilot schools as well as other educational organizations. In addition, students are expected to engage in the ongoing process of developing and refining values and beliefs that support instructional improvement and high levels of learning for all students; to understand and support best practices for sheltering content for and teaching academic language to English language learners; and to increase their understanding of how individual schools and educational organizations operate within the context of overarching district, charter, pilot, and private school goals for improved student achievement.</p>

T402	Group Learning	Wilson, Daniel						<p>Learning in groups is an essential component of school life for students, teachers, and administrators. One needs to look no further than the current emphasis on cooperative learning, teacher learning communities, and collaborative leadership models. However socially appealing these labels seem, the unfortunate fact remains that groups are often a frustrating and ineffective learning experience for many of their members. Very few groups do well at sharing ideas, making decisions, and building new knowledge. Even fewer are able to break from routine behaviors and craft new practices. Why is this, and how can those who lead learning environments create the conditions to better support group learning? This course will familiarize participants with key research findings on the nature of group learning and will offer several occasions for participants to apply the concepts in practice by designing and observing group learning experiences. The course will examine and compare seminal lessons culled from the classroom literature, teacher and leader development, and the wider field of team learning and performance. Each week will focus on written and video cases of learning in K-12 classrooms, teachers collaborating in teams, or school administrators learning together. To illuminate the inherent social paradoxes of learning in groups, participants will engage in several experiential exercises as well as examine other contexts such as hospital teams, musical orchestras, and extreme athletic teams. In sum, participants will build an awareness of key insights, so they can better diagnose and support group learning in a variety of contexts.</p>
T409	Teams in Schools and School Districts: The Potential and the Challenge	Boles, Katherine				X	<p>This course is designed for teachers and administrators in grades preK-12 who wish to learn how well functioning school teams (both teaching and administrative teams) can be established and maintained in today's evolving education climate. While the popular idea of creating teams in schools seems relatively simple, most teachers and administrators would admit that they have rarely experienced teams that function effectively for the purpose of systematically improving instruction and increasing student learning. In this course, students will study both the cultural and the structural issues that prevent the development of successful school teams, and highlight the importance of developing accountability among all team members for the improvement of teaching and learning. The course is largely case based, using both videotaped and written cases of school level teams to address the dilemmas and issues that are frequently raised for teachers and administrators who work in teams. The cases and case analyses, supplemented by the most recent literature on teams in schools and other organizations, will provide a theoretical understanding of school teams and introduce specific skills that teams must acquire in order to function most effectively. In addition, pairs of students will teach one of the cases from <i>The Power of Teacher Teams</i> (Troen and Boles, 2011). All students, working in teams, will make three visits to a local school to study teacher and administrative teams and the school culture and context within which they function. These visits will be followed by a class presentation by the group and an individually written paper that analyzes the many facets of teacher and school leadership teams.</p>	

T440	Teaching and Learning: "The Having of Wonderful Ideas"	Schneier, Lisa						<p>"Meaning is not given to us in our encounters, but it is given by us, each in our own way, according to how our understanding is currently organized." (Eleanor Duckworth, <i>The Having of Wonderful Ideas</i>) "Knowledge emerges only through invention and re invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other." (Paulo Freire, <i>Pedagogy of the Oppressed</i>) This course focuses on the act of learning as the source of gaining insight about teaching. Originally created by Eleanor Duckworth, the course seeks to bring a Freirean approach to teaching situations by valuing the learners' experiences and insights. Rather than conceiving of teaching as explaining, and learning as listening, this course looks at creating situations where teachers listen and learners do the explaining. It starts from the premise that there are endless numbers of adequate pathways for people to come to understand subject matter. Curriculum and assessment must build on this diversity. A second premise is that every person can get involved with, enjoy, and get good at every subject matter. The course is designed to help educators think about engaging people and helping them learn, in a variety of subject matters. It engages students as learners, teachers, and designers of curriculum (learning encounters) that excite the mind. It is relevant for teachers of any subject matter, with any amount of experience, teaching people of any age in any setting -- schools, universities, museums, offices, basketball courts, wherever one might want to help someone learn. The method is also appropriate for doctoral research in various aspects of teaching and learning. In addition to the two hour class, students attend a weekly two hour section. Weekly reports, journals, and a final paper are required.</p>
T509	Massive: The Future of Learning at Scale	Reich, Justin		X				<p>Video lectures, peer networks, and intelligent tutors now enable teachers to lecture to mass audiences, software platforms to train millions, and vast online communities to support one another's growth. Optimists see new innovations as harbingers of transformation in educational systems, and critics see these cheap technologies as poor substitutes for human experts. This course will explore the opportunities, limits, and tradeoffs of new technologies that support teaching and learning at scale. Through examining MOOCs, intelligent tutors, blended learning environments, and interest based learning communities, students will examine the implications of these new modes of learning for classrooms, software, equity, opportunity, research, and policy. Through readings, discussions, encounters with experts in the field, and immersion in the technologies of large scale learning, students will work collectively to understand where technologies of large scale learning might enhance or transform learning and where they fall short or might even harm learners or systems. Ideally, the course community will include students with a deep understanding of education (but perhaps little background in technology) and students with extensive experience with computing technologies (but perhaps little background in education). Framing questions for the course include: Where can large scale learning technologies most enhance student learning, and where do they offer no value? Who benefits and who is harmed from the increasing use of large scale learning environments? What pedagogical theories are -- implicitly or explicitly -- baked into the architecture of different massive learning platforms? How does the utility of large scale learning platforms vary across different domains of learning and sectors of education? What do computers do best? What do peer networks do best? What do expert teachers do best? What are the policy implications for new technology and new models of learning in K-12, higher education, and other sectors?</p>

T510S	Data Science in Education: Big Data, Learning Analytics and the Information Age	Lang, Charles		X					The Internet and mobile computing are changing our relationship to data. Data can be collected from more people, across longer periods of time, and a greater number of variables, at a lower cost and with less effort than ever before. This has brought opportunities and challenges to many domains, but the full impact on education is only beginning to be felt. On the one hand there is a critical mass of educators, technologists, and investors who believe that there is great promise in the analysis of this data. On the other, there are concerns about what the utilization of this data may mean for education and society more broadly. <i>Data Science in Education</i> provides an overview of the uses of Big Data in education with the aim of developing students' ability to critically evaluate the technologies, analyses and consequences of this emerging field. It will cover methods and technologies associated with the fields of data science, educational data mining, and learning analytics, as well as discuss the opportunities for education that these fields present and the issues that they may create.
T522	Innovation by Design: Projects in Educational Technology	Dockterman, David							In this course, students experience firsthand the research based design process with their own technology based project. They will start with an education related problem of their choice -- past projects have tackled everything from fostering student creativity to supporting poorly educated hospital patients to teaching vocabulary or negative numbers. Working in small groups of shared interest, students will investigate the research, practice, and theories that suggest causes of and ways to address the problem. They will use the research as a spark for developing an innovative idea that incorporates appropriate uses of technology (computers, mobile devices, TV, game consoles, etc.) as needed for the project's targeted audience and context (school classroom, museum exhibit, corporate office, home entertainment area, subway, or wherever). In an iterative cycle, students will test and revise their idea with wireframes and prototypes, gather feedback, make revisions, and prepare a final presentation to share their findings and progress. This course takes students through the entire design and prototyping process in a supportive environment. Lectures and class presentations will dissect the creative and development steps using existing products and the students' own projects. Studio/lab times (using a mix of prototyping and development tools) will be devoted to supporting the creation of project prototypes and to give students a hands on feel for software implementation. Projects from T-522 can be considered for further development in the spring in T-581.
T523	Formative Evaluation for Educational Product Development	Reich, Christine		X	X				Formative evaluation is an assessment process used to improve the quality and development of almost any type of program or product. This course is designed for teachers, producers, researchers, museum educators, and educational product developers interested in methodologies and issues related to the evaluation of educational products. Students can expect to learn how to identify design objectives; gain insights into how market research works; write effective and productive questions; gather data on user feedback; systematically analyze data; and convey findings to colleagues, development teams, and funders. Through problem based instruction, students will focus on one of two preselected projects. Past projects have included an IMAX movie (<i>Jane Goodall's Wild Chimpanzees</i> , Science Museum of Minnesota), museum exhibits (e.g., <i>Jasper Johns to Jeff Koons</i> , Museum of Fine Arts, Boston), television programs (e.g., <i>DragonflyTV</i> , Twin Cities Public Television), and Internet sites (e.g., Time Warp Trio, WGBH). Students will identify the goals of the project, create an evaluation instrument to assess these goals, observe behaviors and gather user feedback, and convey the findings through both a written and an oral report. Although projects vary, the skills are applicable across disciplines and to nontechnology projects as well. Enrollees in the course have included curriculum developers, television producers, physicians, businesspersons, teachers, museum exhibit developers, moviemakers, and website designers.

T525	Realizing the Potential of Online Professional Development	Treacy, Barbara						Online technologies provide powerful new opportunities for educator learning that can address the limitations of traditional forms of teacher professional development, provide high quality access to content and colleagues without the constraints of time or place, and prepare educators with digital learning experiences that help them understand and incorporate the transformative power of connected teaching into their practice. How do educators design and implement effective online and blended learning programs to meet these goals? This course explores the potential of online and blended learning models for K-12 educators, with additional examples related to student online and blended learning. The course is based on illustrative cases showing how these opportunities and related challenges have shaped online and blended implementations in EDC's EdTech Leaders Online and in other online learning programs for educators and students. Issues considered in the course include: What principles should guide the design and balance of online and blended content? How does online professional development enhance teachers' content knowledge and pedagogical practices? What preparation do educators need to facilitate online or blended learning for colleagues or for students? How are online learning communities built and sustained? What administrative supports and infrastructure are needed for successful programs? How are access and equity addressed? How do online and blended options enable scalability, and what role can MOOCs play in transforming professional learning opportunities for educators? Which online tools, applications, and social media support various types of learning, and how do we identify the right tools to use for specific purposes?
T530	Designing and Producing Media for Learning	Blatt, Joseph		X				This seminar is intended to encourage and support students who wish to sample the experience of producing media materials for learning. Each student will have the opportunity to design, produce, test, and revise a small scale project. Most full scale media projects are collaborative efforts, in which a team undertakes a series of coordinated activities, including content and audience research, creative design, production of pilot materials, formative testing, and redesign. To explore this process, students in the course will meet as a "production team" to review, critique, and advance one another's projects. Through readings, screenings, and discussions with practitioners, we will come to grips firsthand with issues of conceptualizing, designing, fashioning, and evaluating media projects. We will explore several analytic frameworks drawn from both instructional design and informal education research. Students may create text, video, graphics, apps, games, or other formats for television, radio, exhibit spaces, multimedia, the Web, smart mobile devices, or other dissemination channels. No previous design or production experience is required. The teaching team, along with HGSE IT staff, will help support students acquire production skills. The course will culminate in a premiere night, showing and celebrating completed projects with classmates and guests.
T543A	Applying Cognitive Science to Learning and Teaching	Grotzer, Tina		X				This course explores specific principles from cognitive science that have important implications for instructional approach and curriculum design. It considers how recent research findings on topics such as transfer, analogy, metacognition, conceptual change, explanation, mental models, novice expert shifts, causal reasoning, and the nature of beliefs about intelligence interact with instructional design choices. It investigates current thinking on how findings from cognitive development research impact teaching and learning. Discourse ranges from learning theory to grounded classroom examples, focusing on examples that elucidate both how theory and research inform practice and how practice informs research questions and broader theory. There will be weekly readings. Class format will include activities, discussion, and brief lectures. The course has a project based component. Students will complete a term project, typically the development of a curriculum topic, the choice of which is based on individual interest. Weekly workshop style sections will support students in applying class concepts to their project topic.

T543B	Applying Cognitive Science to Learning and Teaching	Grotzer, Tina		X						This course explores specific principles from cognitive science that have important implications for instructional approach and curriculum design. It considers how recent research findings on topics such as transfer, analogy, metacognition, conceptual change, explanation, mental models, novice expert shifts, causal reasoning, and the nature of beliefs about intelligence interact with instructional design choices. It investigates current thinking on how findings from cognitive development research impact teaching and learning. Discourse ranges from learning theory to grounded classroom examples, focusing on examples that elucidate both how theory and research inform practice and how practice informs research questions and broader theory. There will be weekly readings. Class format will include activities, discussion, and brief lectures. The course has a project based component. Students will complete a term project, typically the development of a curriculum topic, the choice of which is based on individual interest. Weekly workshop style sections will support students in applying class concepts to their project topic.
T550	Designing for Learning by Creating	Brennan, Karen		X						In formal learning environments such as classrooms, learners are too often positioned as passive -- listening, watching, attending, consuming -- rather than encouraged to engage as creators -- designing, making, producing, constructing. In this course, students will (1) investigate the theoretical foundations of learning by creating and (2) explore how to design learning experiences and technologies that support creating as a central activity. Topics will include constructivist and constructionist theories of learning, the role of digital and physical materials in learning, how interest and motivation support learning, the social nature of learning, and reflective learning practices. Investigations and explorations will be supported through readings, as well as hands on experimentation with (and critical analysis of) construction oriented learning experiences. Students will participate in class discussions about readings and take turns facilitating a portion of class time, which will involve selecting an additional reading and/or preparing an in class activity that explores the theme of the week. Additionally, students will develop a project related to the theme of "designing for learning by creating;" for example, proposing a new technology/experience, developing curricular resources for an existing technology/experience, or analyzing an existing technology/experience. The project should be connected to both the course themes and student interests. Anyone who is interested in exploring the theory and practice of learning through designing, producing, making, and creating is encouraged to enroll.
T553	Learning, Teaching, and Technology	Brennan, Karen								Digital and network technologies create new opportunities and new expectations for learning and teaching. How do teachers and learners make sense of and negotiate these opportunities and expectations? This course will focus on developing nuanced understandings of the relationships between learning, teaching, and current technology trends, by considering current trends through the lens of critical theory and the practices of design thinking. Trends are updated with each course offering to reflect current cultural interests, but topics from previous offerings of the course have included: MOOCs, coding, flipped classrooms, connected learning, games, big data, open education, edupreneurship, and peer learning networks. Students will attend weekly class sessions, contribute to the course learning community (both in person and online), and think carefully and critically about learning, teaching, and technology through weekly reading, exploring, and reflecting activities. Anyone interested in exploring teachers' and students' experiences in the digital era is encouraged to enroll.
T560	Universal Design for Learning: Meeting the Challenge of Individual Differences	Rose, David		X						The challenge of individual differences faces every teacher, administrator, and curriculum designer. To meet that challenge, educators are typically equipped with media and materials that are "one size fits all" and that have been designed primarily for a narrow and illusive group of "regular" students. This course will explore an alternative approach -- universal design for learning (UDL) -- that creates curricula and learning environments that are designed to achieve success for a much wider range of student abilities and disabilities. To do that, the UDL approach takes advantage of advances in two fields: (1) the cognitive neuroscience of learning and individual differences and (2) the universal design of educational technologies and multimedia. This course will explore recent advances in both of these fields through appropriate readings and through media construction exercises designed to prepare and support participants to meet the challenge of individual

									differences through universal design for learning. Students will work in teams on learning environments that are an expression of UDL.
T561	Transforming Education through Emerging Technologies	Dede, Christopher							As discussed in the National Educational Technology Plan 2010, which will serve as a framework for this course, emerging technologies have capabilities (e.g., supporting distributed cognition, situated learning, pattern based assessment, psychological immersion, modeling, and visualization) that enable sophisticated and powerful forms of learning, at scale and not requiring personal heroism by teachers. T-561 is suitable for students in any academic program who wish to develop greater knowledge about the ways emerging technologies can both empower learning in and out of classrooms and transform industrial era educational structures. The course presumes only a basic familiarity with computers, and extensive support is provided for learning the specific applications used in class. T-561 emphasizes the theory, instructional design, and assessment strategies underlying the development and application of new interactive educational tools, applications, media, and infrastructures, seen through the lens of design based research. Students will discuss the likely evolution of innovations such as immersive interfaces, digital teaching platforms, social media, and mobile learning. Students will also examine challenges to educational equity posed by emerging technologies and strategies for overcoming these problems. In addition, students will discuss ways to overcome barriers in using sophisticated learning technologies to transform learning, teaching, and schooling, given the current context of education practice and policy, including examining disruptive theories of innovation. Lab/section sessions will focus on technical support, discussion of research methods, and special topics. Students will participate in virtual learning experiences and will complete assignments that can be customized to individual preferences and can include participation in research projects.
T565	Entrepreneurship in the Education Marketplace	Richards, John			X				Education is a \$4 trillion global market. Most of the money is being spent on salaries and operations, and the market challenges are considerable. Overlapping government agencies regulate the market, success is measured by a torrent of student tests, and there is a universal expectation of high quality at low cost. Funding and political constraints differ from country to country, from state to state, and even from city to city. These challenges present opportunities for creative entrepreneurship, operating from Pre-K through higher education, from within and outside the system, and from for-profit and nonprofit business models. This course examines how to identify market opportunities and how to create systematic market research and pragmatic planning in order to "scale up" or "disseminate" beyond a few early adopters. Creative entrepreneurs establish new products or services through a careful analysis of market conditions and buying patterns and an implementation plan that effectively leverages available sources of funding. From the beginning of the course, students will engage in active market research working individually and in teams to analyze segments of the education market, evaluate competitors, and integrate the components of a business plan created in written assignments during the semester.
T581	Advanced Design Studio	Kahle, David					X		This project based course introduces students to advanced topics in the design and development of online environments for education, including project management, human centered and educational design strategies, and programming for interactive learning in both formal and informal educational settings. The <i>Advanced Design Studio</i> focuses on software design for both formal and informal educational settings. The course provides an opportunity for students to build on their earlier coursework in educational technology design and development by working as a member of a project development team. Through supervised collaborative work around a single medium scale project, students will assume roles in and work through the various stages of a project's life cycle, from analysis and design to development and implementation. The course focal point, the studio project, will be defined by student teams early in the semester. Guest faculty and local professionals will be invited to present their expertise on topics relevant to the design and development of the studio project.

T600	Thinking and Learning Today and Tomorrow: Project Zero Perspectives	James, Carrie		X				<p>This course explores diverse perspectives on thinking and learning, drawing on over four decades of work from Project Zero (PZ), a research center at HGSE. Since its inception in 1967 as a center for research on learning in the arts, PZ's work has extended in new directions while maintaining a focus on thinking, learning, and deep understanding. Today, PZ's diverse portfolio includes research and pedagogical frameworks related to the following themes: multiple intelligences, teaching for understanding, making learning visible, visible thinking, creating cultures of thinking, thinking in the arts, group learning, cognition in science, interdisciplinary teaching and learning, ethical issues and other dimensions of good work, and the implications of globalization and digital life for learning and learners today. This course will emphasize selected PZ perspectives, including a dispositional view of thinking, a performance view of understanding, the role of documentation in learning, the importance of reflective practice. The course will connect study of PZ frameworks to a set of core questions such as: What's worth learning and understanding today and tomorrow? What are the design elements of rich thinking and learning experiences? What do thinking and learning look like? With support from a teaching team of PZ researchers, students will actively engage in activities, discussion, and other core learning experiences. Putting frameworks into practice in diverse learning contexts in the real world will be a major aspect of the course experience.</p>
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