COURSE OVERVIEW

Background

Once a world leader in educational performance, the U.S. now faces a national crisis in education. As a whole, the U.S. public education system does not prepare students who are ready for college or competition in the global marketplace. In fact, students in the U.S. perform significantly less well academically than their peers from other industrialized nations: Of 35 OECD countries, the United States now scores 31st in math, 19th in science, and 20th in reading, as measured by the Program for International Student Assessment (PISA) in 2015. In addition, there is a persistent student achievement gap along income and ethnic lines. We have seen no progress toward closing SES-based achievement gaps since the 1960s and no progress toward closing the black-white achievement gap since 1990.

Over the last decade, a number of results-oriented leaders in states, districts, charter management organizations, and nonprofits have led the reform of U.S. public education. These leaders bring a sense of urgency and new strategies to address current challenges, but also, face significant resistance or political challenges. One facet of this is the human capital challenge facing K-12 public education and what it takes for leaders to make change in districts, and communities by leveraging human assets and the change process.

Course Description

This course will focus on this human capital challenge within change leadership. Teacher and principal effectiveness are the two most important school-based factors impacting student achievement. To ensure all students achieve at high levels, it is critical to have an effective teacher in every classroom and effective leader in every school. Students will examine critical human capital issues and innovative strategies designed to drive higher academic achievement for all students in the context of Hewitt’s 5C Framework for Leading Change. Students will analyze entrepreneurial solutions to prepare, recruit, select, train, evaluate, and retain effective teachers and school leaders, specifically leaders of color, and leadership approaches to bring about systemic change. Students will walk away with a working understanding of major urban systems reform.

Learning Objectives

This course is designed with the following learning objectives for students:

- Understand the current and evolving context of public education in the United States
- Examine the key levers for education reform (particularly in the realm of human capital / talent management), innovative strategies, and their results
- Explore how business, leadership, and management practices can increase educational effectiveness and lead to higher student achievement
- Identify how skills and concepts developed through other courses are applicable to education, specifically how is school reform a model for organizational change and profiles in leadership.

Required Readings and Tools

The required readings and cases are available on the Canvas Education Leadership course page and in the linked Library Reserves. Surveys will take place on Canvas and discussion will take place in class.
Note: The “Sweeping Change: Michelle Rhee’s Journey to Transform the DC Public Schools” case is particularly long. It is recommended that you read this ahead of session 4.

**COURSE PROGRESSION (AT A GLANCE)**
*Please see expanded class plans, required readings and speaker information at the end of syllabus*

<table>
<thead>
<tr>
<th>SESSION # &amp; DATE</th>
<th>TOPIC</th>
<th>DESCRIPTION</th>
<th>SPEAKER</th>
<th>REQUIRED READING</th>
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<tbody>
<tr>
<td></td>
<td><strong>CHANGE MODEL:</strong>&lt;br&gt;Hewitt/AON 5Cs</td>
<td>Identify human capital issues and impact of COVID in 2020</td>
<td>N/A</td>
<td>“‘Cost of Past and Future Learning Loss,”&lt;br&gt;“Listen to Pod Save the People: Ask All The Questions (with Dianne M. Stewart)”</td>
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<tr>
<td><strong>Session 2</strong>&lt;br&gt;February 7th</td>
<td><strong>BUILDING A TEACHER PIPELINE AND MANAGEMENT SYSTEM</strong></td>
<td>Consider ways to recruit, select, and prepare teachers</td>
<td>Ms. Vicki Bernstein, NYC Department of Education</td>
<td>“Case: New York City Teaching Fellows”</td>
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<td><strong>Session 3</strong>&lt;br&gt;February 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td><strong>COMMITMENT</strong>&lt;br&gt;CHOICE AND CHARTER SCHOOLS</td>
<td>Study the impact of teacher leadership on retention</td>
<td>Partner at TNTP</td>
<td>“The New Teacher Project. Broken Pipeline.”&lt;br&gt;“Case: Success Academy”</td>
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<td></td>
<td><strong>COMMUNICATION</strong></td>
<td>Examine the role of choice in education reform</td>
<td>N/A</td>
<td>“Note on Charter Schools.”</td>
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<td><strong>Session 4</strong>&lt;br&gt;March 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td><strong>MANAGING HUMAN CAPITAL – DC PUBLIC SCHOOLS</strong></td>
<td>Discuss Washington, DC’s change through human capital</td>
<td>Kaya Henderson</td>
<td>“Case: Sweeping Change: Michelle Rhee’s Journey to Transform the DC Public Schools.”</td>
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### CAPABILITIES

<table>
<thead>
<tr>
<th><strong>Session 5</strong></th>
<th><strong>Date</strong></th>
<th><strong>PRINCIPAL AS CEO AND INSTRUCTIONAL LEADER</strong></th>
<th><strong>Analyze Baltimore’s approach to changing governance</strong></th>
<th><strong>Dr. Andres Alonso, former CEO Baltimore City Schools</strong></th>
<th><strong>“Case: Baltimore City Public Schools: Implementing Bounded Autonomy.”</strong></th>
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<tbody>
<tr>
<td><strong>Session 6</strong></td>
<td><strong>Date</strong></td>
<td><strong>DISTRICT TRANSFORMATION – NEWARK PUBLIC SCHOOLS</strong></td>
<td><strong>Discuss challenges of rapid, large-scale change</strong></td>
<td></td>
<td><strong>“Case: The Trading Post is Closed: Cami Anderson in Newark Public Schools.”</strong></td>
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</tbody>
</table>
| **CULTURE & REVIEW** | **Date** | **Explore transformation at the district and state level** | **Ms. Cami Anderson, former Superintendent, Newark** | | **“Case: Addendum to Newark Case Study”**
| | | | | | **“74 Interview: Sen. Cory Booker on Teacher Quality, Celebrity Star Power, and Why His Newark School Reforms Were Actually a Success.”** |

### EXPECTATIONS AND GRADING POLICY

Students will be evaluated according to the following criteria:

- **Attendance and Participation:** 35%
- **Weekly Surveys:** 25%
- **Final Performance Task:** 40%
  - Task Outline (5%)
  - Change plan (20%)
  - Team roleplay (15%)

**Attendance and Participation (35%)**

This course adheres to Columbia Core Culture. Students are expected to be present, prepared, and active participants. Due to the highly collaborative and interactive nature of this class, it is critical that all students attend every class meeting. If you must miss class for a legitimate reason, please notify the instructor in advance via e-mail. It is the discretion of the instructor to approve the absence. To receive full credit for participation, students participate thoughtfully in class discussions.

- Attend all classes (points will be deducted for unexcused absences)
  - Arrive on time to class
  - Bring your name plate
Engage actively throughout the class
Stay for the full duration of the session
Limit eating and drinking during class

● Lead and actively participate in classroom discussions – Effective class participation includes:
  o Significant contributions to class discussion, including building on each other’s comments
  o Critical thinking skills – evidence of case analysis, deep understanding of the readings, and ability to identify implications of the readings for the case/issues discussed in class
  o Ability to take a stand – share your perspective on cases/various education reforms and provide evidence to support your position, expect cold calling
  o Empathy and willingness to test new ideas and push the class discussion forward
  o Ability to link course concepts from readings and prior classes
  o Effective introductions and thoughtful questions of guest speakers

● Credit will not be given
  o If a student misses class without prior approval from the instructor

**Weekly Surveys (30%)**
In order to prepare for each class discussion, students will read materials and complete a weekly survey by 11:59 pm on the Friday before each class. Survey responses play a key role in determining the structure, focus, and facilitation of each session, so it is important to complete surveys with thoughtful responses and on time.

Weekly Survey Expectations:

● Complete weekly online surveys
● Submit each survey by 11:59 pm on the Friday before class (late surveys will be worth half credit)
● Complete all readings in advance of the relevant session
● Respond thoughtfully to survey questions
  o Answer every question
  o Take a stand on issues and provide evidence for your position
  o Submit questions for upcoming guest speakers
● Provide feedback on class facilitation and guest speakers (feedback is for course improvement and will not be graded)

**Final Performance Task (35%)**
*Please see the detailed final performance task handout under “Assignments” on Canvas*

In teams, students will explore a leader in the course, and act as advisors to that leader. The team will write a change plan for the leader; the purpose of the plan is to enable the leader to gain buy-in and communicate a new course of action. Once completed, the teams will prepare a consulting pitch that will be roleplayed in the last session of class.

Performance Task Expectations:

● **Form a team of 4 students** to analyze a change management issue for a leader of their choosing, and create a coherent strategic plan that incorporates your analysis.
● Write a 2-3 page **high-quality change plan** that demonstrates a clear understanding of the change management issue and the challenges faced by the leader. Create strategies for the leader to overcome the challenges.
● From the high-quality change plan, create a 5-minute pitch sharing your plan to the leader, to be roleplayed in class.
● Answer questions during the 5-minute question and answer section at the end of the pitch.

Timeline and Deliverables:
● **Monday, February 21, at 11:59 pm** – Performance task preference survey due: topic & team members
● **Monday, March 21** – Mid-course check-in with project teams before and after class
● **Monday, April 4, 11:59pm** – Change Plans uploaded to Canvas
● **Monday, April 18** – Pitch Roleplay in class

**Support**

The instructor will schedule times before or after class to meet with teams to discuss progress and challenges. Teams are encouraged to schedule time with the TA for further logistical support.

**ABOUT THE INSTRUCTOR**

David Rosenberg, email: davidr1019@gmail.com, phone: 617.276.7381

David Rosenberg is a partner at Education Resource Strategies, a national nonprofit that helps district, school and state leaders transform how they use resources to ensure excellence with equity for all students. In this role, David provides strategic counsel to state and local education leaders, including most recently in Memphis and Nashville, TN; Indianapolis, IN; Washington, DC; and Mesa, AZ. In response to the COVID-19 pandemic, David helped lead development of ERS’ tools and guidance for national, state and local leaders as they implemented strategies for recovery and long-lasting system redesign.

David leads ERS’ work on redesigning the teaching job, with a deep focus on helping leaders make the teaching job more dynamic, rewarding, collaborative and sustainable, especially for educators in our highest-need communities. He is a co-author of Growing Great Teachers, which describes how district leaders can sustainably provide differentiated support for rookie teachers, and Igniting the Learning Engine, a study of how the most effective systems organize for strategic, job-embedded professional learning.

Prior to joining ERS, David held leadership roles at Teach For America and worked as a consultant with McKinsey & Company and the political media firm GMMB. David is a 2001 graduate of Columbia Business School. He and his family live in Cambridge, MA.
SESSION DETAILS

Session 1: Setting the Stage – The Need for Excellent Education

The first two sessions will set the stage for the rest of the course by exploring the current issues and challenges facing public education in the United States.

In Part A of class, we will discuss the achievement gap, economic impact of our educational system, and U.S. ranking among world nations. We will look at four principal reform efforts today - the standards movement and test-based accountability, human capital innovations, charter schools, and federal and state-mandated turnaround efforts. All four have had, at best, mixed results. We will close with a review of course scope and expectations. We will then accelerate from the past to the present to situate our current COVID-19 experience.

In Part B of class, we will identify factors and conditions that have led to the current state of US education. Utilizing the 5 Cs’ organizational change model, with thanks to Hewitt Associates, now Aon, we will begin to analyze types of change.

Readings & Speaker

- Required
  - Module – via Canvas. Understanding Change Management through the 5Cs. Erin McMahon

- Optional
  - UNICEF’s “Averting a Lost COVID Generation: a six-point plan to respond, recover and reimagine a post pandemic world for every child.”

- Speaker
  - N/A

Session 2: Commitment: Building a Teacher Pipeline and Performance Management System

In order to ensure an effective teacher in every classroom, we must start by effectively recruiting, selecting, and preparing our teachers. In Session 2, we will review the effectiveness of teacher preparation programs and explore approaches – including pathways such as The New York City Teaching Fellows (NYCTF) – to understand how and why teachers enter the profession, prepared or unprepared, for the challenges ahead. Vicki Bernstein will join us from the New York City Department of Education to unpack this new case on NYCTF, laying out the original vision for the Teaching Fellows that drew a workforce from across NYC to teach in 2001!
In Part 2 of class, a partner from the New Teacher Project (TNTP), will present current findings and research on teacher pipelines and performance management, including factors that grow and keep teachers (professional development, compensation, evaluation, retention, satisfaction, roles in leadership that allow them to stay in the profession). We consider how teachers are valued in other countries and the impact of the quality of education. We also explore the factors influencing teacher retention that fall far outside the classroom.

Readings & Speakers

- **Required**
  - **Case:** New York City Teaching Fellows, Columbia CaseWorks, Draft, 2021.

- **Optional**

- **Speaker**
  - Ms. Vicki Bernstein, New York City Department of Education
  - Partner (TBD), The New Teacher Project (TNTP)

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**Session 3: Communication: Examining Choice and Charter Schools**

This session will examine the role that charter schools play in the changing landscape of education reform and the challenges involved in scaling high-performing schools. Students will learn about school choice, review data on student learning in charters, and focus on scaling effective charters through the lens of Success Academy, one of the most successful charter networks in New York City and school system in New York State.

From a change management perspective, we will consider the communication (intended and unintended) between Success staff and its families. We consider what people know about charters (moving from unaware to aware) and how Success uniquely lays out its value proposition to students and families.

**Readings & Speakers**

- **Required:**

- **Optional:**
Session 4: Capabilities: Managing Human Capital – DC Public Schools and Teacher Evaluation

We will discuss Washington, DC as a school system that focused on human capital as the foundation for its reforms. We will consider what capabilities – systems, structures, processes – DCPS built in order to provide teachers and leaders with the training and professional development to be effective. As part of Session 4, we will explore some of the more controversial topics in education – teacher evaluation, associated rewards and consequences, and the role of labor unions in education reform. During Session A we will focus on Chancellor Michelle Rhee’s tenure as leader of DC Public Schools; we will then examine the hand-off between Chancellor Rhee and her successor, Chancellor Kaya Henderson. Together, we will look at how DCPS’ long term efforts to increase in capabilities fueled DC’s record and sustained growth over the last decade.

Readings & Speakers

- **Required**

- **Optional**

- **Speaker**
  - Kaya Henderson, former Chancellor, DCPS.
  - Teacher Panel: Your very own classmates share their experiences as educators in public school systems across the US.
Session 5: Consequence: Principal as CEO and Instructional Leader

In order to provide an excellent education for all students, all schools need great leaders. We will discuss strategies to recruit, select, prepare, and support school leaders who can transition from being managers of the status quo to instructional leaders who are CEOs and agents of change. We will explore theories of action to measure performance and hold school leaders accountable for results. After discussing one school district’s approach to supporting principals, we will discuss efforts to improve principal quality across the nation.

- **Required**

- **Optional**

- **Speakers: Leadership Panel**
  - Nancy B. Gutierrez, Ed.L.D., President & CEO, Leadership Academy
  - Patrick Jones, Vice President of Diversity, Equity and Inclusion, The Mind Trust (Indianapolis)
  - Christine Loughlin, Superintendent, District 3, New York City Department of Education
  - Edgar Lin, Principal, Brooklyn, New York, New York City Department of Education

Session 6: Culture: District Transformation – Newark Public Schools

Our second session will explore systemic transformation at the district level. This session provides an opportunity for students to explore how one superintendent used multiple levers to transform a school district and achieve results for students. We will have a candid conversation about the opportunities and challenges of implementing rapid, large-scale change to drive student achievement. We will examine the opportunities and challenges at the district level, the impact of politics and defenders of the status quo, and the leadership moves a superintendent made in an effort to lead, scale, and sustain significant changes.

- **Required**

- **Optional**

- **Speaker**
  - Cami Anderson, Former State District Superintendent of Newark Public Schools