

The University of Texas at El Paso
College of Education
Educational Leadership and Foundations
Evaluation, Accountability and Policy Analysis Models (EDAD 6310)
Fall 2024

Wednesday, 6:00 – 8:50 p.m.; COE Rm. 305

This class will be delivered in a hybrid format. See dates for online classes in the Tentative Class Schedule. (These dates are tentative and subject to change.)

Professor: Rodolfo Rincones, Ph.D.

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Office hours: Virtually via Zoom or Blackboard Collaborate: Tuesday, 4 to 6 PM & Wednesday, 10 AM to 12 PM; set up an appointment by email; In-person: days of F2F classes from 4:30 to 5:30 PM. Other times and platforms by appointment.

Catalog Course Description

Students will learn to use appropriate multiple analytic frameworks to document, measure, and evaluate educational policy and practice changes.

Purpose

The purpose of this course is to provide class participants with information about policy and politics in education. The policy-making process at the federal, state, and local levels will be reviewed and discussed. The discussion will be extended to the context in which policy development takes place and the individuals and interest groups that intervene in the policy process. The course will also address the approaches to policy analysis and policy evaluation and the role of accountability and evaluation in the policy formulation process.

Seminar Objectives

Upon completion of this course, the student will be able to:

- Understand the importance of policy making in education
- Learn the process of education policy making
- Understand the role of the political, economic, social, and organizational environments, as well as the roles of values and ideology in the policy-making process
- Understand and be able to use policy analysis and policy evaluation frameworks to determine their likely impact in these processes
- Be able to reflect and become knowledgeable about the role of educational leaders in the policy-making process
- Understand the types of accountability models and their role in the formulation of education policy
- Develop education policy briefs for consideration by policymakers

Attendance and Participation

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by the completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements

- Participating in engaging discussions with your peers on the discussion boards
- Participating in scheduled Zoom or Blackboard Collaborate sessions
- Other activities as indicated in the weekly modules

Students are asked to review UTEP's attendance policy, which is outlined in the Graduate Catalog 2024-2025, <https://catalog.utep.edu/policies-regulations/attendance-grading/#text>

Academic Integrity

UTEP has a code for academic integrity. This code prohibits academic dishonesty. Students are asked to review this code, which is outlined in the Handbook of Operating Procedures <https://www.utep.edu/hoop/section-2/student-conduct-and-discipline.html>

Regarding COVID-19 Precautions

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors.

Accommodation Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship to the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148 or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and The Center for Accommodations and Support Services at The University of Texas at El Paso at <https://www.utep.edu/student-affairs/cass/> or the CASS office in Room 106 East Union Building.

Technology Requirements

Several of the learning activities and course content are delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook, and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

Course Communication

There are a number of ways we can communicate:

- **Office hours:** Virtually via Zoom or Blackboard Collaborate: Tuesday, 4 to 6 PM & Wednesday, 10 AM to 12 PM; set up an appointment by email; In-person: days of F2F classes from 4:30 to 5:30 PM. Other times and platforms by appointment.
- **Email:** UTEP e-mail is the best way to contact me. I will attempt to respond to your e-mail within 24-48 hours of receipt. In your case, please check your UTEP email regularly.
- **Announcements:** Check the Blackboard announcements frequently for updates, deadlines, or other important messages.

Netiquette (Network etiquette)

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette guidelines in mind.

- Always consider the audience. This is a graduate-level course; therefore, all communication should reflect polite consideration of others' ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Instructions for Accessing the Course Online

You must have a UTEP e-mail ID and password before you can access Blackboard. UTEP automatically generates an e-mail ID for you when you are entered into the system. If you do not have an ID or do not remember the ID or password, call the Help Desk at (915) 747-5257.

You can access Blackboard by following the steps outlined below.

- Go to <http://my.utep.edu>
- Your login is your e-mail id, and your password is your e-mail password;

- Once you are in the My.Utep space, you can find the link to Blackboard near the top of the webpage;
- Once you are logged into Blackboard, you will find all the courses you are registered for, under the appropriate semester. Click on your course title to access the course.

Late Policy

If you have extenuating circumstances or require accommodations, you must speak with the professor in advance of the assignment's due date. Work is due at 11:59 pm on the assigned due date, unless otherwise noted on the class calendar (times and requirements may vary by assignment, review the class calendar carefully).

Assignments and Student Evaluation

Weekly critical analysis of readings (30 points; 3 points per week for 10 weeks)

In 10 class sessions during the semester, students will be responsible for writing critical analyses and questions on the assigned readings. These assignments will also help you to come to class prepared to participate in class discussions. These exercises will lay the foundation for the short papers and the policy brief. Therefore, these must be done conscientiously. The weekly assignments will be submitted via Blackboard by 11:59 pm on Tuesday before class. Each analysis should be of one page in length. One point will be deducted for late submissions.

Consider the following questions/issues when analyzing each text:

- The purpose of the readings for this week is ... (What are the readings about? What claims are being made in these readings?)
- Some of the most important ideas or concepts from this week's readings are... (What are the key theoretical concepts from the articles/book chapter?)
- Based on what I have just read, I now realize... (How did this change your understanding of this topic?)
- How do these arguments provide research ideas in education policy?
- Do you see any practical application of these ideas?
- After reading these texts, I still wonder about ...

Short papers (Total 30 points: 3 papers – 10 points each).

There will be three brief papers due throughout the semester. Each brief must address the issue and questions outlined below.

Short Paper	Prompts/Questions	Due date
First	Policy origin: Identify a policy and explain the most important contextual factors that currently influence the education policy of your interest. Why was the policy initiated? Where has the policy come from? What are the social, political, economic and historical aspects of the policy?	10/11
Second	Policy actors and beneficiaries: In relation to the policy of your interest, who are the main actors behind the policy? What are the values of the main policy actors? Who benefits from the policy? Who is left out from the policy? Why do you think this education policy has 'left out' a group or groups who could benefit from this policy?	11/8
Third	Policy evaluation: In relation to the policy of your interest, what are the main goals or objectives of the policy? What would be consider	11/29

	policy success and how would you assess it? Why this way?	
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Each brief should not exceed three pages, not including bibliography, and must be submitted via Blackboard. Each short paper must be typed following APA guidelines. *Details regarding the assignment will be presented during the first class.*

Policy Analysis Brief (Total 40 points)

Each class participant will develop a policy brief addressing a current policy in K-12 or higher education at either the federal, state, or local level. The policy brief will be prepared for a particular practitioner or policy audience in mind that is primarily concerned with this issue. The report will be written in three parts. The first part will describe the nature of the problem and the importance of the policy problem (context or scope of the problem). The second part will review the current research about and knowledge base relevant to the policy issue to identify weaknesses or strengths of the policy option being used or being considered (Policy option). Finally, the third part will recommend specific policy solutions/actions to address the problem (Policy Recommendation).

The policy brief should have no more than 10 pages, not including bibliography. Each policy brief will be submitted via Blackboard and must be typed following APA guidelines. *Details regarding the assignment will be presented during the first class.*

Grading Scale

In this course, letter grades signify generally the following about your performance:

A = Excellent or superior

B = Good

C = Average

These letter grades will be expressed numerically as follows:

A=90-100 B=80-89 C=75-88

Assignment of an incomplete (I) is given only in exceptional circumstances. An incomplete ("I") will be given only when there is a documented medical or family emergency and only if the student has passed the first half of the course. Arrangements for the "I" and its removal should be initiated by the student and agreed to by the instructor prior to the deadline for the final paper.

For more information on this policy please see the UTEP's Graduate Catalog 2024-2025, <https://catalog.utep.edu/policies-regulations/attendance-grading/#graduatetext>

Syllabus EDAD 6310

Tentative Course Schedule (Fall 2024; subject to change)

Date	Module/Topic	Reading/Assignment
Week 1. (8/28)	Welcome, introductions, and overview of the course; discussion of assignments	Malen
Module I. Policy making in education		
Week. 2 (9/4)	Topic: What it is? Why it is important? Models of Policy Analysis	Fowler, ch. 1; Anderson; Ripley Due: Critical analysis of weekly reading
Week 3. (9/11)	Topic: Policy Environment (Context); Public Values; Ideology; Economics and Demographics	Fowler, ch. 5; Sergiovanni et al. ch. 1; Cochran et al.; (optional: Fowler ch.4; St. John, et al.) Due: Critical analysis of weekly reading
Week 4. (9/18) Online class (synchronous)	Topic: Policy Actors and Agenda Setting	Fowler, chapters 6 & 7 Due: Critical analysis of weekly reading
Week 5. (9/25) Online class (asynchronous)	Topic: Policy Formulation, Adoption, and Implementation	Honig Due: Critical analysis of weekly reading
Week 6. (10/2)	Topic: Policy and Program evaluation	Smith & Larimer, ch. 7; (optional: Gertler, et al. ch. 1) Due: Critical analysis of weekly reading
Week 7. (10/9) Online class (synchronous)	Topic: Politics of Education Policy	Spitzer; McLendon; (optional: Fowler ch2) Due: First short paper
Module II: Policy Analysis: Alternative Perspectives		
Week 8 (10/16)	Topic: Critical Policy Analysis	Diem et al.; Yanow Due: Critical analysis of weekly reading
Week 9 (10/23) Online class (synchronous)	Topic: Feminist Policy Analysis	Marshall; Shaw Due: Critical analysis of weekly reading
Week 10 (10/30) Online class (synchronous)	Topic: Race, ethnicity, and education policy	Hochschild and Shen; Felix & Trinidad; (optional: Ching et al.) Due: Critical analysis of weekly reading
Module III: Educational Accountability		
Week 11 (11/6)	Topic: What is accountability? Why does it exist?	Lingard et al.; Zumeta Due: Second short paper
Week 12 (11/13) Online class (asynchronous)	Topic: Accountability Models	Goldschmidt, et al.; Amrein-Beardsley & Holloway Due: Critical analysis of weekly reading

Syllabus EDAD 6310 (continued)

Tentative Course Schedule (*Fall 2024; subject to change*)

Date	Module/Topic	Reading/Assignment
Week 13 (11/20) Online class (asynchronous)	Topic: Effects of Accountability systems	Schneider and Saultz; Koretz Due: Critical analysis of weekly reading
Week 14 (11/27) Online class (synchronous)	Topic: Accountability in Higher Education	McLendon, et al.; Dougherty & Natow; (optional: Ewell) Due: Third short paper
Week 15 (12/4)	Topic: Role of Research in Policy Making Course Evaluation	Wiseman; Ness; (optional: Smith, Ch. 5) Due: Policy Analysis Brief

Syllabus EDAD 6310

Reading Materials

Required readings will be distributed via Blackboard.

Amrein-Beardsley, A. & Holloway, J. (2019). Value-Added Models for teacher evaluation and accountability: Commonsense Assumptions. *Education Policy*, 33(3), pp. 516-542.

Anderson, J. E. (2015). *Public policy-making* (8th ed.). Cengage Learning.

Ching, Ch., Felix, E., Fernandez Castro, M., & Trinidad, A. (2020). Achieving Racial Equity from the Bottom-Up? The Student Equity Policy in the California Community Colleges *Educational Policy*, v34 n6 p. 819-863.

Cochran, C., Mayer, Carr, T., L., Cayer, J., McKenzie, M. and Peck, L. (2012). *American Public Policy: An Introduction*, Tenth Edition. Wadsworth.

Diem, S., et al. (2014). The intellectual landscape of critical policy analysis, *International Journal of Qualitative Studies in Education*, 27:9, 1068-1090, DOI:[10.1080/09518398.2014.916007](https://doi.org/10.1080/09518398.2014.916007)

Dougherty, K.J. & Natow, R.S. (2019). Performance-based funding for higher education: How well does neoliberal theory capture neoliberal practice? *Higher Education*, <https://doi.org/10.1007/s10734-019-00491-4>.

Ewell, P. (2009). *Assessment, Accountability, and Improvement: Revisiting the Tension*. National Institute for Learning Outcomes Assessment. Occasional Paper #1.

Felix, E. & Trinidad, A. (2019): The decentralization of race: tracing the dilution of racial equity in educational policy, *International Journal of Qualitative Studies in Education*, DOI: 10.1080/09518398.2019.1681538.

Fowler, F. (2013). *Policy Studies for Educational Leaders: An Introduction*. 4th ed., Pearson.

Gertler, et al. (2011). *Impact Evaluation in Practice*. The World Bank. <http://www.worldbank.org/ieinpractice>

Goldschmidt, P. et al. (2005). *Policymakers' guide to growth models for school accountability: How do accountability models differ?* The Council of Chief State School Officers, Washington, DC.

Hochschild JL, & Shen F. (2014). Race, Ethnicity, and Education Policy. In: *Oxford Handbook of Racial and Ethnic Politics in America*. New York: Oxford University Press.

Honig, M. (2006). Complexity and policy implementation: Challenges and opportunities for the field. In M. Honig (Ed.), *New directions in education policy implementation: Confronting complexity* (pp. 1-22). Albany, NY: The State University of New York.

Koretz, D. (2017-2018). Moving beyond the Failure of Test-Based Accountability, *American Educator*, v.41, n4, p. 22-26.

- Lingard, B. & Sellar, S. & Lewis, S. (2017). *Accountabilities in Schools and School Systems*. DOI: 10.1093/acrefore/9780190264093.013.74.
- Malen, B. (2005). Educational Leaders as Policy Analysts. In Fenwick W. English (ed.) *The Sage Handbook of Educational leadership: Advances in Theory, Research, and Practice*. Sage: Thousand Oaks, CA, pp. 191- 215.
- Marshall, C. (1997). Dismantling and reconstructing policy analysis. In C. Marshall (Ed.), *Feminist critical policy analysis: A perspective from primary and secondary schooling*, (pp. 1–39). London: The Falmer Press.
- McLendon, M. K. (2003). The Politics of Higher Education: Toward an Expanded Research Agenda, *Educational Policy*, 17: 165-191.
- McLendon, M. K., Hearn, J. C., & Deaton, R. (2006). Called to Account: Analyzing the Origins and Spread of State Performance-Accountability Policies for Higher Education. *Educational Evaluation and Policy Analysis*, 28(1), 1–24. <https://doi.org/10.3102/01623737028001001>
- Ness, E.C. (2010). The Role of Information in the Policy Process: Implications for the examination of research utilization in higher education policy. In J.C. Smart (Ed.), *Higher Education: Handbook of Theory and Research, Vol. XXV* (pp. 1-49). New York: Springer.
- Ripley, R. (1997). The nature of the policy process, in *Public Policy and Higher Education*, Lester Goodchild, et al. (ed.) Pearson, pp. 3-16.
- Schneider, Jack & Saultz, Andrew. (2020). Authority and Control: The Tension at the Heart of Standards-Based Accountability. *Harvard Educational Review*. 90. 419-445. DOI: 10.17763/1943-5045-90.3.419.
- Sergiovanni, T.J., Kelleher, P. McCarthy, M., & Writ, F. (2004). *Educational Governance and Administration*. 5th ed. Needham Heights, MA: Pearson.
- Shaw, K. (2004). Using Feminist Critical Policy Analysis in the Realm of Higher Education: The Case of Welfare Reform as Gendered Educational Policy. *The Journal of Higher Education*, 75(1):56-79
- Smith, M. L. (2004). *Political Spectacle: and the fate of American schools*. Routledge-Falmer: New York; NY.
- Smith, K. & Larimer, Ch. (2018). *The Public Policy Theory Primer* (3rd ed.). Routledge.
- Spitzer, R. (1997). Promoting policy theory: Revising the arenas of power, in *Public Policy and Higher Education*, Lester Goodchild, et al. (ed.) Pearson, pp. 3-16.
- St. John, et al. (2018). Introduction, in *Public Policy and Higher Education: Reframing Strategies for Preparation, Access, and College Success* (2nd. Ed.). Routledge-Taylor and Francis.
- Wiseman, A. W. (2010). The Uses of Evidence for Educational Policymaking: Global Contexts and International Trends. *Review of Research in Education*, 34(1), 1–24. <https://doi.org/10.3102/0091732X09350472>

Yanow, D. (2007). Interpretation in policy analysis: On methods and practice, *Critical Policy Studies*, 1:1, 110-122, DOI: [10.1080/19460171.2007.9518511](https://doi.org/10.1080/19460171.2007.9518511)

Zumeta W. (2011). What does it mean to be accountable? Dimensions and Implications of Higher Education's Public Accountability. *The Review of Higher Education*, Volume 35, No. 1, pp. 131-148.

On-line Resources

AACTE Education Policy Clearinghouse: <https://aacte.org>
American Council on Education: <http://www.acenet.edu/>
The Center for Education Reform: <https://edreform.com>
Center for Education Policy Analysis: <https://cepa.stanford.edu/research-areas/federal-and-state-education-policy>
Consortium for Policy Research in Education: <https://www.cpre.org/>
DOE: Education Program Evaluation: <https://www2.ed.gov/rschstat/evaluation.html>
Education Commission of the States: <http://www.ecs.org/>
Education Disinformation Detection and Reporting Agency: <http://www.america-tomorrow.com/bracey/EDDRA/>
Education Finance Statistics Center <http://www.nces.ed.gov/edfin/>
Educational Policy Institute: <http://www.educationalpolicy.org/>
Educational Research Center: <http://www.ers.org/>
The Evaluation Center: <https://wmich.edu/evaluation>
Evaluation Tools: http://mime1.marc.gatech.edu/MM_Tools/evaluation.html
Heritage Foundation: <https://www.heritage.org/education>
How to write a White Paper: <http://www.dirjournal.com/business-journal/how-to-write-a-white-paper/>
Institute for Education Policy Studies: <http://www.ieps.org.uk/>
Institute for Higher Education Policy (IHEP): <http://www.ihep.org/About/about-IHEP.cfm>
International Institute for Educational Planning: <http://www.iiep.unesco.org/en>
Louisiana Board of Regents: <https://regents.la.gov/>
Lumina Foundation: <http://www.luminafoundation.org/>
MandE (Monitoring and Evaluation) NEWS: <http://www.mande.co.uk/>
National Center for Education Statistics: <http://nces.ed.gov/>
National Center for Fair and Open Testing: <http://fairtest.org/>
National Center for Policy Analysis: <http://www.ncpa.org/iss/edu/>
National Center for Public Policy and Higher Education: <http://www.highereducation.org/index.shtml>
National Education Policy Center: <https://nepc.colorado.edu/>
NEPC Think Tank Review <http://nepc.colorado.edu/think-tank-reviews>
Online Evaluation Resource Library: <http://oerl.sri.com/>
Race, Diversity and Educational Policy at the Othering and Belonging Institute at UC Berkeley <https://belonging.berkeley.edu/raceandeducation>
Progressive Policy Institute: <https://www.progressivepolicy.org/>
Public Agenda: <http://www.publicagenda.org/>
Public Policy Institute of California: <http://www.ppic.org/main/policyarea.asp?i=13>
RAND Educational Policy: <http://www.rand.org/topics/education-policy.html>
Social Science Research Council: <http://highered.ssrc.org/>
State Higher Education Executive Officers (SHEEO): <http://www.sheeo.org/>
TCRecord: <http://www.tcrecord.org/>

Thomas B. Fordham Foundation: <https://fordhaminstitute.org/>
Urban Institute: <http://www.urban.org/>
US Department of Education: <https://www2.ed.gov/policy/landing.jhtml>
US GAO: <https://www.gao.gov>
USDE Higher Education Opportunity Act: 2008
<http://www2.ed.gov/policy/highered/leg/hea08/index.html>
USDE Office of Postsecondary Education - Policy Initiatives:
<http://www2.ed.gov/about/offices/list/oep/policy.html>
What should count in HE? <http://www.whatshouldcount.org/>
Wested: <https://www.wested.org/>

Some Suggested Journals

Educational Policy
Education Policy Analysis Archives
Educational Evaluation and Policy Analysis:
Evaluation and Program Planning
Evaluation Exchange
Educational Policy Analysis and Strategic Research
Journal of Education Policy
Journal for Critical Education Policy Studies
Journal of Higher Education Policy & Management
Journal of Policy Analysis and Management
Policy & Politics
Teachers College Record
Urban Education