

EDUC 380 / EDUC 680
Spring 2006 / 1 Unit

Charter Schools: Policies, Practices, and Politics

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****Important note:***

This course has three required texts which students should obtain and read BEFORE the course weekend occurs.

Location of Class	HGH 225
Class Date & Time	February 24 (6-9 p.m.), February 25 (9-5), February 26 (10-4)
Professor's Office	HGH 209
Office Hours	By appointment; also Tuesdays & Wednesdays, 1:30-3:00
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Postal Address	Dept. of Education, HSU, 1 Harpst Street, Arcata 95521

This class is intended to provide in a three-day period, a basic overview of the policies, practices, and politics of charter schools. It will focus both on California charters and charter schools throughout the nation. The class is open to anyone interested in understanding the charter school initiative as it has developed over the past 15 years in the United States.

The workload of the class includes attending the 3-day course, reading three key books and several additional articles, and completing a rudimentary test that will assess the student's knowledge of charters at the end of the weekend. There are no papers or other assignments for this course.

Agenda

Friday, February 24, 2006: The Basics of Charter School Policies

Book: *Inside Charter Schools* (Bruce Fuller, editor)

6:00 Welcome, Objectives, Introductions, Agenda, Housekeeping Items
6:30 Activity #1: What do we know about charters? *Responding to Inside Charter Schools*
7:30 Activity #2 Mini-lecture & Discussion: *The 411 of Charters*
8:45 Wrap-Up
9:00 Closure

Saturday, February 25, 2006: Practices: Starting & Operating a Charter School

Book: *Parent Founded Charter Schools* (Patty Yancey)

9:00 Welcome and Agenda Review
9:15 Activity #1: Review of Today's Book
10:30 Activity #2: Visit with Patty Yancey
12:00 Lunch Break
1:00 Activity #3: Lecture and Discussion: *Charter/District Relations*
2:00 Panel of Charter School Leaders
4:00 Activity #4: Remaining Questions & Issues
5:00 Closure

Sunday, February 26, 2006: Politics: The Left, the Right and Charter Schools

Book: *The Emancipatory Promise of Charter Schools: Toward a Progressive Politics of School Choice* (Eric Rofes & Lisa Stulberg, editors)

10:00 Welcome and Agenda Review
10:15 Activity #1: Review of Today's Book
11:15 Activity #2: Progressives and Charter Schools
1:00 Lunch Break
2:00 Wrap-Up
3:00 Test
4:00 Closure

Class Requirements & Grading

Your final grade in this class will be determined by assessments in two key areas:

1. Class attendance and participation (60%)

You are expected to attend class on all three days and you are expected to arrive on-time and leave only after closure. Please notify the professor in writing or by email (not in a face-to-face conversation) if this is not possible. This portion of the grade

also will evaluate the frequency and quality of your participation in class and your ability to demonstrate significant recall and analysis of the class readings.

2. Test (40%)

Do not stress about this test. It will focus on the topics we tackle during our three-day class and the course readings. I aim to ensure your success here, not create a stressful situation.

Course Readings

This course has three required texts which students should obtain and read BEFORE the course weekend occurs. Additional readings may be handed out, put on reserve, or assigned in class.

Bottom line--> Students are expected to be prepared to discuss the readings when they first arrive in class on Friday night. The required texts are:

- *Inside Charter Schools: The Paradox of Radical Decentralization*; edited by Bruce Fuller (Harvard, 2002).
- *Parents Founding Charter Schools: Dilemmas of Empowerment and Decentralization*: Patty Yancey (Peter Lange, 2000).
- *The Emancipatory Promise of Charter Schools: Toward a Progressive Politics of School Choice*; edited by Eric Rofes and Lisa Stulberg (SUNY, 2005).

A copy of each of the required texts will be placed on reserve in the library if requested.

Websites of Interest

Please take the time to visit these websites *before* our weekend class begins.

National:

U.S. Department of Education, National Charter Schools Office
http://www.uscharterschools.org/pub/uscs_docs/index.htm

National Alliance for Public Charter Schools
<http://www.publiccharters.org/>

California:

California Department of Education: Charter Schools Division
<http://www.cde.ca.gov/re/di/or/division.asp?id=csd>

California Charter Schools Association
<http://www.charterassociation.org/home.asp>

Charter Schools Development Center
<http://www.cacharterschools.org/charter.html>

Special Notes

- An e-mail list will be created for this class. Students are expected to check their e-mail accounts at least once every two days during the two weeks before and after this class. This is a course requirement.
- The use of personal cell phones and beepers while class is in session is discouraged. If an emergency arises and you must have your technology turned on, please notify the class during opening announcement period of potential disturbance.
- The use of standard, grammatically correct English in your writing and speaking is key to your success in this course. If you need assistance with your writing, please visit the university's Writing Center, seek help from classmates and friends, or visit the instructor during office hours. Please take seriously this emphasis on English-language skills. Any paper that includes many errors or is not carefully proofread and edited will receive a maximum grade of C.
- Students are urged to attend office hours throughout the semester to discuss topics raised in the class, or seek help with assignments, study skills, academic or other matters. If scheduled times are not convenient, I am happy to schedule additional times to fit your schedule.
- Students with disabilities who will be taking this course and may need disability-related classroom accommodations are encouraged to check-in with me as soon as possible.
- Students are responsible for information about academic dishonesty and plagiarism as stated in the HSU Catalog.
- Visitors are welcome to this class. Food and beverages are welcome. Dress is informal. If you have friends who might benefit from joining us for a specific session, please bring them along and introduce them during the opening announcements.
