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EDLF 2050: Innovation and Entrepreneurship in Education
Education Leadership, Foundations, and Policy

3 Credit Hours
Fall 2015

August 25th – December 3rd, 2015
Tuesdays and Thursdays, 12:30 PM – 1:45 PM
Final paper due December 15th, 2015

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Description and Learning Objectives

Inequalities persist at every level of education. Throughout this course we will study innovations designed to address these disparities. We will investigate the process by innovations are designed and will critically assess the efficacy of a wide range of innovations. The course will feature numerous guest speakers involved in innovation design and implementation, including leaders in the private, educational, and government sectors.

Inequalities persist at every level of education, both domestically and globally. We have made progress in some areas over the last several decades (e.g. improving achievement for low-income students), while in other areas disparities have widened over time (e.g. gaps in college completion by family income). New innovations to improve achievement and attainment

among traditionally-disadvantaged student populations emerge on an almost-daily basis, but these innovations vary widely in their effectiveness, success, and sustainability. Throughout this course we will study innovation and entrepreneurship in education. We will investigate the process by which educators, entrepreneurs, and policy makers design innovations, and will critically assess the efficacy and scalability of a wide range of innovations targeting students, teachers, and schools. The course will feature numerous guest speakers currently involved in the design, implementation, and evaluation of educational innovations. Speakers will include leaders in the private sector (e.g. CEOs of large companies), educational sector (e.g. superintendents and presidents of colleges/universities) and government sectors (senior White House and United States Department of Education officials). Course assignments will emphasize thorough examination of innovations we discuss over the course of the semester, as well as the ability to synthesize and present assessments of these innovations to various stakeholders.

A Mile Deep, A Few Feet Wide

Please note that the purpose of this course is *not* to provide a comprehensive overview of all ongoing and past innovations in education. Rather than go an inch wide, so to speak, we will choose a few innovations that we can investigate deeply. Our goal is that you will be able to apply this framework and the analytic skills we develop during the course to assess any educational innovations and ideas you encounter in the coming years.

Concrete learning objectives

Through class participation and completion of the assignments, our intention is that students will hone the following skills through the class:

- The ability to engage in informed conversation and discussion with practitioners, policy makers, researchers, and business people around educational innovations.
- The ability to critically assess the quality and rigor of research related to education policies and innovations.
- The ability to consider and assess multiple perspectives related to particular educational innovations, with particular attention to how members of different groups in society may be differentially affected by educational inequalities and may respond differently to the innovations we study.
- The ability to monitor and report on educational innovations as they unfold and are applied in real time.
- The ability to identify and understand the factors contributing to ongoing inequalities in education, and to understand the theory of action for how innovations studied in class are intended to address these inequalities.
- The ability to work collaboratively with peers to develop an educational innovation that provides a novel and compelling solution for an ongoing problem in education.
- The ability to critically assess the evidence basis, financial implications, and scalability of educational innovations, and to offer informed assessments of these innovations to constituents who may be considering adopting or investing in them.

Instructional Methods

A Mutual Commitment

We view this course as a mutual commitment to learning. For our part, we make several commitments. We will strive to provide you with the highest quality course structure possible; to facilitate thought-provoking class discussions; involve high-level guests in the class; to design assignments that are both challenging and enriching; and to provide sufficient support for each of you to have a highly-fulfilling and rewarding course experience. In return, we ask several commitments of each of you. We ask that you engage fully and invest wholeheartedly in all aspects of the course, from preparing for class discussions to completing assignments. This is particularly important when we have guest speakers. They will have taken time out of very busy schedules to be with us, and the best way we can signal our appreciation for their time is by having the highest level of preparation for and engagement during their class sessions. We ask that you reach out for support if you are struggling with any aspect of the class. And we ask that you respect and try your best to learn from the diverse opinions and perspectives of your classmates – the issues this class will engage with are ones that reasonable people can disagree about. With this mutual commitment in place, we are confident that we will all learn considerably from each other over the course of the semester.

Laptop/Tablet use

The success of this course depends on students being fully engaged in course discussions. In our experience—both as students and now as professors—laptops and tablets can create substantial distractions. Even when we had the best intentions as students to stay focused in class and participate in discussions, we inevitably found ourselves online or reading through emails rather than actively listening to our peers and adding our own insights.

For this reason, we apply what we call Ben’s Grandmother’s Scrabble Dictionary Use rule to laptop and tablet use in the course. When we play Scrabble, you’re only allowed to use the dictionary when you have a specific word to look up—you can’t troll the dictionary looking for words that start with K, for instance. Similarly, it is our strong expectation that laptops and tablets are only used when you want to consult a particular section from a reading or to jot down a specific note. Overall laptop and tablet use should be very limited during the course.

Course structure

The course will be divided into three sections:

- Section 1: We will briefly read and discuss seminal theories in the fields of innovation and entrepreneurship. We will discuss the extent to which these theories—most of which were developed in the private sector—apply to the public sector, and to education specifically. We will also provide an overview of the methods that researchers use to analyze and evaluate the impact of innovations in education (this section of the course does not require any prior methodological training).
- Section 2: We will discuss a variety of innovations in education. We will focus on innovations in how schools are designed and instruction is delivered; how teachers are trained; how technology is integrated into the classroom; how we provide students and families with information about their schooling options and access to advising to make

informed choices about the pathways they pursue; how higher education is organized; and how education is financed.

- Section 3 (one week): The final week of the semester will be resemble a product fair, in which small groups of students have the opportunity to pitch an educational innovation that they have designed over the course of the semester. The products will be juried by Andy, Ben, classmates, and special guests, with a prize going to the winning group.

As mentioned above, we will feature numerous guest speakers during the semester. Speakers will be announced as soon as we have confirmed their participation. Each week will focus on a thematic area (e.g. innovation in teacher training), with class time roughly equally divided between lecture/discussion; small group work; and guest speakers.

Course Texts

All readings are described in the course outline below. We have posted articles on Collab unless we provide a web link below.

Course Outline

Date	Topics	Readings
August 25th and 27th	<p>Introduction to Innovation and Entrepreneurship</p> <p>Speaker: TU: John Danner</p>	<p>Mead, S. & Rotherham, A.J. (2008). Changing the game: the federal role in supporting 21st century educational innovation. Brookings Institution. http://www.brookings.edu/~media/research/files/reports/2008/10/16%20education%20mead%20rotherham/1016_education_mead_rotherham.pdf</p> <p>Smith, K. & Peterson, J. (2011). Supporting and scaling change: Lessons from the first round of the Investing in Innovation (i3) program. Bellwether Education Partners. http://www.edweek.org/media/belwetherreport-37i3.pdf</p> <p>Rotherham, A.J. (2011). Why one innovator is leaving the private sector. Time Magazine. http://content.time.com/time/nation/article/0,8599,2061024,00.html</p> <p>Buckley, P. (2013). The solution revolution in education. Deloitte University Press. http://dupress.com/articles/the-solution-revolution-in-education/</p>
September 1st and 3rd	<p>Analyzing innovation and education policy</p> <p>Speaker: TU: Peter Sloane TH: Jon Baron</p>	<p>Haskins, R. (2014). Social programs that work. <i>New York Times</i>. http://www.nytimes.com/2015/01/01/opinion/social-programs-that-work.html? r=0</p> <p>Murnane, R., and J. Willett. <i>Methods Matter</i>, Oxford: Oxford University Press, 2011, chapters 1-3.</p> <p>Taubes, G., "Do we really know what makes us Healthy?" <i>New York Times</i>, 9/16/2007 http://www.nytimes.com/2007/09/16/magazine/16epidemiology-t.html?pagewanted=all</p>

<p>September 8th and 10th</p>	<p>Innovations in school design: charter schools</p> <p>Speakers: TU: Nancy Diaz TH: Robin Lake</p>	<p>Center for Research on Educational Outcomes: National charter school study (2013). http://credo.stanford.edu/documents/NCSS%202013%20Executive%20Summary.pdf</p> <p>Center for Research on Educational Outcomes: National charter school study (2015). http://urbancharters.stanford.edu/download/Urban%20Charter%20School%20Study%20Report%20on%2041%20Regions.pdf</p>
<p>September 15th and 17th</p>	<p>Innovations in school design: improving and extending learning time</p> <p>Speakers: TH: Chris Gabrieli</p>	<p>Castleman, B.L. (2015). A Summer of Nudging. Johns Hopkins University Press blog. http://jhupressblog.com/2015/07/15/a-summer-of-nudging/</p> <p>Silva, E. (2007). On the clock: Rethinking the way schools use time. <i>The Education Sector</i>. https://www.naesp.org/resources/1/A_New_Day_for_Learning_Resources/Making_the_Case/On_the_Clock_Rethinking_the_Way_Schools_Use_Time.pdf</p> <p>Strauss, V. (2014). Do schools need a longer day? A debate. <i>The Washington Post</i>. http://www.washingtonpost.com/blogs/answer-sheet/post/do-schools-need-a-longer-school-day-a-debate/2012/01/02/gIQAOGPGZP_blog.html</p>
<p>September 22nd and 24th</p> <p>Paul Tough</p>	<p>Innovations in school design: a wraparound approach to schooling</p> <p>Speakers: TU: Paul Tough TH: Roland Fryer</p>	<p>Dubner, S.J. (2012). What's Wrong with Cash for Grades? <i>Marketplace</i>. http://freakonomics.com/2012/07/11/whats-wrong-with-cash-for-grades-a-new-marketplace-podcast/</p> <p>Robelen, E. (2009). Study of Harlem Children's Zone Finds Gaps Closing. <i>Education Week</i>. http://www.edweek.org/ew/articles/2009/11/12/12harlem.h29.html</p> <p>Thompson, D. (2012). Freakonomics Goes to School and Teaches Us the Right Way to Bribe Kids. http://www.theatlantic.com/business/archive/2012/06/freakonomics-goes-to-school-and-teaches-us-the-right-way-to-bribe-kids/258672/</p> <p>Tough, P. (2004). The Harlem Project. <i>The New York Times</i>. http://www.nytimes.com/2004/06/20/magazine/the-harlem-project.html?pagewanted=print</p> <p>United States Department of Education. (2012). Impact in place: A progress report on the Department of Education's Place-Based Strategy. USDOE.</p>

		http://www2.ed.gov/programs/promiseneighborhoods/2012/placebasedreport.doc
September 29 th and October 1 st	<p>Innovations in school design: out-of-school education</p> <p>Speakers: TU: Dominic Mentor TH: David Domenici</p>	<p>Biswas, R. (2005). Year Up Case Study. <i>Jobs for the Future</i>. http://www.jff.org/sites/default/files/publications/YearUp.pdf</p> <p>Domenici, D. and Forman, J. (2011). What It Takes to Transform a School Inside a Juvenile Facility: The Story of the Maya Angelou Academy. http://www.ceeas.org/wp-content/uploads/2013/03/What_It_Takes_Domenici_and_Forman.pdf</p> <p>Heinrich, C. (2012). How Does Year Up Measure Up? <i>Focus</i>. http://www.irp.wisc.edu/publications/focus/pdfs/foc292d.pdf</p> <p>Svrluga, S. (2013). Crime and punishment: Juvenile offenders study Russian Literature. The Washington Post. http://www.washingtonpost.com/local/crime-and-punishment-juvenile-offenders-study-russian-literature/2013/05/12/59b4b14c-b8e3-11e2-b94c-b684dda07add_story.html</p>
October 6 th	Fall Break	No Class
October 8 th	<p>Technological innovations in education, Part I</p> <p>Tentative speakers: Alex Hernandez</p>	<p>Hernandez, A. (2014). Toddlers and tablets. Education Next. http://educationnext.org/toddlers-and-tablets/</p> <p>Klopfer et al. (2009). Using the technology of today, in the classroom today. The Education Arcade. http://education.mit.edu/papers/GamesSimsSocNets_EdArcade.pdf</p> <p>Learmonth, G. (2011). A practical approach to the complex problem of environmental sustainability: The UVA Bay Game. The Innovation Journal. http://www.innovation.cc/scholarly-style/learmonth_sustain_inviroment_v16i1a4.pdf</p> <p>Horn, M. (2014). inBloom's collapse offers lessons for innovation in education. Education Next. http://educationnext.org/inblooms-collapse-offers-lessons-innovation-education/</p>
October 13 th and 15 th	<p>Innovations in teaching training: An overview</p> <p>Tentative speakers: Bob Pianta</p>	<p>Schorr, J. (2013). A revolution begins in teacher prep. Stanford Social Innovation Review. http://www.ssireview.org/articles/entry/a_revolution_begins_in_teacher_prep</p> <p>Green, E. (2010). Building a better teacher. New York Times Magazine. http://www.nytimes.com/2010/03/07/magazine/07Teachers-</p>

	Ben Riley	t.html?pagewanted=all&_r=0
October 20th and 22nd	<p>Innovations in teaching training: Teach for America, TNTP, and Relay</p> <p>Tentative speakers: Wendy Kopp Norm Atkins</p>	<p>Kronholz, J. (2012). A new type of Ed school. Education Next. http://educationnext.org/a-new-type-of-ed-school/</p> <p>The New Teacher Project. (2014). Fast start: Training better teachers faster. http://tntp.org/assets/documents/TNTP_FastStart_2014.pdf</p> <p>Decker et al. (2004). The effects of Teach for America on Students. Mathematica Policy Research. http://www.mathematica-mpr.com/~media/publications/PDFs/teach.pdf</p> <p>Strauss, V. (2013). Teach for America's 'dirty little secret'. The Washington Post. http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/08/15/teach-for-americas-dirty-little-secret/</p>
October 27th and 29th	<p>Technological innovations in education, Part II</p> <p>Tentative speakers: Maya Shankar, White House OSTP Bart Epstein, Jefferson Education Accelerator</p>	<p>Castleman, B.L. & Page, L.C. (2015). Summer nudging: Can personalized text messaging increase college enrollment among low-income students? Journal of Economic Behavior and Organizations. http://curry.virginia.edu/uploads/resourceLibrary/9_Castleman_SummerTextMessages.pdf</p> <p>Valant, J. (2014). Governed by choice: How school choosers and the public assess school quality and respond to information (Doctoral dissertation). Retrieved from the Stanford University Digital Repository.</p> <p>Bergman, P. (2013). Parent information frictions and human capital investment. Working paper. http://www.columbia.edu/~psb2101/BergmanSubmission.pdf</p>
November 3rd and 6th	<p>Innovations in college and financial aid advising</p> <p>Tentative speakers: Nicole Hurd, CEO, College Advising Corps Bryden Sweeney-Taylor, America Achieves and Bloomberg Philanthropies</p>	<p>Carrell, S., & Sacerdote, B. (2012) <i>Late interventions matter too: The case of college coaching in New Hampshire</i>. National Bureau of Economic Research Working Paper No. 19031. Cambridge, MA: National Bureau of Economic Research. http://www.nber.org/papers/w19031</p> <p>Bettinger, E., Long, B.T., Oreopoulos, P., & Sanbonmatsu, L. (2012). The role of application assistance and information in college decisions: Results from the H&R Block FAFSA experiment. <i>Quarterly Journal of Economics</i>, 127(3): 1205-1242.</p> <p>Hoxby, C.M., & Turner, S. (2013). <i>Expanding college opportunities for high-achieving, low-income students</i>. Stanford University: Stanford Institute for Economic Policy Research. http://siepr.stanford.edu/?q=/system/files/shared/pubs/papers/12-014paper.pdf</p>

<p>November 10th and 12th</p>	<p>Innovations in higher education</p> <p>Tentative speakers: Kevin Carey, New America Foundation Andrew Kelly, American Enterprise Institute</p>	<p>Deming et al. (2014). The value of postsecondary credentials in the labor market: An experimental study. National Bureau of Economic Research. http://www.nber.org/papers/w20528</p> <p>Sledge, L. and Fishman, T. (2014). Reimagining higher education. Deloitte University Press. http://dupress.com/articles/reimagining-higher-education/</p> <p>Deloitte. (2014). MOOCs: not disruptive yet, but the future looks bright. http://www2.deloitte.com/content/dam/Deloitte/global/Documents/Technology-Media-Telecommunications/gx-tmt-predictions-2014.pdf</p> <p>Klein-Collins, R. (2012). Competency-based degree programs in the US. Center for Adult and Experiential Learning. http://www.cael.org/pdfs/2012_competencybasedprograms</p>
<p>November 17th and 19th</p>	<p>Innovations in education financing</p> <p>Tentative speakers: Paul Weinstein and Marguerite Roza</p>	<p>Berlin, G. and Riccio, J. (2010). Paying for good behavior. Pathways. https://web.stanford.edu/group/scspi/_media/pdf/pathways/summer_2010/Berlin.pdf</p> <p>Wolf et al. (2010). Evaluation of the DC Opportunity Scholarship Program. National Center for Education Evaluation. http://ies.ed.gov/ncee/pubs/20104018/pdf/20104018.pdf</p> <p>Lin, T. (2011). Scientists turn to crows on the web to fund their research. New York Times. http://www.nytimes.com/2011/07/12/science/12crowd.html</p> <p>Sander, L. (2014). Using the web, students ask ‘Crowd’ to help pay for college. The Chronicle of Higher Education. http://chronicle.com/article/Using-the-Web-Students-Ask/144337/?key=Tz4icwVvNyJHYXE1MW5BNTwDP30/MEgiMSEdbn0lbpVFg==</p> <p>Solomon, J. (2014). NCAA fighting crowdfunding company’s efforts to pay players. CBS Sports. http://www.cbssports.com/collegefootball/writer/jon-solomon/24801485/ncaa-fighting-crowdfunding-company-effort-to-pay-college-players</p>
<p>November 24th and 26th</p>	<p>Thanksgiving recess</p>	<p>No school</p>
<p>December 1st and 3rd</p>	<p>Product fairs</p>	<p>Students work in small groups to prepare for the product fair. Schedule TBD.</p>

Grading

Students in Innovation and Entrepreneurship in Education are expected to complete all assignments and will be graded according to the following scale:

A+ 96-100; A: 92-95; A-90-92; B+ 88-89; B: 83-87; B-: 80-82; C+: 78-79; C: 73-77; C-: 70-72; D+: 68-69; D: 63-67; D-: 60-62; F: < 60.

Assessments

A. Class Participation (15 percent). Please come to class prepared to engage in lively and informed discussion (doing the readings in advance of class is the best way to ensure that discussions are both lively *and* informed). We will make time most classes for students to meet in small groups to discuss the readings, with these discussions oriented around guiding questions we assign ahead of class. We will ask each small group to appoint a spokesperson and will randomly select groups to share their collective response to the questions we posed. We may also ask individual members within each group to elaborate on their spokesperson's response. The quality of each group's response will contribute to students' overall participation grade.

Another component of your class participation grade will be based on the questions you prepare for our guest speakers. On the Forum tool on Collab, we have created separate discussion threads for each speaker. Our expectation is that you will post at least one speaker question per week to the appropriate Forum thread. You can base your question on any of the following: (1) the speaker bios or organization backgrounds that we post to each week's folder in the Resource tab or (2) the readings for that week.

Our teaching assistants will be monitoring both attendance and class participation throughout the semester. We will provide students with formative feedback at multiple points during the semester about their level of participation in class discussions.

B. Education Innovation Tracking on Twitter (15 percent). At any given point in time there are countless educational innovations being debated and considered across the country. Throughout the semester we ask that you choose one contemporary innovation to track and analyze. You can choose an innovation at any level, from the national level to an innovation that has taken center stage in your home town. The goal of the activity is for you to report on and analyze the evolution of the innovation throughout the semester.

Everyone should use Twitter to track and report on your education innovation. Twitter has its limitations, as every modality does, but it's a fast-paced participatory tool to keep informed about contemporary issues in education and the debate about them.

Our expectation is that you will:

- Follow people who are tweeting about the innovation you are interested in
- Retweet articles or tweets that you think offer valuable insight into your innovation
- Tweet about relevant policy updates or events you learn about outside of Twitter (with links to articles wherever possible)

We do not expect that you necessarily will take a stand on one side of an education innovation, though you are free to do so if you choose. We will be evaluating the substance of what you tweet, and will withhold any judgment about your particular views on the issue.

You should include the class hashtag, #EDLF2050, so we can keep track of your posts. Our expectation is that you tweet several times each week to stay on top of the issue you are focusing on for the semester.

C. Innovation assessment memo (20 percent). Due date: October 29th. Each of the innovations we study operates at a different scale and accordingly has different cost implications and potential for meaningful impact. While each of the innovations could merit public investment and support, governments are often in the difficult position of choosing which programs to prioritize and invest in. In the policy memo you will each write a *800-word memo* (this is a firm limit) to the Governor (you can choose your state or keep this generic) advocating for investment in a particular innovation. Your memo should address the following questions:

- What problem is the innovation designed to address?
- How is this innovation likely to benefit children (or other constituents) in the state? What evidence can you provide to illustrate these benefits?
- What are the potential budgetary implications of implementing this innovation? Do the benefits justify the costs?
- Why should the Governor's office prioritize this innovation above other education innovations we have discussed in class?
- What challenges or opposition might the Governor encounter implementing this innovation?
- How might the government go about evaluating the impact of the innovation?

D. Student-developed educational innovations (20 percent). As we describe above, students will work in small groups to design an innovation that they think would improve student outcomes and attainment in education. The deliverable for this assignment will be a slide deck that each group will pitch during the product fair during the last week of the semester. Each group's innovation proposal should address the following questions:

- What is the problem or inequality that this innovation is attempting to address?
- What other attempts have been made to address these problems or inequalities, and why have these prior attempts not been sufficient? What is the theory of change for why the innovation would be successful?
- What will be the core design of the innovation?
- What obstacles do you anticipate to implementing the innovation? How would you overcome these innovations?
- What third-party partners does this innovation need to be successful? How will you build those partnerships?
- How will you evaluate the success and effectiveness of the innovation?

E. Final paper: SWOT analysis of an innovation (30 percent). As a culminating experience in the course, each student will analyze the Strengths, Weaknesses, Opportunities, and Threats (SWOT) a philanthropic foundation faces in considering funding for one of the innovations we have studied during the semester. SWOT provides a structured way of analyzing a program, innovation, or venture. Foundations have no shortage of investment

opportunities in education, and rely on sound analysis from trusted experts to decide where to target their funds. Your proposal should offer a well-reasoned, evidence-based, and impartial SWOT assessment for a particular innovation we have discussed in class. Each student can choose which innovation to focus on in his/her SWOT analysis, but all students should use the SWOT analysis framework posted on the Collab course site.

University Email Policy

Students are expected to activate and then check their official U.Va. email addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

University of Virginia Honor System

All work should be pledged in the spirit of the Honor System of the University of Virginia. The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: "I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)". The pledge must be signed by the student. For more information please visit <http://www.virginia.edu/honor/>.

Special Needs

It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note-taking, etc.), should contact the Learning Needs and Evaluation Center (LNEC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student's responsibility to follow up with the instructor about logistics and implementation of accommodations.

If students have difficulty accessing any part of the course materials or activities for this class, they should contact the instructor immediately. Accommodations for test taking should be arranged at least 14 business days in advance of the date of the test(s). Students with disabilities are encouraged to contact the LNEC: 434-243-5180/Voice, 434-465-6579/Video Phone, 434-243-5188/Fax. For more information, visit the U.Va. Special Needs website at <http://www.virginia.edu/studenthealth/lneec.html>.