POLICY,
ORGANIZATION,
MEASUREMENT &
EVALUATION

gse.berkeley.edu/policy-organization-measurement-evaluation

A HANDBOOK FOR
POME GRADUATE STUDENTS

EFFECTIVE FALL 2009

GRADUATE SCHOOL OF EDUCATION
UNIVERSITY OF CALIFORNIA AT BERKELEY
OVERVIEW

Program Mission

POME faculty and students believe that improving educational policy and practice can promote the goals of a democratic society. Programs in Policy, Organization, Measurement, and Evaluation (POME) foster rigorous research to understand the complexity of the educational system and to shape practical applications that are morally sound, effective, and technically sophisticated. Central to our work is the commitment to help good schooling become a reality.

Program Options

Within POME, students can base their work within one or across both of the following programs: (1) Policy and Organization (PO), emphasizing disciplinary coursework; and (2) Quantitative Methods and Evaluation (QME), emphasizing methods coursework.

Continuing PhD Fellowships

POME aims to facilitate funding for doctoral students who are making steady progress toward completing the doctoral dissertation (see below). Every year, students can apply for Continuing Fellowships, and the POME faculty recommend support for each applicant. Final decisions and allocations are made by the GSE Fellowships Committee and the Dean’s Office.

The POME faculty are aware that students place differing weight on the various elements of their professional pathways. They also recognize that employment, family, and life events can impact student progress. While considering individual circumstances, the faculty also use the following criteria in formulating their recommendations to the GSE Fellowships Committee:

* Priority for awards is given to students who are meeting the academic milestones described in Table 1 (p. 9), including completion of the first Position Paper by the 4th semester, the second Position Paper around the 5th semester, and the Qualifying Exam (Orals) in the 7th semester, on the way to Advancement to Candidacy.

NOTE: Students who maintain progress in Normative Time will qualify for the Dean’s Normative Time Fellowship (DNTF) or the Doctoral Completion Fellowship (DCF). (See the GSE Handbook for more information.)

* Continuing Fellowships are typically awarded to second- and third-year students, while research posts and non-grant aid go to senior students who have acquired strong methodology skills and are prepared to contribute to funded research projects.

* Professional accomplishments are considered, such as presenting papers at conferences, contributing to journal articles, being recognized as an outstanding GSI, or making a significant service contribution to the GSE or the University.

The POME faculty endeavor to both reward academic progress and recognize financial need. They strive to make equitable recommendations that distribute scarce resources among students who are making steady progress. Therefore, students receiving other forms of financial aid and/or income may receive less support in the form of Continuing Doctoral Student Fellowships.
## PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>POME Coursework Requirements</th>
<th>Students pursue the POME learning objectives by progressing through an interwoven set of courses inside and outside of POME and the Graduate School of Education (GSE). POME course requirements aim to blend a broad and deep knowledge of issues in education with a thorough understanding of how to conduct rigorous research that yields practical knowledge. There is no specific credit-hour requirement, but doctoral students typically complete between 48 and 60 course units. The expected time to complete the doctoral program is six years. Required coursework should be completed within the first two years, to prepare students for subsequent study and research. Courses do not need to be taken in a particular semester, but students who must deviate from the recommended timeline should consult with their faculty advisor(s). Exceptions may be made where there are pressing reasons to postpone taking a required course due to scheduling problems or the timing of course offerings. All exceptions require prior approval by faculty advisor(s). POME students enroll in three types of courses: (1) courses required by the POME faculty; (2) courses required by the Graduate School of Education; and (3) elective courses that further students’ expertise in the disciplines and in their own specializations. POME students must successfully satisfy the GSE, POME area, and program-specific course requirements outlined below. If students enter with comparable graduate-level coursework, a required course may be waived at the discretion of faculty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>POME Area Requirements</td>
<td>POME Seminar. All first-year POME students must enroll in this yearlong course. The seminar provides an introduction the research and evaluation conducted by POME faculty from different disciplinary viewpoints. Students will develop, present, and critique empirically researchable ideas, some of which may form the basis for pre-qualifying papers or a dissertation topic. The seminar also serves as a setting for students to gain an understanding of the nuts and bolts process of obtaining an advanced degree. Research Methods. POME students are required to complete at least two qualitative research methods courses and two quantitative methods or evaluation courses, preferably in the first two years of study. This expectation goes beyond the GSE methods requirement, as POME graduates are expected to develop strong competence in methodology and program evaluation. Methods courses include a wide array of quantitative and qualitative offerings in the areas of measurement, statistics, program evaluation, and qualitative field research. Students with appropriate academic backgrounds may petition to waive the 293A/L quantitative or the 271B qualitative introductory methods course. A course waiver requires the signature approval of the course instructor and advisor; forms are available in the Student Academic Services Office. If the waiver is approved, this satisfies both the departmental and POME requirements in quantitative and qualitative methodology. Students also have the option to substitute either of the</td>
</tr>
</tbody>
</table>
above courses with quantitative/qualitative methods courses from other UCB departments (for a letter grade), with advisor approval.

Social Science Concentration. Policy students are expected to acquire in-depth understanding of one social science discipline (e.g., anthropology, economics, history, political science, policy analysis, sociology). This entails at least two courses in other UCB departments.

QME students are expected to take three thematically aligned social science courses— at least one within the POME area. Students with education-related interests outside these disciplines can take courses in other GSE areas and/or other UCB departments with advisor approval.

GSE Requirements

All doctoral candidates are expected to complete substantial graduate-level study in one or more disciplines related to their areas of specialization in education research. Toward this end, PhD students are required to take at least two courses (6 units) in another UCB department for a letter grade. The School of Education core courses requirement can be fulfilled with one foundational POME course (e.g., the POME Seminar) and one course from another GSE area (CD, LLSC), both taken for a letter grade.

For more information on GSE course requirements, refer to “Required Courses” and “Academic Preparation” in the GSE Handbook for Advanced Degree Students at http://gse.berkeley.edu/admin/sas/handbook/handbook.html
Progress to Completion

Performance requirements for the doctoral degree provide evidence of competence verifiable by the faculty and provide students with opportunities to gain and exercise that competence. Performance requirements consist of certain products and events associated with them. The normative time schedule, if adhered to, is based on students obtaining the PhD after 4–6 years of enrollment.

Students are notified throughout their graduate programs about the schedule for completion of their work and the deadlines that must be met. In an atmosphere of encouragement and support, POME students work closely with faculty advisors in planning their work and completing their requirements within the timeline set by the Program. (See Table 1 for a summary of milestones in a typical doctoral student’s progress.)

First Year Oral Examination

The POME First-Year Oral Examination takes place at the end of Spring semester, usually in the second week of May. This examination also satisfies one of the requirements for the master’s degree in Education.

Students are examined individually and are expected to be prepared in all areas regardless of their eventual specialization. Policy students are examined on topics from courses taken during their first year of study. QME students are examined in the three subjects most relevant to their work: statistics, measurement, and evaluation. Adequate performance on the exam, as well as in the first year of coursework, is required for continuation in the doctoral program.

Annual Review

Every Fall semester, all POME students in the second year and beyond will be asked to complete an Annual Review packet and submit it via email to their advisors. The purpose of this written evaluation is for faculty to assess student progress to ensure regular communication between students and their advisors. It is an opportunity for faculty to become aware of your concerns, help refine your focus, clarify your areas of specialization, and ensure that you are on track to fulfilling academic requirements.

The packet consists of 1) a cover page, 2) a description of research agenda, 3) a list of completed courses, and 4) an updated curriculum vitae. These materials are reviewed by faculty, who will contact their advisees to discuss your progress and provide constructive feedback. In early December, the results of the Annual Review are discussed by faculty as a group at the POME Annual Review meeting.

NOTE: If you do not hear from your advisor(s) by the first week of December, feel free to contact them and initiate follow-up.

Outline of Program

At the end of the second year of study, each POME student completes the “Outline of Program” form (available from the Student Academic Services office) with the help and approval of his/her faculty advisor. This initial design of the student’s individualized course of study can be altered in subsequent semesters with advisor approval.

Research Groups

In addition to course work, POME students are encouraged to undertake research apprenticeships and participate in a research community with fellow students and faculty.

Prequalifying Papers

All POME students are required to write two prequalifying papers that are each
reviewed and approved by two faculty members. **NOTE: the same two faculty readers cannot read both papers.** This requirement must be completed before the Oral Qualifying Examination. The papers are expected to adhere to high professional standards and be of publishable quality, following the format and style guidelines of relevant professional journals.

Policy students often choose to revise and/or expand a course paper to fulfill this requirement. A second approach is to write a position paper in two of the three areas of specialization that are part of the prequalifying exam. This option allows students to master the important issues and literature in these areas. A third approach is to develop papers that lead toward the dissertation. For example, an analytic literature review followed either by an exploration of a theoretical or policy issue or an empirical approach that will be used in the dissertation itself. Other options include a pilot study with empirical data, a modest program evaluation, or a paper that articulates a clear position on a policy issue, backed by a thorough review of empirical evidence.

QME and Program Evaluation PhD students are expected to write the following two types of papers:

1) Empirical paper - a report of an empirical research study conducted by the student, usually under the direction of a faculty member. This paper should be based on work done in the first year, completed and approved during the third semester.

2) Position paper - a report that takes a position on a theoretical topic and advances arguments for or against that position, as appropriate. This paper is written under the supervision of a faculty member. This paper should be based on work done in the first two years, completed and approved during the fifth semester.

Program Evaluation PhD students are expected to write the following two types of papers:

1) Project proposal - a paper that details the design of a significant aspect of an educational research project, usually under the direction of a faculty member. The project proposal is written and approved in the summer following the first year.

2) Project report - a paper on the empirical results of an appropriate aspect or part of a real educational research project, written under the direction of a faculty member. The type of project could be (a) an evaluation of an educational program, (b) the development of an educational assessment, (c) a validity study of an educational assessment, or (d) an appropriate type of educational research study. The project is carried out in the second year, and the project report is written in the fourth semester.

Doctoral students develop a dissertation prospectus for the prequalifying review. The prospectus is a preliminary version of the dissertation proposal, and is usually shorter than the proposal. Inclusion of the prospectus as part of the prequalifying review provides students with an opportunity to discuss their dissertation plans with individual committee members before the oral exam. Students obtain their faculty counselors’ approval signature for the prospectus on the form entitled, “report on
<table>
<thead>
<tr>
<th>Oral Qualifying Examination</th>
<th>The Oral Qualifying Examination for doctoral students is conducted by a committee of four faculty members, at least one of who must be a Berkeley senate faculty member outside of the Graduate School of Education. The examination is based on the three areas of specialization that flow from the student’s coursework and intellectual interests and declared in the outline of program. Many students have found it convenient if the areas are related to the papers, as this gives the faculty and student common ground upon which to begin the questioning in each area. During the orals, the dissertation prospectus is usually discussed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advancement to Candidacy</td>
<td>After passing the qualifying exam, the student applies for advancement to candidacy and proceeds to completing the doctoral dissertation, which involves the following formal procedures.</td>
</tr>
<tr>
<td>Human Subjects</td>
<td>If the dissertation research involves human beings (for example, interviews, surveys, observation), the student must follow federal law and university policy regarding the protection of human subjects. A project conducted only to satisfy course requirements need not go through formal university review, although students are still expected to follow established policy regarding informed consent and protection against research risks. Any research that students intend to present or publish, or any research for a doctoral dissertation, must receive formal review by the Committee for the Protection of Human Subjects (<a href="http://cphs.berkeley.edu/">http://cphs.berkeley.edu/</a>).</td>
</tr>
<tr>
<td>Dissertation Proposal</td>
<td>Moving from the dissertation prospectus, a complete proposal is developed in consultation with the three members of the student’s dissertation committee. A proposal meeting takes place to discuss the proposal with the three members of the dissertation committee, one of who must be a senate faculty member outside the GSE. Typically, the proposal is about 20 pages in length.</td>
</tr>
<tr>
<td>Dissertation</td>
<td>After the three-person committee approves the proposal, the student carries out the research and submits a written dissertation. The three-person dissertation committee must approve the final dissertation. Further details can be found in the GSE Handbook for Advanced Degree Students.</td>
</tr>
<tr>
<td>Administrative Assistance</td>
<td>The POME area assistant is in the POME Office, 3659 Tolman Hall, and may be reached at (510) 642–0709.</td>
</tr>
</tbody>
</table>
Table 1. MILESTONES OF PROGRESS FOR DOCTORAL STUDENTS
(based on a 6-year program of study)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>STAGES OF STUDY</th>
<th>MILESTONES</th>
</tr>
</thead>
</table>
| ONE  | POME seminar and community building  
Solid performance in core courses | * MA Outline of Program (1<sup>st</sup> sem)  
* First Year Oral Exam (2<sup>nd</sup> sem)  
* MA Advancement to Candidacy |
| TWO  | Begin identifying areas of specialization  
Begin developing individual program of study  
Complete required POME courses | * Report on MA Comprehensive Exam  
* Complete MA Degree (3<sup>rd</sup> or 4<sup>th</sup> sem)  
* PhD Outline of Program (4<sup>th</sup> sem)  
* First Position Paper (4<sup>th</sup> sem)  
(submit <i>copy</i> of form to area assistant) |
| THREE| Complete all course requirements (internal & external)  
Deepen methodological preparation  
Refine areas of specialization  
Complete reading lists for Prequalifying Examination  
Secure oral exam/dissertation committee members  
Schedule meeting(s) with advisor(s) to discuss areas of specialization (by end of year) | * Second Position Paper (5<sup>th</sup> sem) (submit <i>copy</i> of form to area assistant)  
* Prequalifying Review (6<sup>th</sup> sem)  
(completion of two Position Papers and Dissertation Prospectus) |
| FOUR | Transition to independent research  
Develop Dissertation Prospectus into Proposal | * Qualifying Examination (7<sup>th</sup> sem)  
* Advancement to Candidacy (7<sup>th</sup> sem) |
| FIVE | Report on Progress in Candidacy (progress meeting with dissertation committee chair and at least one other member) – 9<sup>th</sup> sem  
Dissertation research and writing (10<sup>th</sup> sem) | * Proposal Review Meeting (9<sup>th</sup> sem) |
| SIX  | Report on Progress in Candidacy (see above)  
Dissertation completion | * File Dissertation (12<sup>th</sup> sem) |
**POLICY & ORGANIZATIONS RESEARCH (PO)**

<p>| Program Description | The program is organized around three thematic areas: 1) Policy and Politics, 2) School Improvement, and 3) Equity (see Table 2). Across these thematic areas, students learn standards of evidence and methodological tools from qualitative and quantitative research to investigate policy processes and assess which policies and practices are truly effective. This framework enables students to develop breadth and depth in their understanding of education and the ability to conduct original research. |
| Thematic Areas | 1) <strong>Policy</strong>: We view policy as a lever for change and as a powerful context that shapes educators' work at multiple levels of the system. We introduce students to the art and science of policy analysis, providing them with the capacities to analyze contemporary policy initiatives critically, and then to inform policy-makers about innovative directions. Students develop insight into the complex processes that shape what policy gets made and how that policy plays out in practice. Students also deepen their understanding of how wider contextual forces — from the values inherent in an economic system, to the political culture surrounding schools, to the preferences expressed by parents and other stakeholders — buffet educational policy as it responds to the needs of our multi-class, multi-racial, multilingual society. |
| | 2) <strong>School Improvement</strong>: Here, we investigate the influences on decisions and actions in schools and school systems. We draw from scholarship on school effectiveness and improvement, organizational behavior and innovation, and the conditions of teachers’ work. We therefore view school improvement as a complex enterprise structured by policies, administrative systems, and matters of teaching and learning—propelled by the uniquely educational quest for human beings to develop their capacities beyond expectations. |
| | 3) <strong>Equity</strong>: Throughout our coursework, we maintain a focus on the enduring problem of equity and inequity in American schooling. Students explore the multiple and often competing ways that educators and citizens have understood equity. They deepen their understanding of the ways schools have both promoted and impeded efforts to enhance equity. Students grapple with the dynamics of unequal and at times oppressive social relations in the wider society as well as in schools: class division; racial and ethnic differences; gender differences; differences of language, immigrant status, religious and political values, and all the other sources of variation that make this country rich and interesting but also embattled. Both coursework and research opportunities provide students with ways of exploring how schools and non-school policies exacerbate inequality, the mechanisms that might correct these problems, and the practices and proposals that lead to more equitable opportunities. |</p>
<table>
<thead>
<tr>
<th>Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in Policy &amp; Organizations Research (PO) enroll in a sequence of introductory, advanced, and specialized courses (occasional seminars). All doctoral students are expected to complete the following breadth and depth requirements:</td>
</tr>
<tr>
<td>2 foundational courses that bridge thematic areas</td>
</tr>
<tr>
<td>2 advanced courses that bridge thematic areas</td>
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<tr>
<td>1 special topics seminar in area of concentration</td>
</tr>
<tr>
<td>2 qualitative and 2 quantitative/evaluation courses (see above)</td>
</tr>
<tr>
<td>1 course in research design</td>
</tr>
<tr>
<td>(15 courses total after 2.5 years of study)</td>
</tr>
</tbody>
</table>
The Policy & Politics sequence is designed to deepen understanding of how wider contextual forces—from the values inherent in an economic system, to the political culture surrounding schools, to the preferences expressed by parents and other stakeholders—buffet educational policy as it responds to the needs of our multiclass, multiracial, multilingual society.

Policy can be a lever for change and a powerful context that shapes educators' work at multiple levels of the system. We introduce students to the art and science of policy analysis, providing them with the capacities to analyze contemporary policy initiatives critically and to inform policy makers about innovative directions. Students develop insight into the complex processes that shape what policy gets made and how it plays out in practice.

The introductory courses cover educational policies and policy making from different angles, from historical struggles for equity to policies and their 'theories of action.' Advanced courses enable students to explore the flow of policies from formation to implementation. Policy and politics are examined through the disciplines of political science, economics, and political economy, with the understanding that educational policies spring from and then influence the distribution of resources, power, and opportunities in society. Occasional seminars offer a closer look at aspects of policymaking and implementation in the context of specific issues.

### Table 2. COURSE SEQUENCES BY THEMATIC AREA

<table>
<thead>
<tr>
<th>THEME</th>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>INSTRUCTOR (may change)</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLICY &amp; POLITICS</td>
<td>283B</td>
<td>Historical Perspectives on American Education</td>
<td>PERLSTEIN</td>
<td>INTRODUCTORY</td>
</tr>
<tr>
<td></td>
<td>260A</td>
<td>Education Policy and School Reform</td>
<td>FULLER</td>
<td>INTRODUCTORY</td>
</tr>
<tr>
<td></td>
<td>265A</td>
<td>Economics of Education/Political Economy</td>
<td>TBD</td>
<td>ADVANCED</td>
</tr>
<tr>
<td></td>
<td>290A</td>
<td>Politics of Race in Education</td>
<td>PERLSTEIN</td>
<td>ADVANCED</td>
</tr>
<tr>
<td></td>
<td>290A</td>
<td>Politics of Education</td>
<td>SCOTT</td>
<td>ADVANCED</td>
</tr>
<tr>
<td></td>
<td>290A</td>
<td>Policy Implementation: Relation of Policy to Practice</td>
<td>TBD</td>
<td>ADVANCED</td>
</tr>
<tr>
<td></td>
<td>290A</td>
<td>Policy and Pluralism</td>
<td>FULLER</td>
<td>ADVANCED</td>
</tr>
<tr>
<td></td>
<td>290A</td>
<td>Instructional Policy</td>
<td>TRUJILLO</td>
<td>OCCASIONAL SEMINAR</td>
</tr>
<tr>
<td></td>
<td>290A</td>
<td>Research on School Choice</td>
<td>SCOTT</td>
<td>OCCASIONAL SEMINAR</td>
</tr>
<tr>
<td></td>
<td>290A</td>
<td>Collective Action &amp; Education Reform</td>
<td>PERLSTEIN</td>
<td>OCCASIONAL SEMINAR</td>
</tr>
</tbody>
</table>
SCHOOL IMPROVEMENT

The School Improvement sequence enables students to explore the challenge of school and district improvement in the crucible of bureaucratic, professional, and community structures: district and school politics, administrative delivery systems, teacher education institutions, professional networks, entrepreneurial non-system actors, classroom instruction, and the unequal life circumstances of students and their parents.

School improvement is a complex enterprise structured by policies, administrative systems, and matters of teaching and learning, propelled by the uniquely educational quest for humans to develop their capacities to the fullest. We investigate the influences upon decisions and actions in schools and school systems, while considering what we value in educating students and what works to address these goals. Educators do not directly control state or national policies; they cannot step out of the basic bureaucratic logic of school systems, nor are they free to ignore powerful traditions of society. Constrained by these larger forces, they are challenged to create high-achieving educational organizations--and under the right conditions they have the power to do so. We draw from scholarship on school effectiveness and improvement, organizational behavior and innovation, and the context of teachers' work.

Introductory courses view school reform and improvement through various lenses, from the quest for "good schools" to teachers' work in its various professional dimensions. Advanced courses examine school and district improvement through the disciplines of organization theory, sociology of organizations, and a variety of research traditions in this field: research on effective schools, effective instruction, schools as professional organizations, school change and improvement, implementation of programs and interventions, social movements for equity and social justice. Occasional seminars enable students to focus on problems in schools and districts that serve large numbers of poor students and students of color.

<table>
<thead>
<tr>
<th>THEME</th>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>INSTRUCTOR (may change)</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL IMPROVEMENT</td>
<td>260E</td>
<td>Good Schools for All Children</td>
<td>MINTROP</td>
<td>INTRODUCTORY</td>
</tr>
<tr>
<td></td>
<td>262E</td>
<td>Teachers' Work and Contexts of Teaching</td>
<td>TBD</td>
<td>INTRODUCTORY</td>
</tr>
<tr>
<td></td>
<td>261A</td>
<td>Organization Theory</td>
<td>FULLER</td>
<td>ADVANCED</td>
</tr>
<tr>
<td></td>
<td>262G</td>
<td>Research on the Education of Teachers</td>
<td>TBD</td>
<td>ADVANCED</td>
</tr>
<tr>
<td></td>
<td>290A</td>
<td>Power and Politics in Urban District Reform</td>
<td>TRUJILLO</td>
<td>ADVANCED</td>
</tr>
<tr>
<td></td>
<td>290A</td>
<td>The Study of School Improvement</td>
<td>MINTROP</td>
<td>ADVANCED</td>
</tr>
<tr>
<td></td>
<td>290A</td>
<td>Policy Implementation: Relation of Policy to Practice</td>
<td>TBD</td>
<td>ADVANCED</td>
</tr>
<tr>
<td></td>
<td>290A</td>
<td>Sociology of Urban Schooling</td>
<td>MINTROP</td>
<td>ADVANCED</td>
</tr>
<tr>
<td></td>
<td>290A</td>
<td>Leadership/Human &amp; Instructional Resources in Orgs</td>
<td>TBD</td>
<td>OCCASIONAL SEMINAR</td>
</tr>
<tr>
<td></td>
<td>290A</td>
<td>Teacher Unions</td>
<td>PERLSTEIN</td>
<td>OCCASIONAL SEMINAR</td>
</tr>
</tbody>
</table>
EQUITY

The Equity sequence enables students to explore how schools and non-school policies exacerbate inequality, the mechanisms that might correct these problems, and the practices and proposals that lead to more equitable opportunities. Enhancing equity has been a dominant concern of educators and reformers since at least the 1960s, and state accountability and federal legislation have only served to increase its prominence. Equity issues apply to various groups in the United States that are defined primarily by race, ethnicity, class, gender, disability, location (rural or urban), and sexual orientation. Moreover, equity problems are often generated by persistent practices and norms of the U.S. educational system--tracking, resource allocation, testing and accountability, approaches to instruction--that impact many groups in similar ways.

Introductory courses examine the vast topic of equity from several different perspectives: how the various ideas of good schools for all children have shaped the concept of equity, to the historical shifts in conceptions and practices related to equity. Advanced courses examine issues related to race, politics, policy, culture, and learning. Topics include how various forms of inequality reinforce one another and manifest in urban schools, African American inequality, the potential causes and solutions of inequality in schooling, the politics of urban school districts, and the practices in many educational institutions that generate inequity. Occasional seminars focus in depth on actual and proposed school reforms, the implications of school choice for equity, as well as inequalities that exist outside the school system.

<table>
<thead>
<tr>
<th>THEME</th>
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<th>INSTRUCTOR (may change)</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>EQUITY</td>
<td>260E</td>
<td>Good Schools for All Children</td>
<td>MINTROP</td>
<td>INTRODUCTORY</td>
</tr>
<tr>
<td></td>
<td>C265C</td>
<td>Research Advances in Race, Diversity and Educational Policy</td>
<td>SCOTT/NASIR</td>
<td>ADVANCED</td>
</tr>
<tr>
<td></td>
<td>* 283B</td>
<td>Historical Perspectives on American Education</td>
<td>PERLSTEIN</td>
<td>INTRODUCTORY</td>
</tr>
<tr>
<td></td>
<td>* 283C</td>
<td>African American Tradition of Critical Educational Thought &amp; Practice</td>
<td>PERLSTEIN</td>
<td>ADVANCED</td>
</tr>
<tr>
<td></td>
<td>* 283F</td>
<td>Urban Education</td>
<td>MAHIRI</td>
<td>ADVANCED</td>
</tr>
<tr>
<td></td>
<td>* 288</td>
<td>Intersectionality in Education Research</td>
<td>BEDOLLA</td>
<td>ADVANCED</td>
</tr>
<tr>
<td></td>
<td>291E</td>
<td>Equity, Inequality, and Opportunity in Education</td>
<td>TBD</td>
<td>ADVANCED</td>
</tr>
<tr>
<td></td>
<td>290A</td>
<td>Power and Politics in Urban District Reform</td>
<td>TRUJILLO</td>
<td>ADVANCED</td>
</tr>
<tr>
<td></td>
<td>290A</td>
<td>The Study of School Improvement</td>
<td>MINTROP</td>
<td>ADVANCED</td>
</tr>
<tr>
<td></td>
<td>290A</td>
<td>Politics of Race in Education</td>
<td>PERLSTEIN</td>
<td>ADVANCED</td>
</tr>
<tr>
<td></td>
<td>290A</td>
<td>Policy &amp; Pluralism</td>
<td>FULLER</td>
<td>ADVANCED</td>
</tr>
<tr>
<td></td>
<td>290A</td>
<td>Violence, Punishment &amp; Discipline in Schools</td>
<td>PERLSTEIN</td>
<td>OCCASIONAL SEMINAR</td>
</tr>
<tr>
<td></td>
<td>290A</td>
<td>Power &amp; Political Economy</td>
<td>FULLER</td>
<td>OCCASIONAL SEMINAR</td>
</tr>
<tr>
<td></td>
<td>290A</td>
<td>Research on School Choice</td>
<td>SCOTT</td>
<td>OCCASIONAL SEMINAR</td>
</tr>
<tr>
<td></td>
<td>290A</td>
<td>Schools in the Context of Social &amp; Economic Inequality</td>
<td>TBD</td>
<td>OCCASIONAL SEMINAR</td>
</tr>
</tbody>
</table>
POME students are expected to hone their intellectual core of research interests and methods in their first year. All POME graduates acquire strong competence in methodology and program evaluation. A minimum of two qualitative research methods courses and two quantitative methods or evaluation courses are required for completion in all POME programs. Methods courses include a wide array of quantitative and qualitative offerings in the areas of measurement, statistics, program evaluation, and qualitative field research.

<table>
<thead>
<tr>
<th>THEME</th>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>INSTRUCTOR</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHODS</td>
<td>290A/001</td>
<td>POME Seminar</td>
<td>FULLER</td>
<td>INTRODUCTORY</td>
</tr>
<tr>
<td>290A</td>
<td>Introduction to Disciplined Inquiry</td>
<td>TRUJILLO</td>
<td>RESEARCH DESIGN</td>
<td></td>
</tr>
<tr>
<td>290A</td>
<td>What Works? Designing Research for Policy &amp; Practice</td>
<td>FULLER</td>
<td>RESEARCH DESIGN</td>
<td></td>
</tr>
<tr>
<td>271B</td>
<td>Introduction to Qualitative Research Methods</td>
<td>TBD</td>
<td>QUALITATIVE METHODS</td>
<td></td>
</tr>
<tr>
<td>270B</td>
<td>BEAR Seminar</td>
<td>NEWTON</td>
<td>SPEAKER SERIES</td>
<td></td>
</tr>
<tr>
<td>271C</td>
<td>Advanced Topics in Qualitative Research</td>
<td>TBD</td>
<td>QUALITATIVE METHODS</td>
<td></td>
</tr>
<tr>
<td>274A</td>
<td>Measurement in Education and the Social Sciences I</td>
<td>WILSON</td>
<td>QUANTITATIVE METHODS</td>
<td></td>
</tr>
<tr>
<td>274B</td>
<td>Measurement in Education and the Social Sciences II</td>
<td>WILSON</td>
<td>QUANTITATIVE METHODS</td>
<td></td>
</tr>
<tr>
<td>274C</td>
<td>Research Seminar in Measurement</td>
<td>WILSON</td>
<td>QUANTITATIVE METHODS</td>
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<tr>
<td>274D</td>
<td>Multidimensional Measurement</td>
<td>WILSON</td>
<td>QUANTITATIVE METHODS</td>
<td></td>
</tr>
<tr>
<td>293A/L</td>
<td>Data Analysis in Educational Research I</td>
<td>RABE-HESKETH</td>
<td>QUANTITATIVE METHODS</td>
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<tr>
<td>275B/L</td>
<td>Data Analysis in Educational Research II</td>
<td>RABE-HESKETH</td>
<td>QUANTITATIVE METHODS</td>
<td></td>
</tr>
<tr>
<td>275G</td>
<td>Hierarchical &amp; Longitudinal Modeling</td>
<td>RABE-HESKETH</td>
<td>QUANTITATIVE METHODS</td>
<td></td>
</tr>
<tr>
<td>276A</td>
<td>Introduction to Program Evaluation</td>
<td>NEWTON</td>
<td>QUANTITATIVE METHODS</td>
<td></td>
</tr>
<tr>
<td>276C</td>
<td>Practicum in Evaluation</td>
<td>NEWTON</td>
<td>QUANTITATIVE METHODS</td>
<td></td>
</tr>
<tr>
<td>276D</td>
<td>Theoretical Issues in Evaluation</td>
<td>NEWTON</td>
<td>QUANTITATIVE METHODS</td>
<td></td>
</tr>
<tr>
<td>276E</td>
<td>Research Design and Methods for Program and Policy Evaluation</td>
<td>NEWTON</td>
<td>QUANTITATIVE METHODS</td>
<td></td>
</tr>
</tbody>
</table>
**RESEARCH GROUPS**

Students are expected to affiliate with a POME research group every year, focused on their area of interest. The purpose of the group is to support students across cohorts, at all stages of their research projects. Together, members explore issues and theoretical perspectives, review and provide feedback on works-in-progress, and receive additional programmatic and faculty support. First-year students can learn from and critique the work of other members without presenting their own. Unless instructor permission is required, students self-select and enroll in the appropriate research groups in consultation with their faculty advisors.

<table>
<thead>
<tr>
<th>THEME</th>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>INSTRUCTOR (may change)</th>
<th>LEVEL</th>
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<tbody>
<tr>
<td>VARIOUS</td>
<td>269B</td>
<td>Citizenship, Democracy, and Education</td>
<td>PERLSTEIN</td>
<td>RESEARCH GROUP</td>
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<tr>
<td></td>
<td>273B</td>
<td>Research Group on Policy Implementation</td>
<td>LITTLE</td>
<td>RESEARCH GROUP</td>
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<tr>
<td></td>
<td>275H</td>
<td>Multilevel Modeling Research Group</td>
<td>RABE-HESKETH</td>
<td>RESEARCH GROUP</td>
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<td>290A/002</td>
<td>Models of Assessment Research Group</td>
<td>WILSON</td>
<td>RESEARCH GROUP</td>
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<td></td>
<td>290A</td>
<td>Neoliberalism and Education Policy</td>
<td>SCOTT</td>
<td>RESEARCH GROUP</td>
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<tr>
<td></td>
<td>290A</td>
<td>Globalization and International Education</td>
<td>MURPHY-GRAHAM</td>
<td>RESEARCH GROUP</td>
</tr>
</tbody>
</table>

* Outside area courses that are cross-listed with POME and can be used to fulfill the GSE Core Course requirement.
Organizing School Reform - Leadership and Analytic Skills

The MA is designed for one year of full-time study. The program focuses on the ideological and empirical underpinnings of contemporary reform issues, ranging from charter schools to community organizing for change to the steady work required to enrich schools within districts. It is designed for students with a strong undergraduate record and experience in schools, reform organizations, or policy groups.

The program begins with a survey course, designed to introduce students to macro/micro ideas within the three thematic areas of POME: Policy, School Reform, and Equity. Students also take four elective courses that can address politics, motivating the work of teachers, historical and economic perspectives, and/or basic research methods. An individualized course of study is crafted in consultation with one faculty advisor. Candidates are expected to choose a research area that can be adequately covered in 2 semesters.

On completion of 24 units of coursework, students take a comprehensive exam, consisting of an extended seminar paper with 2 faculty readers and an oral examination on a topic in the student's area of specialization. This program emphasizes theoretical knowledge and analytical skills for a variety of positions in fields such as educational research, public policy, advocacy, and organizational management.

Table 3. POLICY MASTER'S PROGRAM

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>Course#</th>
<th>Description</th>
<th>Instructor</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>EDUC 290A/001</td>
<td>POME Seminar</td>
<td>Fuller</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>EDUC 260A</td>
<td>Education Policy &amp; School Reform</td>
<td>Fuller</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 276A</td>
<td>Introduction to Evaluation</td>
<td>Newton</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>* Theoretical foundations, research tools</td>
<td>Faculty</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>* Theoretical foundations, research tools</td>
<td>Faculty</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>Course#</th>
<th>Description</th>
<th>Instructor</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDUC 290A/001</td>
<td>POME Seminar</td>
<td>Fuller</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>EDUC 290A/005</td>
<td>Introduction to Disciplined Inquiry</td>
<td>Trujillo</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>* Theoretical foundations, research tools</td>
<td>Faculty</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE</td>
<td>* Theoretical foundations, research tools</td>
<td>Faculty</td>
<td>3</td>
</tr>
</tbody>
</table>

MA COMPREHENSIVE EXAM  (Complete by May):
Oral Exam + Seminar paper with two readers (usually instructor and advisor)

* Choose from POME foundational/advanced/special topics/methods courses in your area of interest. Course selections based on availability and in consultation with your advisor.
The Quantitative Methods and Evaluation (QME) program is for students who want to apply quantitative and qualitative methods to the problems of research, assessment and evaluation in education. Students enter the program with a wide range of statistical, mathematical, methodological, measurement and assessment, evaluation, and/or substantive backgrounds, and some may already be established in an area of educational research. We encourage students with any of these interests and backgrounds to apply.

The Quantitative Methods and Evaluation (QME) program offers three areas of concentration: educational statistics, measurement, and evaluation. QME students are required to enroll in a series of courses in each of these areas (see p. 20). Course requirements vary depending on the student’s degree goal and area. In some cases, it is possible for one course to satisfy requirements in two categories.

In addition to the required QME courses, students complete a minimum of four courses in their areas of concentration. These courses should provide a coherent focus, such as program evaluation, test construction, attitude measurement, individual differences, test bias, or item analysis. Up to two courses should be taken outside the GSE. (See p. 21 for a list of QME concentration courses.)

The QME program offers two doctoral specializations: a PhD in quantitative methods and evaluation, and a PhD in program evaluation and assessment. To provide a context for the study of methods, all students are encouraged to include substantive educational topics in their coursework as well as courses on methodology. For example, a student interested in psychometrics can take courses in educational and cognitive psychology from faculty in the GSE’s Cognition and Development area.

The PhD specialization in quantitative methods and evaluation prepares graduates to teach courses in measurement, assessment, psychometrics, program evaluation, research methods and data analysis in college and university departments; direct research and evaluation projects for educational and research organizations at the national, state, and school district levels; serve as consultants on research methodology; and apply advanced quantitative methods to the study of educational problems.

The PhD specialization in program evaluation and assessment takes advantage of the many research and evaluation projects conducted in the School to provide apprenticeship experiences for the students. The core of the program is the study of rigorous methodologies appropriate for the real-world complexities of educational research and program development. This specialization prepares graduates to teach courses in evaluation and research methods in college and university departments; to direct evaluation projects for educational and research organizations at the national, state, and school district levels; to serve as consultants on evaluation methodology; and to apply advanced evaluation methods to the study of educational problems.
# QME Program of Study

The Quantitative Methods and Evaluation program offers three areas of concentration: educational statistics, measurement, and evaluation. Depending upon the degree goal and area, requirements will vary. Generally, we expect students to complete the requirements that are current when they are admitted to the program.

The Quantitative Methods and Evaluation program requires students to complete four QME courses with a grade of B or better, or to substitute other courses with faculty advisor and instructor approval. The following courses provide the foundation for quantitative methods in educational research and are the *minimum* a QME student is required to know in the areas listed below:

## Educational Statistics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 293A/L</td>
<td>Data Analysis in Educational Research I/Lab</td>
</tr>
<tr>
<td>EDUC 275B/L</td>
<td>Data Analysis in Educational Research II/Lab</td>
</tr>
</tbody>
</table>

QME students with appropriate academic backgrounds may petition to waive the 293A/L quantitative introductory course. A course waiver requires the signature approval of the course instructor and advisor; forms are available in the Student Academic Services Office. If the waiver is approved, this satisfies both the departmental and POME requirements in quantitative methodology. QME students also have the option to substitute the above courses with two quantitative methods courses from other UCB departments (for a letter grade), with advisor approval.

## Measurement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 274A</td>
<td>Measurement in Education and the Social Sciences I</td>
</tr>
</tbody>
</table>

## Evaluation

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 276A</td>
<td>Introduction to Program Evaluation</td>
</tr>
</tbody>
</table>
In addition to the foundational QME courses, students also complete a **minimum of four courses in their area of concentration**: educational statistics, measurement or evaluation. These courses should form a coherent focus, such as program evaluation, test construction, attitude measurement, individual differences, test bias, or item analysis. Up to two of these courses should be taken in a UCB department outside the GSE.

Approved QME concentration courses are listed below. Students may take other courses, with the approval of their advisors.

### Educational Statistics

- **EDUC 275G**  Hierarchical and Longitudinal Modeling
- **PB HLTH 240A**  Biostatistical Methods: Advanced Categorical Data Analysis
- **PB HLTH 242C**  Longitudinal Data Analysis
- **STAT 200A**  Introduction to Probability at an Advanced Level
- **STAT 200B**  Introduction to Statistics at an Advanced Level
- **STAT C239A**  The Statistics of Causal Inference in the Social Sciences
- **STAT 245C**  Computational Statistics with Applications in Biology & Medicine

### Measurement

- **EDUC 274B**  Measurement in Education and the Social Sciences II
- **EDUC 274C**  Research Seminar in Measurement
- **EDUC 274D**  Multidimensional Measurement
- **EDUC 270B**  BEAR Seminar

### Evaluation

- **EDUC 274B**  Measurement in Education and the Social Sciences II
- **EDUC 275G**  Hierarchical and Longitudinal Modeling
- **EDUC 276C**  Practicum in Evaluation
- **EDUC 276E**  Research Design & Methods for Program & Policy Evaluation
Students are expected to enroll in a POME research group each year after their first (and may find it valuable to do so even in their first year), focused on their area of interest for additional programmatic and faculty support. The following is a list of all ongoing research groups in POME:

**EDUC 269B**  
Citizenship, Democracy, and Education  
Daniel Perlstein  
Fall – Spring

**Class time:** Friday, 12:30 – 3:30pm  
**Telephone:** (510) 643-8042  
**Email:** danperl@berkeley.edu

Research group for graduate students whose work focuses on the role of schools in impeding or promoting social, economic, cultural, and political democracy. Provides extensive feedback on all phases of research and its application to the democratization of education. Depending on students’ interests, topics range from curriculum and pedagogy to the evolution of social movements for racial justice in education.

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**EDUC 290A**  
Research Group on Neoliberalism and Education Policy  
Janelle Scott  
Fall – Spring

**Class time:** Monday, 11:00 AM – 1:00 PM  
**Telephone:** (510) 642-4740  
**Email:** jtscott@berkeley.edu

Against a backdrop of unprecedented inequality, policy makers and advocates are increasingly supporting and adopting market-based approaches to social policy. This year-long research and writing group is intended for graduate students who are interested in issues of neoliberalism and education policy. The course is geared toward developing and deepening students’ substantive, theoretical, and methodological backgrounds in order to better support their research on topics as varied as vouchers, charter schools, privatization, contracting/outourcing, merit pay, pay-for-performance for students, school discipline, and the links between education and incarceration.

The course will include: (1) intensive reading and discussion of key scholarship; (2) collective consultation and feedback on students’ particular research projects, including the formulation of research questions, theory development, research design, data collection strategies and practices, analysis, and writing and publication. Our work will be especially attentive to issues of race, language, social class, and gender. Students may be at any stage in their graduate study and should expect to participate.
Research Groups

EDUC 275H
Multilevel Modeling
Sophia Rabe-Hesketh
Fall – Spring

Class time: Wednesdays 2:00–4:00 PM, approx. every other week
Telephone: (510) 642-5287
Email: sophiarh@berkeley.edu

The purpose of the group is to support each other in our research projects involving hierarchical and/or longitudinal modeling and to educate ourselves further in these methods. Some days students will present their projects, so that others in the group can help with any problems they are facing. Other days, we will pick a methodological topic of mutual interest, read some relevant papers and discuss them in the group. Occasionally, we go to the computer lab to learn how to perform particular analyses.

EDUC 290A
Erin Murphy-Graham
Globalization and International Education
Fall – Spring

Class time: Wednesday, 10:00 – 1:00 PM
Telephone: (510) 642-8198
Email: emurphy@berkeley.edu

We live at a time when the world is changing rapidly, national borders are losing their relevancy, and citizens, nations and communities are called upon to share effective practices in order to find ways to harness education for its transformative potential. In this course, we discuss how education can be linked with efforts to build a global society characterized by justice and equity. Graduate students interested in creating an academic community at the GSE to explore critical questions in the study of globalization and international education are welcome to enroll. The key areas we will address include:

- analyzing the role education plays in a global context
- developing educational innovations and policies that benefit previously excluded communities and individuals
- analyzing the role of global economic transformations in shaping international education policy and practice
- developing appropriate methodologies to conduct comparative/international research
- exploring the interplay between education and civic participation
- improving abilities to learn and communicate across ideological, economic, social, and cultural differences

The course will include (1) intensive reading and discussion of key scholarship; (2)
collective consultation and feedback on students' particular research projects, including the formulation of research questions, theory development, research design, data collection strategies and practices, analysis, and writing and publication.

**EDUC 290A**  
Models of Assessment  
Mark Wilson  
Fall – Spring

**Class time:** Every other Tuesday, 4:00–6:00 PM (usually following the BEAR Seminar, with schedule adjustments as needed.)  
**Telephone:** (510) 642-7966  
**Email:** markw@berkeley.edu  
**Office Hours:** Tuesdays 1:00-2:00 PM (or by appt.)

The purpose of this group is to support the development of participants’ research and development skills in the areas of measurement and assessment. We will devote group time to helping one another with papers, proposals, design problems, and analysis problems. We will keep up-to-date with current projects and issues in the area of measurement and assessment. All participants contribute to active discussion of topics, and undertake to lead discussion on a regular basis. A theme will be established for the semester to form a continuing topic of discussion, but this will not limit the interests of the group.

NOTE: this meeting will also constitute a seminar for the CAESL Fellows.

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**EDUC 273B**  
Research Group on Policy Implementation  
Judith Warren Little  
Fall – Spring

**Class time:** Friday, 12:00–3:00 PM  
**Telephone:** (510) 643-6644  
**Email:** jwlittle@berkeley.edu

The focus of this research group is to explore a range of issues related to the implementation of education policy. Together, we will investigate what happens from the time a policy is enacted until the policy is actually implemented in classrooms, schools, and districts. We take up such issues as: What happens to policy as it moves down through the system and into schools and classrooms? What are the organizational, cultural, and political conditions that shape how policy is enacted in practice? How do policies differentially impact children of different race, class, and language backgrounds? What is the role of the school district in reform efforts? What is the role of actors outside the formal policy system (community groups, commercial interests, universities, others) in policy implementation processes?

The centerpiece of the research group is reviewing and providing feedback to members on their works-in-progress related to policy implementation. We will supplement this activity by reading research together to help build a shared understanding of the different theoretical perspectives that can potentially inform the
study of policy implementation, including institutional theory, social movements analysis, conflict perspectives, and organizational learning theory.

Open to students in ALL areas. Although my background is in implementation of instructional policy, students with interests in a range of policy issues are welcome to participate.
## APPENDIX B: Dissertations by POME Students

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barganier, George</td>
<td>Fanon's Children: The Black Panther Party and the Rise of the Crips and Bloods in Los Angeles (Chair: Perlstein)</td>
<td></td>
</tr>
<tr>
<td>Burmester, Kristen</td>
<td>Triangulating Evidence to Investigate the Validity of Measures: Evidence from Discussion during Instruction, Cognitive Interviews, and Written Assessments (Chair: Wilson)</td>
<td></td>
</tr>
<tr>
<td>Lee, Yongsang</td>
<td>Random Item Modeling: An Extension and Generalization of MIRID models (Chair: Wilson)</td>
<td></td>
</tr>
<tr>
<td>Snyder, Cyndy</td>
<td>Racial Socialization and Ability to Navigate Racism: The Experiences of Multiracial Black Adults Raised in Cross-Racial Families (Chair: Nasir)</td>
<td></td>
</tr>
<tr>
<td>Spain, Angeline</td>
<td>Keeping Cuts Away from Kids? Deregulation in a Time of Ongoing Budget Cutbacks (Chair: Coburn)</td>
<td></td>
</tr>
<tr>
<td>Turner, Erica</td>
<td>School District Policymaking Responses to Demographic Change in New Immigrant Destinations (Chair: Coburn)</td>
<td></td>
</tr>
<tr>
<td>Huang, Xiaoting</td>
<td>Differential Item Functioning: The Consequence of Language, Curriculum, or Culture? (Chair: Wilson)</td>
<td></td>
</tr>
<tr>
<td>Jang, Heeju</td>
<td>Measuring Teacher Beliefs about Mathematics Discourse: An Item Response Theory Approach (Chair: Newton)</td>
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<tr>
<td>McGuire, Leah</td>
<td>Practical Formulations of the Latent Growth Item Response Model (Chair: Wilson)</td>
<td></td>
</tr>
<tr>
<td>Nicholson, Brandon</td>
<td>Minor Leagues: The Commercialization of Youth Sports and Its Implications for Privatization (Chair: Fuller)</td>
<td></td>
</tr>
<tr>
<td>Mireles, Laurie</td>
<td><em>Upward Bound</em> Examined (Chair: Perlstein)</td>
<td></td>
</tr>
<tr>
<td>Yi, Suzanna</td>
<td>Enhancing college access: Measuring perceived support for college-going (Chair: Stern)</td>
<td></td>
</tr>
<tr>
<td>Zheng, Xiaohui</td>
<td>Multilevel item response modeling: Applications to large-scale assessment of academic achievement (Chair: Rabe-Hesketh)</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
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</tr>
<tr>
<td>Livas, Alejandra</td>
<td>The role of culture in early childhood: An examination of diverse parents' beliefs and practices in relation to their preschool-aged children (Chair: Fuller)</td>
<td></td>
</tr>
<tr>
<td>Maul, Andrew</td>
<td>Improving the measurement of emotional intelligence (Chair: Wilson)</td>
<td></td>
</tr>
<tr>
<td>Park, Sandra</td>
<td>No longer the &quot;forgotten player&quot;: Districts respond to institutional messages about accountability (Chair: Little)</td>
<td></td>
</tr>
<tr>
<td>Tan, Rachael</td>
<td>A mixed-methods approach to test evaluation using explanatory item response modeling and think-alouds (Chair: Wilson)</td>
<td></td>
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<tr>
<td>Wilmot, Diana</td>
<td>Assessing progress toward college readiness with psychometric and cognitive models of student learning in mathematics (Chair: Wilson)</td>
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<tr>
<td>Caspary, Kyra</td>
<td>Reformulating Merit: Prediction and Representation in Undergraduate Admissions (Chair: Stern)</td>
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<tr>
<td>Poole, Sonja</td>
<td>Degrees of Accountability: An Analysis of Charter Schools and Traditional Public Schools in America (Chair: Fuller)</td>
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<tr>
<td>Russell, Jennifer</td>
<td>Not Kid Stuff Anymore? Institutional Change in Kindergarten Education (Chair: Little)</td>
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<tr>
<td>Sanchez, Juan</td>
<td>Analyzing undergraduate admissions criteria (the SATs) and understanding students' academic growth using Hierarchical Linear Models, item response theory and differential item functioning analyses: A study of the University of California's EAOP students' academic growth and graduation from UC (Chair: Rabe-Hesketh)</td>
<td></td>
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<tr>
<td>Santelices, Veronica</td>
<td>Differential Item Functioning in the SAT I: Reasoning Test (Chair: Wilson)</td>
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<tr>
<td>Schwab, Cheryl</td>
<td>What can we learn from PISA?: Investigating PISA's approach to scientific literacy (Chair: Wilson)</td>
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<td>Tokheim, Shirley</td>
<td>A Promise of Partnership: Parental Involvement and Social Reproduction in One Middle School (Chair: Perlstein)</td>
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<td>Young, Kathryn</td>
<td>Social Constructions of Disability and Typicality in a Combined Credential Program (Chair: Perlstein)</td>
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<td>Brill, Fred</td>
<td>Taking off the Cape: Using Reflective Storytelling and Narrative Analysis to Understand and Promote Professional Development in Novice School Leaders (Chair: Grubb)</td>
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<td>Clark, Sandra</td>
<td>Women Faculty in Community Colleges: Career Success or Marginalization? (Chair: Little)</td>
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<td>Duckor, Brent</td>
<td>Measuring Measuring: An Item Response Theory Approach (Chair: Wilson)</td>
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<td>Liu, Ou</td>
<td>Evaluating Differential Gender Performance on Large-Scale Math Assessments: A multidimensional Rasch modeling and mixture approach (Chair: Wilson)</td>
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<td>Morell, Linda</td>
<td>Validity Evidence Based on Response Processes: A Proposal for Expansion (Chair: Wilson)</td>
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<td>O’Brien, Bridget</td>
<td>Learning in Practice and Learning to Practice (Chair: Stern)</td>
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<td>Allen, Diane</td>
<td>Validity, Reliability, and Responsiveness of the Movement Ability Measure, a New Instrument for Assessing Physical Therapist Competence (Chair: Wilson)</td>
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<td>Gawlik, Marytza</td>
<td>Cutting Loose: Autonomy and Education in Charter Schools (Chair: Fuller)</td>
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<td>Nagle, James</td>
<td>Prospective Teachers Navigating through a Teacher Education Program (Chair: Little)</td>
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<td>Timms, Michael</td>
<td>Predicting Students’ Need for Help in Intelligent Tutoring Systems (Chair: Wilson)</td>
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<td>Wu, Christopher</td>
<td>Thinking through New Vocationalism: Examining Career Academy Students’ Problem Solving and School Performance (Chair: Stern)</td>
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<td>Xie, Yiyu</td>
<td>Three studies of Person Item Interactions in International Assessment of Educational Achievement (Chair: Wilson)</td>
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<td>Cox, Rebecca</td>
<td>Navigating Community College Demands: Contradictory Goals, Expectations, and Outcomes in Composition (Chair: Grubb)</td>
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<td>Goe, Laura</td>
<td>An Evaluation of California’s Immediate Intervention/Underperforming Schools Program (II/USP) in Middle Schools (Chair: Grubb)</td>
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<td>Kafka, Judith</td>
<td>From Discipline to Punishment: Race, Bureaucracy, and School Discipline Policy in Los Angeles (Chair: Perlstein)</td>
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<td>Scalise, Kathleen</td>
<td>BEAR CAT: Toward a Theoretical Basis for Dynamically Driven Content in Computer-Mediated Environments (Chair: Wilson)</td>
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<td>The, Laik Woon</td>
<td>Catholic/Christian Mission School Effect in Singapore (Chair: Wilson)</td>
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## APPENDIX C: Employers of Policy Graduates

| Baruch College/CUNY: School of Public Affairs |
| Boston College, Lynch School of Education |
| College of Marin |
| Columbia University, Teachers College |
| CSU Fullerton, Dept of Elementary, Bilingual and Reading Education |
| CSU Humboldt, School of Education |
| Educational Services, Woodland, CA |
| Graduate Theological Union, Office of Student Affairs, Berkeley, CA |
| Laney College, Oakland, CA |
| San Diego City College |
| San Francisco State University: Secondary Education Department |
| Saint Michael’s College, Burlington, VT: Secondary Teacher Education |
| University of California Office of the President: Teacher Ed & Prof’l Devel |
| University of California, Berkeley: College of Environmental Design |
| University of California, Berkeley: Center for Underrep. Engineering Students |
| University of California, Berkeley, Haas Business School |
| University of California, Los Angeles |
| University of California, Santa Cruz |
| University of Colorado |
| University of Connecticut - Storrs |
| University of Michigan |
| University of Pittsburgh: School of Education |
| University of Puget Sound, School of Education |
| University of San Francisco: School of Business |
| University of Wisconsin - Madison |
| Vassar College: Department of Education |
### Employers of QME Graduates

<table>
<thead>
<tr>
<th>Institution</th>
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<tbody>
<tr>
<td>California Department of Education</td>
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<tr>
<td>Columbia University, New York</td>
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<td>Educational Testing Service (ETS), Princeton, NJ</td>
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<td>Harcourt Assessment, Inc.</td>
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<td>Institute of Education - Hong Kong</td>
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<td>Korean National Educational Research Institute</td>
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<td>Ministry of Education, Singapore</td>
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<td>National Chung-Cheng University, Taiwan</td>
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<td>Pearson Assessments</td>
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<tr>
<td>San Francisco State University: Department of Education</td>
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<td>San Francisco State University: Department of Nursing</td>
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<td>San Jose State University</td>
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<td>Schroeder Measurement Technologies, Inc.</td>
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<td>Seoul National University, Korea</td>
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<td>Sonoma State University: Office of Institutional Research</td>
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<td>University of California, Berkeley: BEAR Center</td>
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<td>University of California, Berkeley: Graduate School of Education</td>
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<td>University of California, San Francisco: Medical Education</td>
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<td>University of California, Santa Barbara: Department of Education</td>
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<td>University of Colorado, Boulder</td>
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<td>University of Hawaii at Manoa</td>
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<td>University of Oregon</td>
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<td>University of Oslo</td>
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<td>University of Texas at Austin: Charles A. Dana Center</td>
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<tr>
<td>WestEd, Inc.</td>
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</tbody>
</table>
Cynthia E. Coburn, Associate Professor  
cecoburn@berkeley.edu  
Policy, Organization, Measurement, and Evaluation  
PhD, Stanford University, Education  

CYNTHIA COBURN brings the tools of organizational sociology to understand the relationship between instructional policy and teachers' classroom practices in urban schools. She has studied these issues in the context of state and national reading policy, attempts to scale-up innovative school reform programs, and district-wide data use initiatives. Coburn is also Senior Program Associate with the Spencer Foundation, helping to conceptualize their Data Use and Educational Improvement Initiative. She won the 2002 Award for Outstanding Dissertation from Division L (policy and politics) of the American Educational Research Association, the Palmer O. Johnson Award for outstanding article in an AERA journal in 2006, and the Albert J. Harris Award from the International Reading Association in 2008. Coburn has a B.A. in philosophy from Oberlin College, and a M.A. in Sociology and a PhD in Education from Stanford University.

Bruce Fuller, Professor  
b_fuller@berkeley.edu  
Policy, Organization, Measurement, and Evaluation  
PhD, Stanford University; Policy, Organizational Behavior, and Institutions  

BRUCE FULLER’s work focuses on the tensions stemming from state activism, cultural diversity, and the de-centering of public aims and institutions. Fuller details how related conflicts are playing out – and with what consequences for children’s development and families – in education and family policy arenas. He co-directs Policy Analysis for California Education (PACE), a research center based at Stanford and the University of California. Prior to becoming a teacher and scholar, Fuller worked for a state legislature, a governor, then as a sociologist at the World Bank. He taught at Harvard’s graduate school of education before returning home to the San Francisco Bay Area. His most recent books are (with Susan D. Holloway), Through My Own Eyes: Single Mothers and the Cultures of Poverty (Harvard, 1997). Inside Charter Schools: The Paradox of Radical Decentralization (Harvard, 2000), and Government Confronts Culture (Taylor & Francis, 1999). Fuller co-edits, with Emily Hannum, the annual Review of Research in Sociology of Education. He is completing a book on the political and cultural dilemmas surrounding the universal preschool movement, as the central state meets a vastly decentralized array of community activists and organizations.

Bernard R. Gifford, Professor  
hgifford@berkeley.edu  
Development and Cognition; Education in Mathematics, Science, and Technology  
Policy, Organization, Measurement, and Evaluation  
PhD, University of Rochester, Biophysics  

BERNARD R. GIFFORD is on the faculty of both POME and the Graduate Group in Science and Mathematics Education (SESAME) programs. Gifford served for six years as Dean of Berkeley’s
Graduate School of Education (GSE). He also served as the Founding Faculty Director of the UC Berkeley/California State University Joint Doctoral Program in Leadership for Educational Equity (JDP) from 2003 to 2009. His recent energies have been devoted to identifying cost-effective strategies for using the most advanced computational and communications technologies to support the education of the nation's least advantaged public school students. His recent publications include: *The probability inquiry environment* (with P. Vahey and N. Enyedy, 1999); *The linguistic isolation of Hispanic students in California's public schools* (with G. Valdes, 2005); *Learning Conductor: Mathematics, A community source distributed learning environment* (2005); *Computer-based assessment in E-learning* (with K. Scalise, 2006); and *Representational fluency in HIV clinical practice* (with M. Banach & M. Holodniy, 2007). Gifford received his PhD in radiation biology and biophysics from the University of Rochester Medical School, where he was an Atomic Energy Commission Fellow in Nuclear Science and was elected to Phi Beta Kappa. He spent a postdoctoral year at Harvard University, where he was a Kennedy Fellow at the John F. Kennedy School of Government, as well as a Loeb Fellow at the Graduate School of Design (City and Regional Planning).

Judith Warren Little, Professor & Dean
jwlittle@berkeley.edu

**Policy, Organization, Measurement, and Evaluation**

PhD, University of Colorado, Sociology

**JUDITH WARREN LITTLE** has recently been appointed Dean of the Graduate School of Education. Her research and teaching interests center on the school as a professional environment, with special attention to teachers' careers and collegial relationships, and on policies and practice of teachers' professional development. In pursuing these interests, she has attempted to balance micro-analytic attention to the daily life of schools—the search for locally situated meanings, identities, and relationships—with a macro-analytic view of the larger social, institutional, and policy environments in which the work of teaching resides. She is currently working on a book tentatively titled *Inside Teacher Community*, which focuses on uncovering the practices and conditions that equip some teacher work groups to foster professional learning and improvements in teaching. Judith has taught courses on aspects of teachers' work and teacher policy, as well as introductory and advanced courses in qualitative research methods. She was recipient of a Spencer Foundation Mentor award for 1996-1998, and was awarded the Carol Liu Chair in Education Policy in 2002. She is an elected member of the National Academy of Education.

Erin Murphy-Graham, Assistant Adjunct Professor
emurphy@berkeley.edu

**Language and Literacy, Society and Culture**

Ed.D. Harvard University Graduate School of Education

**ERIN MURPHY-GRAHAM** teaches courses on gender and education and international education. Prior to joining the faculty at Berkeley, she was an assistant professor of International Education at New York University's Steinhardt School of Culture, Education and Human Development. Erin is broadly interested in the role education plays in fostering or inhibiting social change. Her research areas focus on how education can promote gender equity and women's empowerment, the expansion and reform of secondary education in Latin America, and the connection between research and policy. She is currently engaged in a longitudinal mixed methods study investigating the impact of secondary school in the lives of adolescents in 110 rural Honduran communities. She is the author of *Opening Minds, Improving Lives: Education and Women's Empowerment in Honduras* (2012). Her articles have appeared in many journals,
including *International Journal of Educational Development*, *International Review of Education*, *Gender and Education*, and the *American Journal of Evaluation*. She has also worked as a consultant to government agencies and NGOs in Honduras, Colombia, Nicaragua, and the Caribbean.

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**Heinrich Mintrop, Associate Professor**  
mintrop@berkeley.edu  
*Policy, Organization, Measurement, and Evaluation*  
*PhD, Stanford University, Education*

**HEINRICH MINTROP** was a teacher in both the United States and Germany before entering his academic career. He received an MA in Political Science and German Literature at the Freie Universität Berlin (1978) and a PhD in Education from Stanford University (1996). As a researcher, he explores how educational policies form institutional structures that in turn shape teaching and learning in schools. He is particularly interested in the tension between student achievement and citizenship, accountability and democratization. He examined these relationships, first, in East German schools that underwent fundamental changes after the collapse of socialism. A number of articles and a book *Educational Change and Social Transformation* (Falmer 1996), published with Hans Weiler and Elisabeth Fuhrmann, resulted from this work. He co-authored (with Bruno Losito, CEDE, Italy) *The Teaching of Civic Education*, a chapter in the IEA Report on Civic Education that looks at the conditions of Civic Education teaching in 28 countries. In recent years, he has turned to the issue of school accountability, particularly in low performing schools. This work has resulted in the book *Schools on Probation. How Accountability Works (and Doesn’t Work)*, at Teachers College Press. He was awarded a Carnegie Corporation scholarship to study school accountability systems comparatively in the United States and Germany.

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**Xiaoxia A. Newton, Assistant Professor**  
xnewton@berkeley.edu  
*Policy, Organization, Measurement, and Evaluation*  
*PhD, University of California, Los Angeles (UCLA), Education*

**XIAOXIA A. NEWTON** is an assistant professor in the division of Policy, Organization, Measurement, and Evaluation (POME), Graduate School of Education, University of California, Berkeley. Prior to Berkeley, she worked as a postdoctoral scholar for the Teachers for a New Era (TNE) research project at Stanford University. Her research focuses on using a variety of methodological tools to address educational and policy issues related to students’ opportunities to learn mathematics, pipeline in Science, Technology, Engineering, and Mathematics (STEM) education, teacher preparation, professional development, and evaluation. Newton obtained her PhD in Education with an emphasis on quantitative research methodology and evaluation from UCLA.

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**Daniel H. Perlstein, Associate Professor**  
danperl@berkeley.edu  
*Policy, Organization, Measurement, and Evaluation*  
*PhD, Stanford University, History of Education*

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**Sophia Rabe-Hesketh, Professor**  
Sophiarh@berkeley.edu  
Policy, Organization, Measurement, and Evaluation  
PhD, King’s College, University of London, Theoretical Physics

**SOPHIA RABE-HESKETH** is a statistician conducting methodological research in multilevel and latent variable modeling. She has developed a modeling framework called GLLAMM (Generalized linear latent and mixed modeling) and written a publicly available software package gllamm to estimate these models (see http://www.gllamm.org). She has published in Psychometrika, Biometrics, Journal of Econometrics, Journal of Educational and Behavioral Statistics, and Journal of the Royal Statistical Society (among others), with nearly 100 peer-reviewed papers in total. Key papers include "Maximum likelihood estimation of limited and discrete dependent variable models with nested random effects" in Journal of Econometrics (with Skrondal and Pickles, 2005) and "Generalized multilevel structural equation modeling" in Psychometrika (with Skrondal and Pickles, 2004). Her six books include "Generalized Latent Variable Modeling" (with Skrondal, 2004) and "Multilevel and Longitudinal Modeling Using Stata (2nd Edition)" (with Skrondal, 2008). Her editorial service includes being an editor of Statistical Methods in Medical Research and associate editor of Psychometrika. She has held over 20 research courses worldwide, including at the Joint Statistical Meetings, the International Psychometric Society, and International Biometric Society Meetings. Sophia is a member of technical advisory groups for the National Assessment of Educational Progress (NAEP) and Program for International Student Assessment (PISA). In addition to her methodological research, Rabe-Hesketh has several collaborations with education researchers.

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**Janelle Scott, Assistant Professor**  
jtscott@berkeley.edu  
Policy, Organization, Measurement, and Evaluation  
PhD, UCLA, Education Policy

**JANELLE SCOTT** is an Assistant Professor at the University of California at Berkeley in the Graduate School of Education and African American Studies Department. She earned a PhD in Education Policy from the University of California at Los Angeles and a B.A. in Political Science from the University of California at Berkeley. Prior to earning her doctorate, she taught elementary school in Oakland, California. Her research explores the relationship between education, policy, and equality of opportunity, and centers on three related policy strands: the racial politics of public education, the politics of school choice, marketization, and privatization, and the

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**Tina Trujillo** Assistant Professor
trujillo@berkeley.edu
Policy, Organization, Measurement, and Evaluation
PhD, UCLA, Urban Schooling

**TINA TRUJILLO** studies the potential of policy and administrative levers to help create more equitable educational systems for traditionally underserved student populations. Using concepts from the politics of education and sociology, she currently examines how high-stakes accountability policies have established state-determined performance goals for districts and schools, and the resultant expansion of centralized instructional regimes that prioritize program coherence and systemic alignment. She is interested in the political and organizational dynamics that shape educational leaders' responses to these policies, as well as the types of instruction that are advanced, suppressed, or overlooked under such regimes—particularly for low-income students of color. A former urban public school teacher, school reform coach, and educational evaluator, Tina builds on her practical experience as inspiration for and insight into research and teaching. At Berkeley, she teaches PhD students in POME and prepares educational leaders in the Leadership for Educational Equity Doctoral Program (LEEP) and Principal Leadership Institute (PLI).

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**Mark Wilson, Professor**
markw@berkeley.edu
Policy, Organization, Measurement, and Evaluation
Cognition and Development
PhD, University of Chicago, Educational Measurement, Educational Statistics

**MARK WILSON** has just been elected as the President of the Psychological Association for 2011-2012. He is a Fellow of the American Psychological Association and founding Editor of the journal Measurement: Interdisciplinary Research and Perspectives. He recently gave both the William Angoff Memorial Lecture (Educational Testing Service) and the Samuel J. Messick Memorial Lecture (Learning Testing Research Colloquium, University of Melbourne). His interests in measurement range from (a) reforming the approach typically taken to measurement in education and, more broadly, across the social sciences, to (b) innovations in mathematical and statistical modeling for measurement, to (c) the policy and practical issues involved in educational and psychological assessment. These interests are founded upon the core professional practice of developing practical assessments and assessment systems—these focus on educational applications, but also reach out into a broader range of areas including psychological and health applications. In the last several years, he has published four books that illustrate the breadth of his interests. *Constructing measures: An item response modeling approach*¹ is an introduction to modern measurement; *Explanatory item response models: A generalized linear and nonlinear approach*², co-

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authored with Paul De Boeck of the University of Amsterdam), introduces an overarching framework for the statistical modeling of measurements. *Towards coherence between classroom assessment and accountability*³ is an edited volume exploring the relationships between large-scale assessment and classroom-level assessment. He has also recently co-chaired the National Research Council Committee on Assessment of Science Achievement—its report, the fourth book, is entitled *Systems for state science assessment*⁴.

⁴ [http://www.nap.edu/catalog/11312.html](http://www.nap.edu/catalog/11312.html)