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2. **Course Description/Objectives:**
   1. Understand and describe several of the seismic shifts and major trends in education, and their implications for society and schools.
   2. Explain the definitions, characteristics, and rights of children with special needs (learning disabilities, behavioral disorders, ADHD, giftedness, etc.).
   3. Explain the concepts of mainstreaming and inclusion, models of services delivery, and how educators can collaborate to meet their needs.
   4. Articulate effective knowledge management strategies using technology to enhance administration, teaching and learning.
   5. Identify strategies for maximizing use of data for improving student achievement and effective ways to communicate results.
   6. Apply principles of legal, ethical, social, and equity issues related to technology (copyright, fair use, equitable access, free speech, etc.) along with techniques for evaluating technology effectiveness.
   7. Synthesize recent research relative to student achievement and diversity with particular attention to race, gender, and poverty.

This course meets applicable standards set forth by the Virginia Department of Education, Interstate School Leaders Licensure Consortium, and National Council for the Accreditation of Teacher Education (NCATE).

3. **Course Text Requirements:**

4. Course Schedule:
(Instructor reserves the right to modify the content and dates to meet the needs of the class.)

January 24
Introductions.
Review syllabus.
Opening Discussion
Assignment: Read Gladwell introduction and chapters 1-3

January 31
Discuss Gladwell.
Assignment: Read Gladwell chapters 4-7

February 7
Discuss Gladwell.
Assignment: PDK/Gallup Poll
www.pdkintl.org/kappan/k0409pol.htm
Read Marx introduction and pages 1-20.

February 14
What does the Gallup Poll tell us?
Ten Trends
Which issues will have sticking power?
What do demographic trends mean for educators?
Assignment: Read pp. 21-49 in Marx

February 21
How has technology impacted education and life?
Assignment: Read pp. 51-79 in Marx

February 28
What is a data warehouse and how is it used?
Assignment: Read Creighton, T. Data Analysis in Administrators’ Hands: An Oxymoron?
Written Articles Due

March 7
What is data-based decision making and how does it differ from other forms of decision making?
Assignment: Executive Summary in Educational Achievement and Black-White Inequality http://nces.ed.gov/pubs2001/2001061A.PDF
March 14
GMU Spring Break

March 21
Spring Break for Public Schools
Action Research Work Session

March 28
No Child Left Behind - What does the federal legislation mean?
Assignment: Pages 1-42 in Educational Achievement and Black-White Inequality
What do the “experts” tell us about student achievement?
Assignment: Grissmer, D. W., et al. Improving Student Achievement: What
NAEP Test Scores Tell Us. www.rand.org/publications/MR/MR924/
School Board Learning Log Due

April 4
What are the strategies of successful schools in urban
settings?
Assignment: Pages 81-85 in Marx

April 11
What are the trends we can anticipate when IDEA is
reauthorized?
Wrap-Up
Action Research Due

April 18
Student Presentations Due.

May 2
Student Presentations Due.
Course Evaluation
5. **Assessments:**

**Facilitating Questions (10 points)**
In order to facilitate class discussion, you are required to hand in two written questions in relation to identified reading materials. Write questions that will demand at least ten minutes of dialogue to answer/discuss (see handout). The questions will be graded on a credit/no-credit basis.

**Action Research (25 points)**
Each student will interview an administrator. Possible questions include: How has accountability impacted your daily work? What is interpretation of data driven decision making? How do you utilize this concept to support student achievement? How has student achievement changed over the last three years in your school? What impact has SOL testing and NCLB have on strategic planning? What has been done to improve student achievement?

Identify the person you interview along with his/her title in a three-to-four page paper you will write. Paper due not later than

**Professional Knowledge (15 points written; 15 points PowerPoint)**
Written - Complete three article reviews that will help broaden your knowledge of current and emerging issues - one to two full pages in length. At the top of the assignment should be your name, course, and number of assignment (1-3). Next, you should summarize the key points of the article in a single medium-sized paragraph. The summary should be concise and constitute about a quarter of the critique. The remainder of the critique should analyze the article. Does it make sense? Are there any obvious errors or questionable conclusions? How does the article apply to practice? Identify the major points/principles of the article – agree or disagree and support with logic and reasoning. Keep in mind the critical element, for grading purposes, is your analysis, not the summary. This is not a book report.

Oral - The ability to internalize material and present it in a clear and concise manner is a crucial skill for a school principal. Candidates will be asked to present orally and lead discussion using PowerPoint as a talking points medium. Present your findings (via PowerPoint – rubric to be shared) in no more than 20 minutes. See suggestions and stems above. A one-half page abstract will be distributed to students and the instructor prior to the presentation.

The best source for articles can be found in Education Week, Educational Leadership, NEA Today, Time, Newsweek, and others education related articles and periodicals. Always cite the printed publication (APA or Chicago); please have articles available to help resolve any questions that may arise.
Topics should be related to objectives of class – current events, special education, technology, achievement gap, poverty, legal and ethical issues related to technology, second language learners, multi-cultural education, and achievement as it relates to gender, race, and poverty.

School Board Meeting Learning Log (20 points)
Attend a meeting of a local school board and write a two page entry about the meeting. You must attend the meeting in person and include a copy of the meeting’s agenda with your work.

Your entry will be comprised of three components: 1) Which, if any of the topics discussed suggest contemporary issues? If not, why not? 2) Based upon this experience, I deem my most significant learning (illustrate at least 3 points) to be…and these are the reasons why. 3) In summary these are some of my overall reflections of this event.

This work should be word processed, and needs to be free of grammatical and typographical errors.

Class Participation/Attendance (15 points) – See attached rubric.

6. Grading:
The following methods will be used to gauge level of content mastery: traditional test, attendance, in-class assignments, reflections, PowerPoint analysis of a research report, and school improvement plan.

100 = A+
99-95 = A
94-90 = A-
89-85 = B+
84-80 = B
79-75 = B-
74-70 = C
69 Below = F
7. **Class Procedures:**
Excessive absences will take away from the participation grade and hamper the ability to successfully participate and complete in-class assignments and reflections. Also, much of the content for assignments, presentations, and quiz material is provided through class instruction. This information is not readily available outside of class. Assignments are expected to be completed and turned-in when due. Any variance from this must be approved in advance, and late work may be subject to a one-grade penalty. No work will be accepted later than one week after it is due.

While the instructor appreciates being informed of a potential class absence, the instructor’s understanding of this absence does not excuse the student from class and may impact a student’s grade – missing class is a choice of the student.

8. **Accommodating Students with Special Needs:**
This syllabus is subject to changed based on the needs of the class. The Americans with Disabilities (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangement can be made. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

9. **GSE Syllabus Statements of Expectations:**
The Graduate School of Education (GSE) expects that all students abide by the following:

   a. Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

   b. Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

   c. Students must agree to abide by the university policy for Responsible Use of Computing. See [http://mail.gmu.edu](http://mail.gmu.edu) and click on Responsible Use of Computing at the bottom of the screen.

   d. Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester.