Instructor: Dr. Mary Helen Smith
Office: Commerce II, Room 206
Office Hours: Monday 3:00-5:00 or by appointment
Phone: 703-993-4256
Fax: 703-993-3643
Email: smithmelen@aol.com or msmita@gmu.edu

Schedule Information
Location: Osborn Park High School, Manassas Park, VA
Meeting Times: Tuesday and Thursday, 4:30-7:30pm

Course Material

Additional readings as assigned; web sites provided in syllabus.

Course Description
This course examines current and emerging issues and trends impacting education: inquiring into demographic shifts; globalization; technology; data-based decision-making; inclusion of diverse learners in American schools; and recent research on student achievement when influenced by race, gender, and poverty.

Student Outcomes
Students will
1. Be able to explain several of the seismic shifts and major trends and their implications for society at large and schools and schools districts in particular.
2. Demonstrate an understanding of the history of diverse groups in United States and review education in United States in reference to diverse groups as well as the privileges or inequities that members of these groups have encountered on the basis of race, ethnicity, and social class.
3. Articulate how student diversity can help teachers and administrators develop curriculum that includes global literacy with a significant effect on economic, cultural, and political matters, with particular attention on how culture influences learning.
4. Describe the educational rights of individuals with disabilities including the legal foundations, models of service delivery, and the concepts of mainstreaming and inclusion.
5. Describe ways in which special educators and regular educators can partner with regard to shared goals, collaboration, referrals, and placements.
6. Describe the regulations and various philosophies and methods used in educating English Language Learners.
7. Be able to articulate effective knowledge management strategies that use technology to enhance administration, teaching, and learning at the school and district levels.
8. Apply principles of legal, ethical, social, and equity issues related to technology (such as copyright, fair use, equitable access, free speech) along with effective techniques for evaluating technology effectiveness.
9. Be able to synthesize recent research relative to student achievement in diverse school settings with particular attention to the relationships between student achievement and gender, race, and poverty.
10. Identify various strategies to maximize the effective use of data to improve student achievement and effective ways to communicate results to various community groups.
11. Demonstrate the ability to make educational decisions which are supported by data rather than only on personal opinions.

**Relationship to Program Goals and Professional Organization**

This course is intended as one of two culminating courses in the Masters in Education Leadership Program. Course content focuses on key contemporary issues in public education, both current and emerging. At the conclusion of the course, participants are expected to demonstrate knowledge and skills that increase their effectiveness when working in diverse school settings, an expected hallmark of education in the 21st century.

In relationship to professional organization competencies, participants in this course will demonstrate proficiency in appropriate VA DOE competencies and ISLLC standards. VA DOE: 1-d, 1-e, 2-c, 2-d, 3-g, 4-a, 5-c, 6-e, 6-f. ISLLC: 1-K1, 1-K4, 1-K5, 2-K7, 2-K10, 2-P5, 2-P6, 2-P9, 2-P16, 2-P18, 3-K8, 3-P3, 3-P16, 3-P17, 4-K1, 4-K2, 4-P11, 5-K3, 5-P12, 6-K6, 6-K8, 6-P2, 6-P4, 6-P5. With regard to NCATE Curriculum Guidelines, candidates in this course will demonstrate an understanding of, and capabilities in, all four areas of education leadership: strategic leadership (1.3, 1.6, 2.1, 2.2, 2.3, 2.4); instructional leadership (3.3, 3.4); organizational leadership (7.2, 7.4, 9.3).

**Nature of Course Delivery**

A variety of instructional methods are used in this course to cover the course content and create a dynamic, interactive learning environment. These methods include large- and small-group instruction, cooperative learning, media, Internet assignments, lecture, guest practitioners, group presentations and individual research.
Course Requirements and Procedures

Access to a computer, the world wide web, and email are essential for this course. Students are expected to competently use standard computer office tools such as word processing, spreadsheet, database, and presentation software.

Students are expected to attend each class for its entirety. Students who must be absent from class are expected to notify the instructor in advance by telephone or email. Students who miss more than one class, or who arrive late or leave early, will lose participation points.

Assignments are to be completed by the due date outlined. Assignments submitted late will have points deducted. Assignments submitted more than one week late may not receive full credit. All written assignments are to be completed using standard word processing or presentation tools and may be submitted in advance electronically.

Course Activities

Since this is a graduate-level class, high quality work on all assignments and meaningful class participation are expected. Rubrics will be used in the evaluation of required course work.

Individual writing assignment on topic related to major trends and contemporary issues in educational leadership, including brief oral presentation. 40%

(Course outcomes numbers 1, 2, 3, and 11 are met by this activity when successfully completed.)

Small group project and presentation on assigned issues: bullying, impact of economic diversity on the classroom and the school, legal and ethical issues related to technology, and parent involvement. 25%

(Course outcomes numbers 2, 3, 8, and 9 are met by this activity when successfully completed.)

Candidate-developed data system that provides information to students and parents about student performance and is used by candidate for data-based decision making. 15%

(Course outcomes numbers 7, 8, 10 and 11 are met by this activity when successfully completed.)

Class participation and attendance. 20%

(Course outcomes numbers 1, 4, 5, 6, 9, and 10 are met by this activity when successfully completed.)
Grading

Students’ grades are based on their proficiency with respect to the student outcomes stated above. Outcomes typically have an oral (class participation) and a written component.

*Grading Scale*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95 - 100 percent</td>
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<tr>
<td>A -</td>
<td>90 - 94 percent</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89 percent</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86 percent</td>
</tr>
<tr>
<td>B -</td>
<td>80 - 82 percent</td>
</tr>
<tr>
<td>C</td>
<td>75 - 79 percent</td>
</tr>
<tr>
<td>F</td>
<td>0 - 74 percent</td>
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*College of Education and Human Development Statements of Expectations*

The College of Education and Human Development (CEHD) expects that all students abide by the following:

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

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

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.
# COURSE SCHEDULE

**EDLE 634 Contemporary Issues in Education Leadership**  
Fall 2004

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
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| 1       | 10/26  | Introductions  
Review of syllabus  
Discussion of issues  
Assignment for 10/28: Read Marx Intro and PDK/Gallup Poll  
www.pdkintl.org/kappan/k0409pol.htm |
| 2       | 10/28  | Trends  
What does the Gallup Poll tell us?  
Discussion of 10 trends  
Assignment for 11/2: Read pp. 1-20 in Marx and Hodgkinson articles  
www.ecs.org/html/IssueSection.asp?issueid=31&s=Overview  
www.pdkintl.org/kappan/kgol0012.htm  
www.ascd.org/readingroom/edlead/0012/hodgkinson.html |
| 3       | 11/2   | Demographic Trends  
What do these demographic trends mean for educators?  
Assignment for 11/4: Read pp. 21-49 in Marx |
| 4       | 11/4   | Technology  
How has technology impacted education and life?  
**Class Presentations:** Student data systems  
Assignment for 11/9: Read pp. 51-79 in Marx |
| 5       | 11/9   | Data Warehousing  
What is a data warehouse and how is it used?  
**Class Presentations:** Student data systems  
Assignment for 11/11: Read Creighton, T. Data Analysis in Administrators’ Hands: An Oxymoron?  
| 6       | 11/11  | Data-Based Decision Making  
What is data-based decision making and how does it differ from other forms of decision making?  
**Class Presentations:** Student data systems  
Assignment for 11/16: Executive Summary in Educational Achievement and Black-White Inequality  
http://nces.ed.gov/pubs2001/2001061A.PDF |
<table>
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<tr>
<th>No.</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
</table>
| 7   | 11/16 | No Child Left Behind  
What does the federal legislation mean?  
**Group Presentation:** Group 1  
Assignment for 11/18: pp. 1-42 in Educational Achievement and Black-White Inequality |
| 8   | 11/18 | Student Achievement  
What do the “experts” tell us about student achievement?  
**Class Presentation:** Group 2  
| 9   | 11/23 | Individual work on Chapter 11 |
| 10  | 11/30 | Urban Education  
What are the strategies of successful schools in urban settings?  
Assignment for 12/2: Read pp. 81-85 in Marx  
**Class Presentation:** Group 3 |
| 11  | 12/2  | Special Education  
What are the trends we can anticipate when IDEA is reauthorized?  
**Class Presentation:** Group 4 |
| 12  | 12/7  | ESL  
What do we know about educating English Language Learners?  
**Book chapters due** |
| 13  | 12/9  | **Student presentations of book chapters** |
| 14  | 12/14 | Course Evaluation and Final Activities |