GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Education Leadership
EDLE 634 Contemporary Issues in Education Leadership
Fall 2005

Instructor: Susan Bon, J.D., Ph.D.
Office: Commerce II, Room 205
Office Hours: Monday 10:00-1:00 or by appointment
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Fax: 703-993-3643
Email: sbon@gmu.edu

Schedule Information
Location: King Elementary, Room 28, Prince William, VA
Meeting Times: Tuesday, 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 school 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. 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.

9. Identify various strategies to maximize the effective use of data to improve student achievement and effective ways to communicate results to various community groups.

10. 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, case study analysis and role-play, 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.
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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 more than one week late will have 3 points deducted. All written assignments are to be completed using standard word processing or presentation tools and may be submitted in advance electronically.

**Course Assignments**

Since this is a graduate-level class, high quality work on all assignments and meaningful class participation are expected.

15% Data System – Students are expected to develop a data system that provides information to students and parents about student performance. Students must use this data system to demonstrate that they are able to make educational decisions which are supported by data rather than personal opinions.
*(Course outcomes numbers 7, 9, and 10 are met by this activity when successfully completed.)*

**DUE DATE: October 18, 2005**

40% Literature Review – Students are expected to conduct a literature review on a topic related to major trends and contemporary issues in educational leadership. Students should identify a topic of interest in consultation with the Instructor and prepare a 5-7 page literature review using at least 10 reference sources. The articles (reference sources) selected should be scholarly in nature, i.e., not from the *Post* or questionable internet sources. If time allows, we will discuss the topics in class.
*(Course outcomes numbers 1, 2, 3, and 10 are met by this activity when successfully completed.)*

**DUE DATE: November 22, 2005**

25% Small Group Project – Students will work together (3 students per group) to research and prepare a presentation on one of the following issues: social capital (especially as it relates to education), impact of economic diversity on the classroom and school, legal and ethical issues related to technology, and parent involvement. Students should use a creative format to enrich the knowledge of colleagues in the course about the assigned topic.
*(Course outcomes numbers 2, 3, 8, and 9 are met by this activity when successfully completed.)*

**DUE DATE: November 22, 2005**

20% Discussion Participation - A percentage of your course grade is earned through ongoing assessment of your attendance, performance and communication. Punctual attendance and regular class participation are vital to the successful completion of this course.

Participation includes, but is not limited to the following:
- Sharing experiences from work or from observation
- Professional appearance, behavior and presentation
- Willingness to volunteer for a class activity
- Thoughtful contribution to class discussion
Contributing in a meaningful manner
- Sticking to the topic at hand
- Respect for others’ responses
- Use of appropriate problem solving techniques
- Appropriate use of allotted time
- Coming to class prepared

Students are expected to attend every class for its entirety. Emergencies sometimes arise, however. Students who need to be absent from class are expected to notify the instructor in advance by telephone or e-mail. If you miss more than one class, you will lose participation points.

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

GRADING SCALE:
The course is based on a 100 point grading scale, which will include plus and minus demarcations (i.e., 95-100 = A; 90-94 = A-; 86-89 = B+; 83-85 = B; 80-82 = B-; 74-79 = C; 0-73 = F).

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.

Expectations for Written Work:

Use appropriate grammar. Spell correctly.
Writing should be the caliber of a graduate student. Type all work.
Use Times Roman or Arial 12-font. Write clearly.
Include a cover page with name, date & assignment. No binders, plastic covers, etc.
Limit the use of “I” in your writing. Find a good proofreader!
Follow APA Guidelines.

Statement of Expectations

The College of Education and Human Development (CEHD) expects all students to 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.
Disability Resource Center

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. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

COURSE SCHEDULE - EDLE 634

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<th>Topic</th>
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<td>1</td>
<td>9/6</td>
<td>Introductions</td>
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<td>Review of syllabus</td>
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<td>Discussion of issues</td>
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<td>9/13</td>
<td>Education and Global Power</td>
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<td><strong>Reading Assignment:</strong> Text – Chapter 1</td>
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<td>9/20</td>
<td>Conflict, Power, Knowledge &amp; Interest Groups</td>
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<td>Case Study &amp; Role-play</td>
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<td><strong>Reading Assignment:</strong> Text – Chapter 2; Handout – Case Study</td>
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<td>School Finance</td>
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<td>Case Study &amp; Role-play</td>
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<td><strong>Reading Assignment:</strong> Text – Chapters 3&amp;4; Handout – Case Study</td>
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<td>6</td>
<td>10/11</td>
<td>Achievement Gap</td>
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<td><strong>Reading Assignment:</strong> Internet Article - <em>Educational Achievement and Black-White Inequality</em> <a href="http://nces.ed.gov/pubs2001/2001061A.PDF">http://nces.ed.gov/pubs2001/2001061A.PDF</a> (I’ll identify the pertinent sections for you to read)</td>
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7 10/18  Student Achievement  

8 10/25  Reinventing School and Government  
**Reading Assignment:** Text – Chapter 6  
**Group 1:** Class Presentation – Topic TBD

9 11/1  State and Local Politics of Education  
**Reading Assignment:** Text – Chapters 7 & 8

10 11/8  Curriculum & Testing  
**Reading Assignment:** Text – Chapter 9  
**Group 2:** Class Presentation – Topic TBD

11 11/15  Judicial Influence on Educational Policies and Practices  
**Reading Assignment:** Text – Chapter 10  
**Group 3:** Class Presentation – Topic TBD

12 11/22  Individuals with Disabilities Education Improvement Act (IDEIA) Trends & Issues in Special Education  
**Reading Assignment:** TBD

13 11/29  Educating English Language Learners  
**Reading Assignment:** TBD  
**Group 4:** Class Presentation – Topic TBD

14 12/6  Course Evaluation and Final Activities