GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Education Leadership
EDLE 634 Contemporary Issues in Education Leadership
Spring 2010

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Schedule Information

Location: Loudon County
Meeting Times: January 19, 2010 – April 27, 2010 (Tuesday)
Note: Our 11th Annual Leadership Conference will take place on March 18, 2010 (5 p.m. to 8 p.m.). All students are expected to attend the conference. No class will be held the week of March 15.

Course Material
Textbook: Marx, Gary, Sixteen Trends: Their Profound Impact on Our Future, Arlington, VA, Education Research Service, 2006.

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. 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 that 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 might include large- and small-group instruction, cooperative learning, media, Internet assignments, lecture, guest practitioners, group presentations and individual research.

Course Requirements and Procedures

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 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 (Chapter 17).   30%

Oral presentation of Chapter 17   20%

Small group project and presentation on assigned issues (debate):   30%
bullying, legal and ethical issues related to technology, human sexuality,
administrator credentialing, teacher credentialing, high steak testing,
and parent/community involvement, etc.

Class participation and attendance.   20%

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
A+ = 100   percent
A   = 95 - 99 percent
A - = 90 - 94 percent
B+ = 87 - 89 percent
B   = 83 - 86 percent
B - = 80 - 82 percent
C   = 75 - 79 percent
F   =   0 - 74 percent

Rubric for Small Group Project/ Presentation

Performance Criteria	Objective Not Met 0 points	Objective Partially Met 2 points	Objective Met 3 points	Objective Met/Exceeds 5 points
Length of Presentation	Less than 20 or More than 40 Minutes	Less than 25 or More than 35 Minutes	25 -35 minutes	30 minutes
Interactive Presentation	No engagement	Less than half of class participates	Every class Member Participates	Half of class Participates more than once
Research-based information	No research cited	Missing one or more important study	Basic and current research included	Critical research included
Necessary/integral information on assigned topic	Information lacking or not on topic	Topic not clearly described and only partial information provided	Topic clearly described and necessary information provided	Topic clearly described and implication for future changes or uses outlined
Group member participation	One member	Half of the members	All members	All members have a unique role
Response to questions	No response or inaccurate answers	Some questions not responded to or some responded to inaccurately	All questions responded to	All questions responded to clearly and accurately

Criteria	Standard Not Met 1 Point	Approaching Standard 2 Points	Meets Standard 3 Points	Exceeds Standard 4 Points
Understands the position being advocated and its importance to education.	Demonstrates severe misconceptions.	Displays incomplete understanding of concepts.	Displays complete and accurate understanding of important concepts.	Provides new insights into some aspect of important concepts.
Uses persuasive rhetoric to argue position.	Does not use persuasive language.	Use of persuasive language uneven.	Articulates a clear position.	Articulates a clear and compelling position.
Expresses ideas clearly.	Communicates information as isolated pieces in random fashion.	Communicates important information but not a clear theme or overall structure.	Clearly communicates main idea or theme and provides suitable support and detail	Provides support that contains rich, vivid and powerful detail.
Effectively translates issues into meaningful summary.	Does not translate issues into summary that is clearly defined.	Translates issues into summary that has poorly defined conclusions with little or no data or research.	Consistently translates issues into summary that has clearly defined conclusions based on data and research.	Anticipates and articulates outcomes of actions on issues.
Creates quality product.	Creates product that does not meet conventional standards.	Creates product that meets minimal conventional standards.	Creates product that clearly meets conventional standards.	Creates product that exceeds conventional standards.

Points_____

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 Trends in Education Leadership
Fall 2006

Session	Date	Topic	Presenter
1	Jan 19	Introduction; review of syllabus; discussion of selected current issues	
2		Trend One Trend Two Selected Current Issue(s)	
3		Trend Three Trend Four Current Issue(s)	
4		Trend Five Trend Six Current Issue(s)	
5		Trend Seven Trend Eight Vending Machines	
6		Trend Nine Trend Ten Year-round Schools Altern. vs. Regular Schls. Human Sexuality vs. Teacher Dress Code	
7		Trend 11 Trend 12 Technology	
8		Trend Thirteen Trend Fourteen Same gender classes	
9		Trend Fifteen Trend Sixteen Home Schooling School Funding	
10		School Uniforms High Stake Testing Special Education Central vs. Site-Based Mgt.	
11		Independent Study	
12		Provision vs. Professional Certification Bullying	

		Taking P.E. Out of Schools Professional Learning Communities	
13		**Final Reports and Review Culminating Activities, Evaluations, Last day to submit requirements without penalty.**	

Notes