GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
EDUCATION LEADERSHIP PROGRAM

EDLE 634, Section A01, Summer 2010
Contemporary Issues in Education Leadership

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Schedule information:
Location: GMU TBD
Meeting times: Tuesdays and Thursdays: 7:00-10:05 PM (5/18/10- 6/15/10)
Engineering Bldg 1103
Saturdays:9:00 AM-12:05 PM (5/18/10- 6/12/10)
Engineering Bldg 1103
Students are expected to attend every class. Please contact the instructor by phone or e-mail if you have a problem that will prevent you from attending class.

Course Description:
634 Contemporary Issues in Education Leadership (3:3:0) *Prerequisite: admission to program.* Examines current and emerging issues and trends impacting education. Includes 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.

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, group presentations and individual research.

Teaching and Learning: Each class will include a variety of activities and exercises. Out-of-class work will rely in part on the use of TaskStream. Specific process goals for the class are as follows:

Classes will reflect a balance of activities that encourage the exploration of trends and issues in education leadership. To promote an atmosphere that allows us to accomplish this, we will:

- Start and end on time;
- Maintain a written agenda reflecting objectives for each class;
- In following the tenets of a professional learning community we will
  - Agree to disagree respectfully during class discussions;
  - Strive to be open to new ideas and perspectives; and
  - Listen actively to one another.

Student work will reflect what is expected from leaders. As such, students are expected to:

- Write papers that are well researched, proofed, submitted in a timely fashion, and that conform to APA guidelines;
- Participate actively in class discussions in a manner that challenges the best thinking of the class; and
- Provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.

We will endeavor to create a classroom climate that approximates what we know about learning organization. As such, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:

- Come fully prepared to each class;
- Demonstrate appropriate respect for one another;
- Voice concerns and opinions about class process openly;
- Recognize and celebrate each other's ideas and accomplishment; and
- Show an awareness of each other's needs.

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.

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). ELCC Standards –4.1c, 5.2a, 5.3a, 6.2a, 6.3b, 6.3c.

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

Readings assigned by professor and self selected for specific projects.

Outside-of-Class Resources

Online access is vital for the learning aspects of the course. **All students are now required to activate and monitor their GMU e-mail accounts**. If you are uncertain about how to do this, please see me. It is my expectation that you will be fully competent to send and receive e-mail messages **with attachments**. If your computer at school or home has spam blocking that will prevent you from seeing messages with attachments, you are responsible for addressing this problem immediately.

All students are required to use http://www.taskstream.com as part of this course. This is an Internet site at which I will post vital information for the course and through which we will communicate from time to time. Samples of student work will be archived on this site for purposes of course, program, and college assessment.

It is my expectation that all students have access to Microsoft Office. We will be using Word for this course. If you do not have access to this software, you are required to obtain it within the first two weeks of the course. It is best to have the most recent (2007) version of the software.

Course Requirements, Performance-based Assessments, and Evaluation Criteria:
Consistent with expectations of a master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments. The assignments constructed for this course reflect a mix of skills associated with education leadership contexts. Overall, written work will be assessed using the following broad criteria:

- Application of concepts reflected in class discussion and readings;
- Creativity and imagination;
- Organization and writing. A clear, concise, and well-organized paper will earn a better grade.

Additionally, a portion of the class grade will be based on participation and the contribution you make to class discussions. The overall weights of the various performances are as follows:

Class participation - 15 points
Students are expected to actively participate in class discussions, in group activities, and in serving as critical friends to other students. Attendance is expected for all classes. If you must be absent, please notify the instructor by e-mail or phone. More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points. Participation in electronic discussions, if given, on Taskstream will count as part of the participation grade.

Class assignments - 85 points
Several different types of performance-based assignments (and reflections) will be completed during the time frame of this course.

Each assignment and a rubric for grading each assignment are described at the end of this syllabus. The assignments are focused on steps to create a future for schools and to develop education leadership skills. There is an urgent need to brainstorm the implications of trends and issues regarding how schools are led and managed, what students need to know and be able to do, and possibilities for community involvement.

ALL WRITTEN ASSIGNMENTS must be submitted electronically, through TaskStream. TaskStream is an online assessment system used by the college to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data. You will be provided with a TaskStream account and use TaskStream to submit work for courses, as well as to prepare and submit your internship portfolio.

Late work: It is expected that student work will be submitted on time, meaning no later than by midnight of the due date. Late assignments may receive a deduction in points. Assignments will not be accepted later than one week after a due date. Papers due on a day when you are absent must be submitted electronically by the due date.

Rewrites: Students may rewrite a paper (other than the final paper) and re-submit the paper for re-grading within one week of receiving the paper back. Papers that are initially submitted more than one week late will not be graded.

Grading scale:
A+	=	100 points
A	=	95-99 points
A-	=	90-94 points
B+	=	85-89 points
B	=	80-84 points
C	=	75-79 points
F	=	below 75 points

College of Education and Human Development Statement of Expectations:
- Students are expected to exhibit professional behavior and dispositions. See http://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.

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 or call 703-993-2474 to access the DRC.

Course Schedule for EDLE 634

Date	Topic	Assignment and Due Dates
5/18/2010	**Introduction and Review of Syllabus**	**Read Trend 13 for May 20 class**
5/20/2010	**Relevance of Daniel Pink's work to what you do and impact on the future…Trend 13**	**Be prepared to select small group topic which is due June 15** **Read Trend 2 for May 22 class**
5/22/2010	**Majorities and Minorities…Trend 2 "Highly diverse and looking good"**	**Article to share on Pink's *Design, Story or Symphony Empathy, Play, or Meaning*** **Group-led issue discussion Trend 2**
5/25/2010	**International Learning…Trend 12/Middle Years IB**	**Deirdre Lavery/FCPS 2009 Principal of the Year** **Read Trend 9 for May 27 class**
5/27/2010	**Ethics…Trend 9 "Let's try to do the right thing."**	**Assignment # 1 Due (Trends and Implications)**
5/29/2010	**Electronic Class**	**Postings on Taskstream relevant to Trend 10**
6/1/2010	**Personal/Planetary Security…Trend 10 "The earth is our home. Treat it well."**	**Group-led discussion from postings focused on Personal/Planetary Security**
6/3/2010	**Special Issue/Collaborative Learning Visits**	**Lynette Harris/ FCPS Professional Learning and Accountability** **Read Trend 5 for June 5 class**
6/5/2010	**Generations...Trend 5 "The future is already here."**	**In-class Four Corners Activity** **Read Chapter 14 for June 8 class**
6/8/2010	**Poverty…Trend 14 "Poverty makes us all poor."**	**Looking at the work of Ruby Payne and Understanding Poverty** **Jigsaw approach**
6/10/2010	**Hot Topics**	**Assignment # 2 Due (Issue Brief)** **Leading in the 21st Century**
6/12/2010	**Trend 15…"What am I gonna do?"**	**Jig Saw/Majors that did not exist 10 years ago**
6/15/2010	**Group Presentations**	**Assignment # 3 due**

Assignments:

I.   Trends and Implications - 30 points   (Due Thursday, May 27, 2010)

This assignment gives students the opportunity to use Marx's focus on trends that will have a profound impact on our future.   The trends draw attention to implications that will shape our schools and school leadership. As a result, your attention to trends and your view of their impact is central to school improvement and leadership development.

The end product of this assignment is a paper not to exceed 5 pages. To get to that point, follow the steps below:

> Identify 5 trends that you see as especially important in meeting school goals. Explain why you chose each trend and the impact each trend will have on the future of education.
>
> Write your paper with the following components:
> - An introduction that draws the reader gradually into the topic of your paper and that ends with a thesis naming the trends and basic reason for the choices made.
> - A body that demonstrates the validity of the thesis by presenting coherent, logical, and persuasive arguments that focus on the trends and implications that explain where schools and leaders ought to be focused to impact future trends.

II. Issue Brief - 25 points   (Due Thursday, June 10, 2010)

Leading in the 21st century involves constantly scanning the internal and external environment to identify issues that need to be addressed. An Issue Brief is often used to convey an overview of information impacting education. School leaders are often asked to prepare documents to justify programs and practices. This assignment will give you an opportunity to select an issue that is of high interest to you and write an Issue Brief (3-5 pages).

Write your paper with the following components:
- Introduction including identifying the issue and a brief statement of the issue as well as a thesis statement
- A body that includes an analysis of the issue, and its potential impact on education leadership. This information will determine how you view the significance of the issue that you plan to address. Additionally, this section of the brief will focus on what you know about the issue.
- Implications for Schools: explain specific directions (at least 3) that schools/district should take
- Conclusion
- References

III   Presentation of One of the 16 Trends – 30 Points (Presentation at the final class on Tuesday, June 15, 2010)

Students will present individually one of the major trends effecting education in the immediate future, or if small group is preferred an equal number of trends per number of small group members. Topics will be based on Marx's work and will be chosen in class May 20, 2010. Presentations are of the students design and should incorporate the use of technology. A PowerPoint is not required! Utilization of outside sources is expected and at least one journal article for each member of the class will be handed out to the class meeting before the presentation so everyone has some background knowledge*. (Time per presentation to be determined by the number of students in the class but maximum time will be 20 to 30 minutes.)

*(preference would be giving the class a URL address and journal title for them to locate and read prior to your presentation)

EDLE 634 Trends and Implications (3)

	exceeds expectations value: 4	meets expectations value: 3	approaching expectations value: 2	falls below expectations value: 1	Score/ Level
Introduction and thesis (20 %) The introduction should draw the reader into the topic and include a one sentence thesis. The thesis states what the author intends to explain or demonstrate in the body of the paper. weight:20%	Paper starts with a clear and concise statement of purpose and an introduction that provides a clear roadmap for the reader, foreshadowing what the paper is intended to provide in the way of information and situating this information about trends that impact the future. The thesis appears as the last sentence of the introductory paragraph.	Paper starts with a brief introduction that alludes to the purpose of the paper and provides a general foreshadowing of what is to be included in the document.	Paper starts with an introduction is provided that provides only the barest hint about the purpose of the paper or the information to be shared.	The paper lacks an introduction entirely, or the introduction fails to provide useful information that is linked to the intended purpose of the document.	
Rational for Trends (30%) It is important for the reader to understand the significance of the trends presented. weight:30%	Five trends are identified and compelling discussions for selecting specific trends are presented.	Five trends are identified and discussions for selecting specific trends are presented	Fewer than 5 trends are presented and/or discussions for selecting trends are missing or weak.	Fewer than 5 trends are presented and/or discussions for selecting trends are not clear.	
Identification of Implications for Education (30%) This section of the paper explains where schools and leaders ought to be focused to impact	The identification of 3 Implications for Education for each trend is clear and insightful demonstrating a sharp focus on each trend.	The identification of 3 Implications for Education for each trend is clear demonstrating a focus on each trend.	The identification of 3 (or less) Implications for Education for each trend is poorly focused on each trend.	The identification of 3 (or less) Implications for Education for each trend are missing.	

future trends. weight:30%					
Organization of paper (10%) weight:10%	Paper is powerfully organized and fully developed. If applicable, references are complete listing sources consulted and are in APA format.	Paper includes logical progression of ideas aided by clear transitions. References include sources not cited in the paper. If applicable references are in APA format, but a few (1-3) are in incorrect format.	Paper includes most required elements, but lacks transitions. Numerous references are incorrect or incomplete, if applicable.	Paper lacks logical progression of ideas. References are omitted entirely, if applicable.	
Mechanics (10%) All written work should always be accurate and precise. weight:10%	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation	

EDLE 634 Issue Brief (1)

	exceeds expectations value: 4	meets expectations value: 3	approaching e value: 2	value: 1	Score/ Level
Introduction and Issue Identification(15%) The introduction should draw the reader into the topic and include a one sentence thesis. The thesis states what the author intends to explain or demonstrate in the body of the paper. weight:15%	Paper starts with a clear and concise statement of purpose and an introduction that provides a clear roadmap for the reader, foreshadowing what the paper is intended to provide in the way of information and situating this information about the issue that impacts the future. The thesis appears as the last sentence of the introductory paragraph.	Paper starts with a brief introduction that alludes to the purpose of the paper and provides a general foreshadowing of what is to be included in the document.	Paper starts with an introduction is provided that provides only the barest hint about the purpose of the paper or the information to be shared.	The paper lacks an introduction entirely, or the introduction fails to provide useful information that is linked to the intended purpose of the document.	
Issue analysis: (25%) Explain the Issue Type and its Potential Impact on schools /districts/ education leaders This information will determine how you view the significance of the issue that you plan to address. Additionally, this section of the brief will focus on what you know about the issue. weight:25%	Paper includes a thorough and concise overview of the issue that includes a compelling explanation for addressing the issue.	Paper includes a general overview of the issue that includes some evidence of the importance of the issue. characteristics of the school, school staffing, and school community; the school's current improvement objectives, and measures of school climate. Some important demographic data are not evident.	Paper includes a limited overview of the issue. Information regarding the issue's importance is omitted or inaccurately presented. review of demographic and staffing data; the school's current improvement objectives, and measures of school climate.	The presentation of the issue is missing or wholly in adequate.	
Implications for Schools:(25%) Explain specific directions (at least 3) that	The three implications are thorough and concise providing unique directions	The three implications are listed providing directions for schools and	Less than three implications are listed and/or directions for schools and	The implications for schools are missing.	

schools/ district/ school leaders should take to address the identified issue. weight:25%	for schools and education leaders.	education leaders.	education are incomplete.		
Conclusion: (15%) The conclusion should be both summative and analytical. Re-stating the thesis provides cohesiveness to the paper. weight:15%	The paper concludes with a clear and concise summary of the issue directly related to the thesis advocating for a possible course of action for schools.	The paper concludes with a general summary of the issue, is related to the thesis, and advocates for a possible course of action for schools	The paper concludes with a general summary of the issue and advocating for a possible course of action for schools is not evident.	The conclusion is missing or wholly inadequate; the paper ends abruptly.	
Organization of paper (10%) weight:10%	Paper is powerfully organized and fully developed. References are complete listing sources consulted and are in APA format.	Paper includes logical progression of ideas aided by clear transitions. References include sources not cited in the paper. References are in APA format, but a few (1-3) are in incorrect format.	Paper includes most required elements, but lacks transitions. Numerous references are incorrect or incomplete.	Paper lacks logical progression of ideas. References are omitted entirely.	
Mechanics (10%) All written work should always be accurate and precise. weight:10%	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation	

Trend Presentation Rubric
15 Points

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Falls Below Expectations
Presentation Content (40%)	Provides new insights into issues and makes suggestions for future plans. Material was presented in a very creative and innovative manner.	Provides complete and accurate understanding of issues	Provides incomplete understanding of issues	Provides misconceptions of issues
Data analysis (20%)	Analysis of data is persuasively presented, and application is made to a "big picture" context	Analysis of significance is presented clearly and succinctly.	Basic facts are present	Information is incomplete
Handouts, Visuals (15%)	Provides support to presentation that contains rich, vivid and powerful detail	Clearly communicates main idea of presentation with suitable support and detail	Information is not clear	Information results in an isolated and random format
Presentation Delivery (15%)	Presentation was clearly and professionally done.	The presentation was adequate but the delivery could be a bit more polished.	The presentation appeared to have been done by a group of students.	The delivery of the presentation came across as poorly planned and not rehearsed.
Audience Involvement (10%)	The presentation involved the audience throughout and they gave a standing ovation.	The audience was involved in the presentation.	Some attempts were made to involve the audience in the presentation.	No attempts were made to involve the audience in the presentation.

Class Participation Rubric
15 Points

	exceeds expectations-4	meets expectations-3	approaches expectations-2	below expectations-1
Attendance (40%)	Exemplary attendance (no absences, tardies or early dismissals)	Maximum of one absence or two tardies and/or early dismissals	Occasional absences (more than one)...and/or frequent tardies and early dismissals	Frequent absences and/or tardies
Quality of interaction --- questions, comments, suggestions (10%)	Most queries are specific and on target. Deeply involved in whole class and group discussions.	Often has specific queries, stays involved in class discussion.	Asks questions about deadlines, procedures, directions. Little discussion about class topics and/or ideas.	Rarely interacts with the instructor or class mates in an appropriate manner
Effort (10%)	Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others.	Willingly participates with instructor and classmates. Engages others.	Reluctantly participates when asked (rarely volunteers) Seeks easiest duties within groups.	Actively avoids involvement. Complains about others and uses excuses to explain deficiencies.
Demonstration of preparation for class (15%)	(see meets expectations) ...and is prepared for each and every class.	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion.	Demonstrates preparation and readiness periodically.	Is unable to demonstrate readiness for class
Participation in Electronic Discussion (25%)	Participates repeatedly and thoughtfully in all on-line discussions. Initiates new strands as well as responding to colleagues' thoughts and ideas.	Participates at least twice in all on-line discussions. Comments are thoughtful and relevant.	Participated less than twice in all discussions and/or comments were superficial.	Did not participate in one or more discussion.