

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

Instructor: Dr. Alan Sturrock
Office: Commerce II, Room 113
Office Hours: Before, after class; by appointment
Phone: 703-993-4256 (O); 410-257-6453 (H)
Email: asturro1@gmu.edu
Website: <http://www.taskstream.com>

Schedule Information

Location: tbd
Meeting Times: May 11th to June 17th, 2010 (Tuesdays & Thursdays)
5:00 to 8:00pm.

Course Material

Textbook: [i]Marx, Gary, Sixteen Trends: Their Profound Impact on Our Future, Arlington, VA, Education Research Service, 2006.
[ii] <http://www.ted.com/>
[iii] **Class BLOG:** <http://contempissuesafa2.blogspot.com>

Additional readings, web sites, etc. as assigned by the Instructor.

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.

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.

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/and or group research.

As with any graduate class at GMU, the challenge is *to become a community of learners*.

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, *may* 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.

Assigned readings, etc. should be done *prior to their discussion in class*.

Course Activities /Assignments

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[see below].

#1: Individual response [using **one** of the following: *Mind Map, Podcast, [Your Name] Talks*] to **ONE** of the chapters **not** covered in class [Chapters 4, 5, 6, 8, 12, 13, 15 and 16]. Presentations should [i] use selected ‘tool’ appropriately; [ii] include a school system ‘report card’ on selected Trend; [iii] map out implications for future educators, and [iv] include ‘best thinking’ in selected Trend.

25%

#2: Small group response to an RFP: ‘A Blueprint for a School of 2031’.

Proposals should evoke what a school of 2031 looks like in —design, staffing, technology, curriculum and instruction, supervision/professional development, sustainability, etc.

30%

#3: Final Exam: ‘Chapter 17’

Using ONE of the listed ‘trends’ in the Appendix [pages 341 to 348], students should create a chapter outline which includes the following: [i] description of Trend; [ii] rationale for inclusion; [iii] current thinking on Trend[*multiple viewpoints*]; [iv] implications for society-at-large; [v] essential questions and key considerations/implications for future educators; and [vi] select bibliography.

25%

Class participation [includes helping to lead a class discussion on an assigned ‘micro issue’, a *minimum* of 3 quality blog entries] 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 Assignment #1[25%]

Performance Criteria	Objective Not Met [0 points]	Objective Partially Met [2 points]	Objective Met [3 points]	Exceeded Objective [5 points]
Uses 'tool' appropriately	No 'tool' used	Some semblance of a 'tool' used	One of the listed 'tools' used effectively	Exemplary use of <u>one</u> of the listed 'tools'
Report Card for school system included	No system report card included	Some parts of the system report card included	System report card included in building an appropriate response	System report card clearly connects the parts to the whole
Response elicits best thinking about Trend topic	Response is rambling and incoherent on Trend topic	Some relevant ideas included on the Trend topic	Best thinking included	Best thinking connects all the parts to the whole, convincingly
Implications for future educators included	No implications included	Some [1 or 2] implications included	Enough [at least 3 or 4] implications included	Excellent collection [5 or more] implications included
Clearly and concisely presented	Neither clarity nor conciseness in evidence	Either some clarity and/or conciseness in evidence	Both clarity and conciseness in evidence	Clarity and conciseness support the selection of 'tool', best thinking and future implications

Rubric for Assignment #2[30%]

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 15 minutes	Less than 20 or more than 25 minutes	20 to 25 minutes	25 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	Some current research cited	Basic and current research included	Critical research on topic 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

Rubric for Assignment #3[25%]

Criteria	Standard Not Met [0 Points]	Approaching Standard [2 Points]	Meets Standard [3 Points]	Exceeds Standard [5 Points]
Understands the position being advocated and its importance to education.	Demonstrates severe misconceptions.	Displays incomplete understanding of Chapter concepts.	Displays complete and accurate understanding of important Chapter concepts.	Displays complete and accurate understanding <u>and</u> provides new insights into some aspect of Chapter concepts.
Uses persuasive rhetoric to argue the chapter's inclusion.	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	Communicates important information but not a	Clearly communicates main idea or theme and	Provides support that contains rich, vivid and powerful

	random fashion.	clear theme or overall structure.	provides suitable support and detail	detail.
Effectively describes the component parts as they relate to the whole.	Does not begin to describe component parts.	Begins to connect parts-to-whole for Chapter concept.	Consistently connects parts-to-whole for Chapter concept.	Exemplary connection of parts-to-whole for Chapter concept.
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.

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:

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

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

[iii] 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.

[iv] *The Americans with Disabilities Act [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 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. Candidates with disabilities who need course adaptations or accommodations because of a disability, must be registered with the GMU Disability Resource Center [DRC] and inform the instructor, in writing, at the beginning of the semester. Please see www.gmu.edu/student/drc.*

Course Schedule

EDLE 634 Contemporary Trends in Education Leadership Summer, 2010

Instructor's Note: A syllabus created in a 'vacuum' is, by nature imperfect and subject to change...the expectation is that class members will be involved in any meaningful changes that foster better learning.

Session	Date	Topic & Readings	DUE dates/Presenter
1	5/11	Introduction; review of syllabus; course in ‘miniature’; ‘the future is here’ [a school of the ‘almost’ future]	
2	5/13	Electronic Class	BLOG entry[#1]
3	5/18	‘Majorities & Minorities’ <i>[Read main text, Trend #2]</i>	Group-led ‘micro’ issue discussion #1
4	5/20	‘Polarization’ [Cartesian Dualism, Redux] <i>[Read main text, Trend #11]</i>	Group-led ‘micro’ issue discussion #2 BLOG entry posted
5	5/25	‘Caring for the Planet’ <i>[Read main text, Trend #10]</i>	Group-led ‘micro’ issue discussion #3 <u>Assignment #1 due</u>
6	5/27	‘Scientific Discoveries/Ethical Choices’ <i>[Read main text, Trend #9]</i>	Group-led ‘micro’ issue discussion #4
7	6/1	‘The Poor we shall always have with us...’ <i>[Read main text, Trend #14]</i>	BLOG entry posted
8	6/3	‘Social & Intellectual Capital’ <i>[Read main text, Trend #3]</i>	Group Presentation: RFP [1] <u>Assignment #2 due [a]</u>
9	6/8	‘Economics & Academics’ <i>[Read main text, Trend #7]</i>	Group Presentation: RFP [2] <u>Assignment #2 due [b]</u>
10	6/10	Special Issues[SPED Law] #1	Dr. Bon
11	6/15	Special Issues[SPED Law]#2	Dr. Bon
12	6/17	Final Exam—Chapter 17 [electronic submission]	<u>Assignment #3 due</u>