

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
EDLE 803: Foundations of Leadership – Economics & Leadership**

Spring 2011

Instructor: Scott C. Bauer
Phone: 703-993-3775
Fax: 703-993-3643
E-mail: sbauer1@gmu.edu
Office: Commerce II, Room 204
Mailing Address: George Mason University
4400 University Dr., MSN 4C2
Fairfax, VA 22030-4444

Schedule Information :

Meeting Times: Thursdays, 7:20 pm – 10:00 pm.

Location: Enterprise Hall room 174

Office Hours: Wednesdays & Thursdays, 3:00 pm – 4:30 pm, and by appointment

Catalogue Description:

EDLE 803 - Foundations of Education Leadership: Economics and Leadership (3:3:0)
Prerequisites: EDLE 801 and 802. Third in a three-course sequence. Emphasizes economic foundations of U.S. education, and evolution of school, district, and state leadership. Students complete work on analytical literature review.

Course Objectives:

This is the third in a three-course sequence designed to introduce students to foundations of education and issues in education leadership. **The specific emphasis in this course on the economic foundations of education.** The general emphasis in the sequence is on students learning how to explore their research interests in the context of the larger sweep of education as a field, with a focus on how leaders at all levels impact the effectiveness and improvement of schools and school systems.

As the third course in the specialization sequence, the seminar is constructed as a survey course. The goals include introducing students to economic theory and applied research on the economics of education. The course also seeks to provide you with the opportunity to continue to develop your *personae* as a researcher, and to develop the necessary skills to be successful as a doctoral candidate in education leadership. The foundations courses

are designed around the theme of connecting *theory, research, and practice*. Thus, we will explore:

1. Theory: What are the features and assumptions of the perspective? What content themes are stressed? Does the perspective adequately describe, explain, and predict something of interest in the world of educational leaders?
2. Research: What kinds of empirical questions tend to be addressed using this perspective? Are there any particular methodological considerations associated with the perspective (i.e., unit of analysis, typical research methods used)?
3. Practice: What does each perspective help us understand about school leadership, organization, and decision making? What are the limitations of the perspective?

Student Outcomes:

Students who successfully complete this course will be able to:

1. demonstrate a solid understanding of economic theory through discussion, presentation and written paper assignments;
2. read research literature and present persuasive written and oral critiques;
3. engage in conversation to explore topics in their field of interest that represent opportunities for future investigation;
4. use theory to frame researchable questions and use extant literature to inform problems relating to research and professional practice;
5. use research literature to address a specific research question related to education leadership.

Nature of course delivery:

Each class will include a variety of activities and exercises. Broadly speaking, your primary responsibilities are 1) to read the literature; 2) to share your questions, reflect on your experiences, and engage in productive discussion to make the literature relevant to the world of practice that we experience and understand; and 3) to write, share your written work, and provide feedback to others in a respectful fashion.

1. Classes will reflect a balance of activities that enable students to participate actively in the development of their *personae* as scholars. To promote an atmosphere that allows us to accomplish this, we will:
 - a. Start and end on time;
 - b. Maintain (flexibly) a written agenda reflecting objectives for each class;
 - c. Agree to disagree respectfully during class discussions;
 - d. Strive to be open to new ideas and perspectives; and
 - e. Listen actively to one another.
2. Student work will reflect what is expected from scholars. As such, students are expected to:

- a. write papers that are well researched, proofread, submitted in a timely fashion, and consistent with APA guidelines;
 - b. participate actively in class discussions in a manner that challenges the best thinking of the class;
 - c. 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.
3. We will endeavor to create a classroom climate that approximates what we know about learning organizations. 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:
- a. come fully prepared to each class;
 - b. demonstrate appropriate respect for one another;
 - c. voice concerns and opinions about class process openly;
 - d. recognize and celebrate each other's ideas and accomplishment;
 - e. show an awareness of each other's needs.

Course Materials

Required Texts

Belfield, C.R. (2000). Economic principles for education: Theory and evidence. Cheltenham, UK: Edward Elgar.

Additionally, students will select from one of column A and one from column B:

Column A	Column B
Rothstein, R. (2004). <u>Grading Education: Getting Accountability Right</u> . New York: Teachers College Press.	Belfield, C. & Levin, R. (Eds.). <u>The price we pay: Economic and social consequences of inadequate education</u> . Washington, DC: Brookings Institution Press.
Kozol, J. (2005). <u>The shame of the nation: The restoration of apartheid schooling in America</u> . New York: Crown Publishers.	Hanushek, E. & Lindseth, A. (2009). <u>Schoolhouses, Courthouses, and Statehouses: Solving the Funding-Achievement Puzzle in America's Schools</u> . Princeton, NJ: Princeton University Press.
[TBA]	Hanushek, E. (Ed.) (2006). <u>Courting Failure: How School Finance Lawsuits Exploit Judges' Good Intentions and Harm Our Children</u> . Education Next Books.

Recommended Text

Publication Manual of the American Psychological Association (5th edition).
Washington, D.C.: American Psychological Association.

Other Resources

To complete required assignments successfully, students will need to have access to a personal computer with internet access, and the ability to use basic word processing and e-mail. Correspondence by e-mail will use your Mason e-mail account. We may also use Task Stream to facilitate communication, to post assignments and class handouts, and to submit written work for assessment.

Grading:

Consistent with expectations of any doctoral program, grading is based heavily on student performance on written assignments. The assignments constructed for this course reflect a mix of skills associated with doctoral work, notably synthesis and persuasion. Overall, written work will be assessed using the following broad criteria:

- Application of concepts reflected in class discussion and readings, and your ability to pick the most salient concepts and apply them.
- Creativity and imagination; papers provide an opportunity to speculate, to float questions or ideas reflecting your appreciation of the literature.
- Organization and writing. A clear, concise, and well-organized paper will earn a better grade.

Additionally, a portion of your 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 leadership and participation - 20 points

Students are expected to participate actively in class discussions, in study group activities, and in serving as critical friends to other students. Students will periodically have an opportunity to read and review each other's work in colleague-critical teams, as well.

As stated earlier, attendance is expected for all classes. If you must be absent, please notify one of the instructors by e-mail or phone. More than one absence may result in a reduction in participation points. Likewise, 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.

Facilitator roles - As advanced doctoral students, each member of the class will be expected to take the lead in facilitating learning activities for one class during the

semester. Specifically, you will conduct a brief review of literature on an applied topic related to the theory we are studying during the week you serve as facilitator. You will be responsible for:

- Reviewing the research literature ahead of time, selecting and assigning no *more than three* readings for the class.
- Designing appropriate class activities that may include lecture/presentation of material on the topic; discussion or debate relating to the topic; an exercise (e.g., a case analysis, a role play); and
- Connecting the discussion to the week's economics of education topic.

Written assignments - 80 points

Two different types of papers will be expected of students in this class, reflecting the skills associated with doctoral level work (and building on the work students did in the earlier seminars). First, students will select from among the books presented earlier (one from column A and one from column B) and write two scholarly book reviews. Second, building on the work started in the earlier doctoral seminars, students will prepare a review of literature on a research topic that is grounded in published literature. All papers must be submitted to TaskStream as Word file attachments. The specific assignments appear at the end of the syllabus.

Late work: It is expected that student work will be submitted on time. Late assignments may receive a deduction in points; however assignments will not be accepted later than one week after a due date.

Rewrites: Students who receive a grade lower than 3.5 may re-write their papers. All re-writes are due one week after the student receives the initial grade and comments.

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 Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS)

and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Class Schedule:

The reading schedule that follows is subject to change – in particular, as we define as a class the economic puzzles we want to discuss, additional readings may be added for particular classes.

January 27	Introduction, overview, expectations	
February 3	The application of economics to education Brief sharing: Research Topics for Lit Review	Belfield, chapter 1, and skim chapter 10 Levin et al. (2007). The costs and benefits of an excellent education for all of America's children.
February 10	Human capital theory and education	Belfield, chapter 2 (BAUER)
February 17	The theory of enrollment choice	Belfield, chapter 3 Readings on school choice (_____)
February 24	Discussion: Books from Column A	First Book Review – draft due in class, paper due Feb 27th
March 3	The theory of the enterprise	Belfield, chapters 4 and 5 Readings on class size (_____)
March 10	Factor inputs	Belfield, chapter 6 Readings on teacher quality, compensation (_____)
March 17	Spring Break	Happy St. Patty's Day!
March 24	Theory of the market	Belfield, chapter 7 Readings on school vouchers, market-based reforms in education (_____)
March 31	The role of government in education	Belfield, chapter 8 Readings on school inspection (_____)

April 7	Discussion: Books from Column B	Second Book Review – draft due in class, paper due April 10th
April 14	Literature review: topic presentation & discussions	Come prepared to share a one-page outline of your literature review (topic, question, main themes in the literature, potential sources)
April 21	The aggregate effects of education	Belfield, chapter 9 Readings on public school finance (_____)
April 28	Education policy using economics	Belfield, chapter 10 Readings on impact of NCLB, equity (_____)
May 5	Literature review presentations	
May 8 - Literature review due		

Assignment 1 and 2: Book Reviews (20 Points each)

This writing assignment has the following goals:

- To help students “make sense” of the applied literature relating to the economics of education;
- To help students hone their skills in summarizing and analyzing this literature, and communicating this in writing to an academic audience.

Process

Carefully read the book, with an eye toward understanding the contribution the work makes to the knowledge base and the technical soundness of the work and its contribution to your understanding of issues involving leadership in your specialization. [So, for instance, your eye should be guided by the question: How and in what ways does this book help leaders in the field?]

As a guide, structure your review as if you were planning on submitting it to an academic journal such as the *Education Review*, an online journal of book reviews (<http://edrev.asu.edu/>).

Product

A review should include first, a brief summary of what the book was about and its key contributions to the knowledge base (this is important because you can assume that the reader of the review has not yet read the book).

But a book review is not just a regurgitation of the book. Your evaluation should answer the questions: How useful was the book, and to whom? Touch on questions such as:

- Is the book well done? Did the author achieve his/her goal?
- Does the book present useful ideas in a coherent fashion? Was it well written, were the analyses and conclusions intelligently fashioned?
- Do you care? Is this book about a problem or question that scholars and/or practitioners might find useful? Is there merit in the arguments offered?
- Did you learn something from reading this book? Does it contribute to the knowledge base? Is it a valuable read for scholars / practitioners?
- What were the primary limitations of the work? What questions are left unanswered, that you believe should have been addressed? What topics are ignored that you feel should have been addressed?
- Would you recommend the book, and to whom? Why?

The review should not exceed eight (8 +/-) typewritten, double-spaced pages. [As a guideline, the summary of the book itself should be about a third of the paper.]

Rubric for Book Review

	Exceeds Expectations (4 points)	Meets Expectations (3 points)	Approaching Expectations (2 points)	Falls Below Expectations (1 point)
<u>Introduction (15%)</u> Introduction orients the reader to the purpose of the paper and introduces the book you are reviewing.	Introduction briefly describes the book reviewed, the purpose of the review itself, and foreshadows significant findings through a clear and well thought out thesis.	Introduction briefly describes the book reviewed, provides an adequate description of the purpose of the review, and/or an adequate thesis.	Introduction is vague and does not adequately orient the reader to the book reviewed or the purpose of paper.	Introduction is either missing or insufficient; there is little consideration of reader's perspective.
<u>Summary of book (20%)</u> Review includes a brief summary of the contents of the book to help situate the reader	The book is described briefly yet thoroughly, with clear explanation of the author's purpose and perspective, and a delineation of the main ideas offered in the book.	The book is described adequately, with some attempt to identify the author's purpose and perspective and some delineation of important content offered in the book.	The description of the book is incomplete or poorly constructed; little attempt is made to identify either the purpose or the main points offered.	Description of the book is largely ignored or wholly inadequate.
<u>Evaluation of the book (40%)</u> Review includes an evaluation of the merits of the book	An evaluation of the book is presented, discussing most of the evaluative questions outlined in a coherent and convincing manner.	An evaluation of the book is included that adequately touches on many of the important evaluative questions outlined.	An evaluation of the book is included, touching on some evaluative questions, but doing so in a shallow or unconvincing fashion.	The evaluation of the book is extremely limited or wholly ignored.
<u>Conclusions (15%)</u> Paper closes with a restatement of the thesis, a brief summary of the review, and a recommendation to future readers.	Conclusion follows logically from the body of the paper and is persuasive. It summarizes main points made in the review, and includes a clear recommendation regarding the utility of the book for scholars and practitioners.	The conclusion is adequate; it provides a brief summary that is largely consistent with the body of the review, and a recommendation regarding the utility of the book.	Conclusion provides a summary of some of the main points offered in the paper, but is unclear and not especially persuasive.	Paper ends without a discernable conclusion.
<u>Organization of paper (5%)</u>	Paper is powerfully organized and fully developed	Paper includes logical progression of ideas aided by clear transitions	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper lacks logical progression of ideas
<u>Mechanics (5%)</u>	Nearly error-free which reflects clear understanding of APA format and thorough proofreading	Occasional APA and/or grammatical errors and questionable word choice	Frequent errors in grammar, APA format, or punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation

Assignment 3: LITERATURE REVIEW (40 points)

The literature review is an account of what has been written on a topic or question by scholars in the field. Although this is a stand-alone paper for this class, the literature review will form a central part of your dissertation proposal and eventually, your dissertation. This writing assignment has the following goals:

- To give you the opportunity to construct an analytical literature review;
- To help clarify your thinking about your chosen topic and possible avenues for further exploration;
- To help you decide which concepts have greatest potential to inform your thinking on a particular topic

Note that a literature review is a synthesis of what is known, and informs a research objective or question(s); it is not simply a description of materials available. The purpose of your review, then, is to analyze critically the published work on a question or topic of interest. It is ideal to organize the review around a specific thesis, problem or question that you believe you would like to investigate as a scholar.

Task

1. Write an introduction that orients the reader to the type of research you wish to conduct. Define the general topic or issue, providing an answer to the questions: What is this paper about, and why it is important? Include a thesis statement that foreshadows what you will show, based on your review of literature.
2. The body of your paper should answer the question: What is known about your topic or question? This is a synthesis, not merely a recounting of what you read. The synthesis must be supported with a critical analysis of what is known (and, of course, supported with citations from the scholarly literature), not just a recounting of what is there. Your review is a review *for* research, not merely a recounting *of* research – it is designed to situate your study and support the research on your question.
 - a. Keep in mind that the level of attention you devote to a study or studies should correlate with the comparative importance of that work (i.e., seminal studies or important theoretical work should get more attention).
3. Your conclusion should restate the thesis and summarize major contributions of the literature reviewed, focusing on your primary topic or issue. It should include your sense of potential research questions that flow logically from your synthesis, along with some commentary on their significance:
 - a. Given what you present as the state of the literature, what questions are ripe for attention and why is it valuable to answer these questions?

Your literature review should be no more than about 20 pages, and must include citations and a reference list in APA format.

LITERATURE REVIEW ASSESSMENT RUBRIC

	Exceeds Expectations (4 points)	Meets Expectations (3 points)	Approaching Expectations (2 points)	Falls Below Expectations (1 point)
<u>Introduction (15%)</u> Introduction orients the reader to the purpose of the paper—a discussion of your intended research focus.	Introduction draws the reader into the paper effectively. The thesis is clear and analytical, dealing directly with significance, and requires demonstration through coherent arguments and support from published literature.	Introduction orients the reader to the paper. The thesis is apparent, though not entirely clear. It may be more descriptive than analytical. The thesis may not be clear about significance.	Introduction explains what is in the paper, but lacks a clear and analytical thesis.	Introduction is weak. The paper lacks a clear thesis.
<u>Body (40%)</u> The body of the paper provides a synthesis of what is known about the research topic and a critical analysis of this research	The body of the paper presents a systematically organized synthesis and critical analysis of research directly relating to the topic. Analysis is provided that reflects an awareness of and judgment about the quality of published work.	The body of the paper provides a loosely organized synthesis and analysis of published work related to the research topic.	The body of the paper describes published work generally related to the research topic, but provides a limited analysis.	The synthesis and analysis of published work is wholly missing or inadequate.
<u>Conclusion (15%)</u> The paper concludes with a summary of what was shown and some discussion of potential questions for future research	The paper concludes with a restatement of the thesis and a clear and concise summary the state of the research. Possible research questions that clearly derive from the analysis are presented, along with a brief discussion of why answering these questions would be valuable.	The paper concludes with a general summary of the state of the research on the topic, along with some discussion of potential research questions that are at least loosely connected to the research presented.	The paper concludes with a brief summary of research; discussion of potential research questions is not evident	The conclusion is missing or wholly inadequate; the paper ends abruptly.
<u>Quality of research support (20%)</u>	Research cited is well balanced, including original research and synthesis pieces from high-quality, credible sources.	Research is cited from quality sources, but lacks specificity or is loosely developed	General supporting research evidence is referenced, but appears dominated by opinion pieces, or material from questionable	Few solid supporting ideas or evidence from research are included

			Sources	
Organization of paper (5%)	Paper is powerfully organized and fully developed	Paper includes logical progression of ideas aided by clear transitions	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper lacks logical progression of ideas
Mechanics (5%)	Nearly error-free which reflects clear understanding of APA format and thorough proofreading	Occasional APA and/or grammatical errors and questionable word choice	Frequent errors in grammar, APA format, or punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation