

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDLE 634: Contemporary Issues in Education Leadership, Section 601/Fairfax Cohort 9
Spring 2011

Instructor Information

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Schedule Information

Location: Gatehouse Administration Center, room #
Meeting Dates: January 18, 2011 – April 26, 2011 (Tuesdays); Exceptions noted below
Meeting Time: 4:45 – 7:45 pm
NOTE: *No classes will be held the week of March 21st as the Annual EDLE Conference will take place on Thursday, March 24, 2010. In lieu of class, all students are expected to attend the conference.*

Fairfax County Public Schools will be on Spring Break the week of April 18th. No class will be held that week.

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 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 deepen students' understanding of the course content and create a dynamic, interactive learning community. The instructional methods will include lecture, cooperative learning structures, large- and small-group discussion/presentations/activities, print and electronic media, guest practitioners, and individual research.

Course Materials

Required: Marx, Gary (2006). *An Overview of Sixteen Trends: Their Profound Impact on Our Future*. Alexandria, VA: Education Research Service.

Marx, Gary (2006). *Future-Focused Leadership: Preparing Schools, Students, Communities for Tomorrow's Realities*. Alexandria, VA: Association for Supervision and Curriculum Development.

Recommended: The American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th edition). Washington, D.C.: American Psychological Association.

Classroom Materials: Additional readings as assigned.

Other Resources: Online access is vital for the distance learning aspects of the course and is important if we experience school shutdowns because of the weather or other problems. **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 standard word processing software that can be read by Microsoft Office 2007.

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 the ability to make educational decisions that are supported by data rather than only personal opinions.
3. Connect and apply knowledge from prior courses.
4. Synthesize recent research relative to student achievement with particular attention to the relationships between student achievement and gender, race, and poverty.

5. Identify current issues in education (locally and nationally) and consider the implications for school districts.
6. Describe rights, regulations, philosophies, and methods used in educating diverse groups such as English Language Learners and Students with Disabilities.
7. Be able to utilize various data sources to predict future trends in education.
8. Work independently and interdependently to successfully accomplish group projects.
9. Articulate a clear vision for leadership in future roles as educational leaders.
10. Listen to multiple perspectives, consider suggestions, seek common ground, and maintain objectivity.

Relationship to Professional Standards

In relationship to professional standards, participants 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).

Relationship of Course to Internship

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.

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/>].

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.

Small group project/presentation on assigned issue: Work in groups of 3-4, with defined roles. Prepare a 30-minute interactive presentation with visuals/PPT, on assigned topic, which is to be defined/described. Include relevant related research. Discuss topic's implications and potential impact on education. Multiple perspectives from key stakeholders should be presented. Possible topics: Bullying, legal and ethical issues, technology, administrator or teacher credentialing, high stake testing, parent/community involvement, etc. 30 points

Individual presentation: Identify a 17th Trend, which you see as relevant and important in impacting education. Prepare a 20-minute individual presentation with a prop (i.e. brochure, bookmark, flyer). Explain why you chose the trend, the impact the trend may have on the future, and justify why your trend should be included if Marx wrote and published a book on new trends. 25 points

Individual writing assignment: Prepare a 3-5 page vision. Connect and relate your leadership vision to major trends and contemporary issues in educational leadership. Present key points in a clear, compelling manner with supporting details. 25 points

Class participation and attendance: Actively participate in class and online discussions/blogs, and in group activities, share current issues from news media/pending or current legislation, and serve as critical friends to other students. Attendance is expected for all classes. 20 points

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

Small Group Project/Presentation Rubric – 30 points

Performance Criteria	Objective Not Met 1	Objective Partially Met 2	Objective Met 3	Objective Met/Exceeds 4
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 (possible 6 points)	No research cited	Missing one or more important study	Basic and current research included	Critical research included
Necessary/integral information on assigned topic (possible 8 points)	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

Oral/Written Individual Project/Presentation Rubric - 25 points each

Criteria	Objective Not Met 1	Objective Partially Met 2	Objective Met 3	Objective Met/Exceeds 4
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.

Participation – 20 points

<i>Levels:</i>	exceeds expectations	meets expectations	approaching expectations	falls below expectations
<i>Criteria:</i>	4	3	2	1
Attendance	Exemplary attendance, no tardies	Near perfect attendance, few tardies	Occasional (2-3) absences or tardies	Frequent (>3) absences or tardies
Questions and Interactions	Most queries are specific and on point. Deeply involved in class dialogue. Challenges ideas, seeks meaning.	Often has specific queries, stays involved in class dialogue, though sometimes tentative or off-base.	Asks questions about deadlines, procedures, directions or for help with little specificity. Little discussion of ideas.	Rarely asks questions of any quality.
Effort	Willingly participates when asked. Plays a leadership role in groups. Engages and brings out the best in others.	Willingly participates when asked. Takes on group tasks. Engages others.	Reluctantly participates when asked. Seeks easiest duties in groups. Tolerates others.	Actively avoids involvement when possible. Complains about others. Has large set of excuses.
Engagement	Enthusiastically initiates discussion. Personalizes and takes ownership of activities. Always knows where class or group is.	Sometimes initiates discussion and always works well with direction. Generally knows what's going on.	Seeks direction, but does not initiate discussion. May know where class or group is.	Waits for direction. Knows little of what is going on. Cannot describe where class or group is.
Blogs	A minimum of 3 entries and 3 comments, all of which are substantial.	A <i>minimum</i> of 2 quality blog entries and 2 comments, though not all of them may give evidence of a substantial contribution.	1 blog entry and comment.	No blog entries/comments submitted.

Course Schedule

EDLE 634: Contemporary Trends in Education Leadership - Spring 2011

Session	Date	Topic	Guest Practitioner(s)
1	Jan 18	Introduction; review of syllabus; discussion of current issues and future-oriented leaders Trend 1	
2	Jan 25	Trend 2 Trend 3 Current Issue(s)	
3	Feb 1	Trend 4 Trend 5 Current Issue(s)	
4	Feb 8	Trend 6 Trend 7 Current Issue(s)	
5	Feb 15	Trend 8 Trend 9 Small Group Presentations	
6	Feb 22	Trend 10 & Trend 11 Small Group Presentations	
7	March 1	Trend 12 & Trend 13 Current issues	
8	March 8	Trend 14 & Trend 15 Current issues/New trends	
9	March 15	Trend 16 Creating a vision of future-focused leaders Current issues/New trends	
10	March 29	Individual Presentations – Trend 17	
11	April 5	Individual Presentations – Trend 17	
12	April 12	Grading, Bullying, Professional Learning Communities, other issues	
13	April 26	Review Culminating Activities, Evaluations, Last day to submit requirements without penalty.	

NOTE: No class – weeks of March 21st and April 18