

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION**

EDLE 803.001 FOUNDATIONS OF EDUCATION LEADERSHIP

Spring 2016 (3 credits)

Instructor: Sonya D. Horsford, Ed.D.
Title: Associate Professor of Education
Office Location: Thompson Hall, Room 1305, Fairfax Campus
Office Phone: (703) 993-3634
E-mail: shorsfor@gmu.edu
Office Hours: Tuesdays, 2:00 – 4:00 p.m. and by appointment
Meeting Times: Tuesdays, 4:30 – 7:10 p.m. (Jan 19 – Apr 26, 2016)
Meeting Location: TBA

Prerequisite: Admission to Ph.D. program or permission of instructor

COURSE DESCRIPTION

This course reviews and explores the historical, social, and economic foundations of education research literature with a focus on the study of education leadership. Students will examine the social, political, and economic goals of schooling in the U.S. and their implications for education leaders in America's increasingly diverse schools. Informed by cross-disciplinary, educational foundations, and K-12 school leadership research; the course will explore key theories, scholars, and debates within the field of education leadership and how conceptual frameworks can and should be used to contextualize and guide research. Students will also review and critique current trends in education leadership research and consider future directions for the field.

Catalog Description: Emphasizes economic foundations of U.S. education, and evolution of school, district, and state leadership. Students complete work on analytical literature review.

COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

1. Define, identify, and provide examples of key theories and foundational research in education broadly with a particular focus on the field of education leadership;
2. Analyze and examine the major trends, conceptual contributions, and future directions of the study of education leadership; and
3. Construct a conceptual framework in both written and visual form based on prior theory and research literature and their own research interests and experience.

COURSE DELIVERY

A variety of instructional methods will be used in this course to include large and small group discussions, instructor and guest lectures, small group case studies, individual and group presentations, and independent research. Because the creation of knowledge is a collaborative endeavor; your primary responsibilities are to: (1) read the literature; (2) share your questions, reflect on your experiences, and engage in productive discussion to make the literature relevant to research and practice; and (3) write, share your written work, and provide feedback to others in a respectful fashion.

COURSE MATERIALS

The following are required texts:

Ravitch, S. M. & Riggan, M. (2012). *Reason & rigor: How conceptual frameworks guide research*. Los Angeles: SAGE Publications.

Spring, J. (2016). *American education*. (17th ed.). New York: Routledge.

Additional required and recommended readings will be available via Blackboard based on student needs and interests.

COURSE REQUIREMENTS AND GRADING

Final grades are based on quality, completeness, and timeliness of assignments (90%) and class participation (10%) as described below. Grading criteria for overall class performance is provided at end of syllabus.

Assignments (90 points)

To complete assignments, students will need access to a computer, basic word processing software, Internet, their GMU Blackboard account, and an active Mason email account. All written assignments (unless otherwise noted) must be submitted to Blackboard by 4:30 p.m. on the due date as a Word file attachment and formatted according to APA Publication Manual, 6th edition. Late assignments will receive a reduction in points if accepted at all.

1. Research Identity Memo (15 points) (DUE Feb 9)

Students will be required to write your own research identity memo to “help you focus on your particular, individual influences and contextualize the research endeavor and your researcher identities in relation to broader spheres of influence such as social location and social identity” (pp. 153-154) in ways that bring clarity to the development of your research questions, review of literature, proposal, and future analysis. Refer to pages 147-151 for a fuller description and example of the research identity memo along with guiding questions to assist you as you prepare your research memo. Recommended length: 2-3 pages.

2. Literature Review and Concept Map (40 points) (DUE Mar 15)

For this written paper assignment, you will prepare a literature review using no fewer than 20 peer-reviewed references based on an area of research identified by you and approved by the instructor. In addition, you will construct a visual concept map using the computer software of your choice as a building block for the conceptual framework to be used in your dissertation or related research. Refer to pages 151-153 in the required text for a discussion of the purpose, components, and functions of a concept map.

3. Peer Reviews (2) (20 points) (DUE Mar 29)

Complete two reviews of student papers as assigned by instructor and using reviewer form provided by instructor. Suggestion: Conduct and submit the type of peer review you would like to receive.

4. Revised Paper w/Cover Letter and Concept Map (15 points) (DUE April 26)

Submit your revised paper accompanied by a cover letter (based on APA 5th edition guidelines) that clearly explains how you addressed reviewer questions and feedback along with your revised concept map.

Class Participation (10 points)

Students are expected to attend all classes on time and participate actively in class discussions, small group activities, and serve as critical friends to one another. This requires completing the readings in advance, ensuring contributions to the discussion are informed and relevant to the topic at hand, and providing other students the opportunity to share their perspectives and experiences in an intellectually stimulating but supportive classroom environment.

At the end of the course, you will be expected to provide a self-reflection of your participation, and that of your small group peers, which will be considered along with the instructor's assessment of participation.

Possible Points

Research Identity Memo	15 points
Literature Review w/Concept Map	40 points
Peer Reviews	20 points
Revised Literature Review	15 points
Class Participation	10 points
TOTAL POSSIBLE	100 points

Grading

The grading scale for the final course grade is as follows:

A	=	94-100 points
A-	=	90-93 points
B+	=	87-89 points
B	=	83-86 points
B-	=	80-82 points
C+	=	77-79 points
C	=	70-75 points
F	=	below 70 points

GMU POLICIES AND RESOURCES FOR STUDENTS

- a) Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b) Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c) 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.
- d) 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/>].
- e) 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/>].
- f) Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g) 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/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

CEHD Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to

adhere to these principles: <http://cehd.gmu.edu/values/>. For additional information on the College of Education and Human Development, please visit our website at <http://gse.gmu.edu/>.

Academic Integrity

The principle of academic integrity is taken very seriously and violations are treated gravely. When you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. When in doubt (of any kind), please ask for guidance and clarification.

EDLE 803.001 Course Calendar – Spring 2016

	Date	Course Topics	Research Development	Readings/Assignments Due*
1	Jan 19	<ul style="list-style-type: none"> Welcome and introductions Course overview and expectations 	<ul style="list-style-type: none"> What is a conceptual framework and why do I need one?; Conceptual frameworks v. literature reviews 	<ul style="list-style-type: none"> Course syllabus; bring questions to class R&R Chapters 1 and 2
2	Jan 26	<ul style="list-style-type: none"> Historical, political, and social contexts, values, and goals of public education 	<ul style="list-style-type: none"> Conceptual frameworks and research design; Preparing your research identity memo 	<ul style="list-style-type: none"> Spring Chapters 1 and 2 R&R Chapter 3 and 7, pp. 142-158 only
3	Feb 2	<ul style="list-style-type: none"> Education and equality of opportunity 	<ul style="list-style-type: none"> Conceptual frameworks and data collection & analysis; Preparing your concept map 	<ul style="list-style-type: none"> Spring Chapter 3 R&R Chapters 4, 5, and 7, pp. 151-153 only
4	Feb 9	<ul style="list-style-type: none"> Economic goals of schooling 	<ul style="list-style-type: none"> Conceptual frameworks and contextualizing findings 	<ul style="list-style-type: none"> Spring Chapter 4 DUE: Research Identity Memo
5	Feb 16	<ul style="list-style-type: none"> Equality of educational opportunity: Race, gender, and special needs 	<ul style="list-style-type: none"> Constructing a conceptual framework for your own research 	<ul style="list-style-type: none"> Spring Chapter 5, pp. 135-142 only
6	Feb 23	<ul style="list-style-type: none"> Student diversity 	<ul style="list-style-type: none"> Activity: Work on concept maps 	<ul style="list-style-type: none"> Spring Chapter 6
7	Mar 1	<ul style="list-style-type: none"> Multicultural, multilingual education 	<ul style="list-style-type: none"> Activity: Work on concept maps 	<ul style="list-style-type: none"> Spring Chapter 7
	Mar 8	NO CLASS: Spring Break		
8	Mar 15	<ul style="list-style-type: none"> Literature review presentations - Panels 1 and II 		<ul style="list-style-type: none"> ➤ DUE: Research Paper & Concept Map
9	Mar 22	<ul style="list-style-type: none"> Literature review presentations - Panels III and IV 		<ul style="list-style-type: none"> Review peer submissions
10	Mar 29	<ul style="list-style-type: none"> Who leads the schools?: Local, state, and federal control 		<ul style="list-style-type: none"> ➤ DUE: Peer Reviews (2) Spring Chapters 8 and 9
11	Apr 5	<ul style="list-style-type: none"> TBA based on student research interests 	<ul style="list-style-type: none"> Reflect and discuss peer review process in large and small groups 	<ul style="list-style-type: none"> Read the reviews of your paper and begin revisions
12	Apr 12	<ul style="list-style-type: none"> <i>American Educational Research Association (AERA) Annual Meeting Washington, D.C., April 8 – 12, 2016</i> 		<ul style="list-style-type: none"> Attend at least 2 AERA sessions and be prepared to share reflections in class
13	Apr 19	<ul style="list-style-type: none"> Future directions in education leadership theory and research 	<ul style="list-style-type: none"> AERA session reflections 	<ul style="list-style-type: none"> Readings TBA
14	Apr 26	<ul style="list-style-type: none"> Course wrap up and reflections 	<ul style="list-style-type: none"> Student advising questions 	<ul style="list-style-type: none"> ➤ DUE: Revised Paper w/Cover Letter; Class Participation Reflection

* Additional required and recommended readings TBA by instructor based on student research interests

EDLE 803.801 Class Participation Reflection

(due last day of class)

Name: _____

Number of absences _____ Reason(s) _____

Number of tardies _____ Reason(s) _____

Based on the Class Participation Rubric and instructor expectations for participation, how many points (out of 10 possible) would you grant yourself for class participation and why?

How would you describe the quality and effort associated with your contributions to **in-class interactions and discussions**?

Class Participation Criteria

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Attendance	Exemplary attendance, no tardies.	Near perfect attendance, few tardies.	Occasional (1-3) absences or tardies.	Frequent (>3) absences or tardies.
Quality of Questions, Interaction	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, and 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.

EDLE 803.801 Grading Criteria for Written Assignments

	Levels of Performance			
	Unsatisfactory (F)	Basic (C)	Proficient (B)	Distinguished (A)
Quality of Work	Unacceptable	Undergraduate level and quality; unsophisticated; assignments show little or no connection to course content or concepts.	Competent; provides credible evidence or understanding and application; some lapses in organization, citations, and/or writing clarity. Evidence of understanding presented, but incomplete; writing indicates gaps in logic; grammar and/or spelling errors distract the reader. Weak or insufficient citations.	Exceptional quality and insight; a rare and valuable contribution to the field. Convincingly on target; demonstrates evidence of understanding and application; clear and concise writing; the reader is not distracted by grammar and/or spelling and citation errors.
Completeness of Work	Difficult to recognize as the assigned task.	Insufficient evidence of understanding and application; important elements missing or difficult to find.	Moderate shortcomings; minor elements missing that distract the instructor's ability to see the product as a whole. Evidence of effort, but one or more significant points are missed or not addressed.	100 % complete and error free. Accurate and seamless writing; virtually a complete product.
Timeliness	Assignments missed or not submitted. Incompletes not made up.	Assignments excessively or repeatedly late.	Assignments late more than once without prior conversation with instructor. Not necessarily chronic.	100% on time. Almost always on time; rare but forgivable tardiness (such a serious or personal family illness). Instructor is notified in advance that a paper may be late.