

George Mason University
College of Education and Human Development
Educational Leadership Program

Contemporary Issues in Education Leadership
EDLE 634.601, EDLE 634.603– 3 Credits, Spring 2023

A Hybrid Course

Wednesday, 4:45-7:45 pm

Instructor:	Richard G. Deivert, Ph.D.	
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University Catalog Course Description

Examines current and emerging issues and trends impacting education to include: 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.

Course Overview

This course is intended as one of two culminating courses in the Master's in Education Leadership Program. Course content focuses on key contemporary issues in public education, which hold important implications for education leadership, policy, and practice in the 21st century. At the conclusion of the course, students will be expected to demonstrate the knowledge, skills, and dispositions needed to increase their effectiveness in working with multiple school and community stakeholders in increasingly diverse and complex education contexts.

Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the professor via telephone. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations:

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives:

This course is designed to enable students to:

1. Analyze contemporary issues and major trends in education and their implications for society at large and schools, communities and school districts in particular;
2. Define characteristics and skills of future-focused leaders and learn strategies to address the implications for leadership in education systems and individual schools.
3. Evaluate 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. Synthesize recent research relative to student achievement in diverse school settings, with particular attention to the relationships between student achievement, gender, race, poverty, and ability;
5. Identify various strategies to maximize the effective use of data to improve student achievement and effective ways to communicate results to various community stakeholders and groups;
6. Defend educational decisions using data rather than personal opinion.
7. Describe rights, regulations, philosophies, and methods used in educating diverse groups such as Limited English Proficient and Students with Disabilities.
8. Utilize various data sources to predict future issues/trends in education and to improve student achievement.
9. Work independently and interdependently to successfully accomplish group projects.
10. Listen to multiple perspectives, consider suggestions, seek common ground, and maintain objectivity.

Professional Standards

In relationship to professional organization competencies, participants in this course will demonstrate proficiency in appropriate VA DOE competencies and Professional Standards for Educational Leaders. 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, and 2.4); instructional leadership (3.3, 3.4); and organizational leadership (7.2, 7.4, and 9.3).

This course is designed to further develop and expand your managerial and ethical skills in the areas of instructional leadership and management. You will be assessed on your ability to analyze situations from the broad perspective of an emerging school administrator and be expected to view the impact of the decisions from a systematic perspective and from the benefit to student learning.

Professional Dispositions

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

<https://cehd.gmu.edu/students/policies-procedures/>

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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA/SLL should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- **For information on student support resources on campus, see** <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- **Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.