



**Division of Education Leadership
Graduate School of Education
College of Education and Human Development**

EDLE 895.B01: Emerging Issues in Administration and Supervision

Summer 2015

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Office Hours: By appointment
Meeting Times: Tuesdays and Thursdays, 4:30 – 7:10 p.m. (June 2 – July 21, 2015)
Meeting Location: Thompson Hall, Room 1010, Fairfax Campus

Course Catalog Description

This course examines emerging issues for education leaders. Students will engage in research, discussion, and writing about the topics that are selected for review.

Course Objectives/Learning Outcomes

Students who successfully complete this course will be able to:

1. Examine, synthesize, and analyze research on emerging issues in U.S. education leadership at the local, state, and federal level in both written and oral form
2. Generate and develop research questions, conceptual frameworks, and new lines of inquiry based on emerging issues and trends in the field
3. Engage advocacy research and scholarly critique in ways that inform and influence education research, policy, and practice

Required Text

Anderson, G. (2009). *Advocacy leadership: Toward a post-reform agenda in education*. New York: Routledge.

Students will also be required to select a book to review (with prior approval from the instructor) for the graded book review assignment. Additionally, articles, dissertations, portions of texts and other resources will be required and available on the Blackboard course site.

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.

Course Requirements and Grading

Class Participation (20 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. In-class presentations of student work will be graded as part of class participation.

Assignments (80 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 must be submitted to Blackboard by 11:59 p.m. on the due date as Word file attachments and formatted according to APA Publication Manual, 6th edition. Late assignments will receive a reduction in points. Students who receive a grade lower than 3.5 may revise and resubmit their assignment no later than one week after the initial grade is received.

1. Issue Brief (15 points)

DUE: Sunday, June 14 at 11:59 p.m.

Students will select an emerging issue that is of great interest to them and holds important implications for both their research interests and the field of educational leadership. Using at least six peer-reviewed journal articles, this brief must be grounded in historically influential and contemporary articles cited and interpreted appropriately in the brief, and concisely address the following questions:

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- What is the problem or issue? Why is it critically significant to the field of educational leadership today? How do you know?
- In what databases have you searched?
- What are the theories that inform the field?
- What are the “camps” within the field?
- What are two to three researchable questions concerning this issue?

Issue briefs should be no more than five pages and demonstrate students’ ability to examine, synthesize, and analyze research on emerging issues in written form. Students should also be prepared to present their issue brief in class (20-30 minutes) and received peer feedback on their work as part of their class participation grade.

2. Book Review (25 points)**DUE: Sunday, June 28 at 11:59 p.m.**

Students will be required to prepare a written review of a recently published academic book (2013 or later) directly related to their dissertation research and present their review in-class in both written and oral form. Students will refer to book review guidelines in top-tier journals (e.g., *Educational Researcher*, *Journal of School Leadership*, and *Teachers College Record*) to serve as a guide for their work. Students will be expected to prepare a review worthy of publication consideration in a referred journal.

3. Research Conference Proposal (40 points)**DRAFT 1 DUE: Tuesday, July 14 at 4:30 p.m.; FINAL DRAFT DUE: Sunday, July 19**

Students will be required to prepare a conference proposal for the American Educational Research Association (AERA) 2015 Annual Meeting based on their proposed research and be prepared to share their draft on Tuesday, July 14 for peer and instructor feedback. Guidelines for proposals can be found at the AERA website at www.aera.net under the Call for Proposals. Students will be expected to submit their proposals to AERA for consideration.

Total Possible Points:

Class Participation	20 points
Issue Brief	15 points
Book Review	25 points
Research Conference Proposal	40 points
TOTAL POSSIBLE	100 points

Grading

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

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	=	below 75 points

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COURSE CALENDAR - SUMMER 2015

June 2 – July 21, 2015

	DATE	TOPIC	READINGS*/ ASSIGNMENTS DUE
1	June 2	Course Introduction and Overview; Identifying and Framing the Issues	Syllabus; Anderson, Intro; Ph.D. Portfolio Guidelines (2012)
2	June 4	School Leaders in an Era of Reform	Anderson, Ch. 1 and 2 DUE: Submit Emerging Issue and Book Review Title for Approval
3	June 9	The New Economy of Schooling	Anderson, Ch. 3
4	June 11	Standardization of School Leadership	Anderson, Ch. 4; 2013 ISLLC Standards Refresh DUE: Issue Brief (Sunday, June 14)
5	June 16	AERA Proposal Writing Workshop	AERA Website; Conference Theme; Submission Guidelines
6	June 18	Issue Brief Presentations (3 students)	Readings assigned in advance by student presenters/instructor
7	June 23	Issue Brief Presentations (3 students)	Readings assigned in advance by student presenters/instructor
8	June 25	Issue Brief Presentations (3 students)	Readings assigned in advance by student presenters/instructor DUE: Book Review (Sunday, June 28)
9	June 30	Issue Brief Presentations (2 students)	Readings assigned in advance by student presenters/instructor
10	July 2	Authentic Distribution of Leadership; Toward a Post-Reform Agenda	Anderson, Ch. 5 and 6
11	July 7	Book Review Presentations	Readings: Student Book Reviews
12	July 9	Book Review Presentations	Readings: Student Book Reviews
13	July 14	Conference Proposal Peer Review	DUE: Draft 1 of Research Conference Proposal (Tuesday, July 14)
14	July 16	Special Topics	DUE: Final Draft of Research Conference Proposal; Submit to AERA (Sunday, July 19)
15	July 21	Class Participation Reflections and Course Wrap-Up	

*Schedule of readings will be guided largely by student research interest and subject to change.