

George Mason University
College of Education and Human Development
Educational Leadership
EDLE 634 Section 601 (3 credits)
Contemporary Issues in Educational Leadership
Spring 2016
Tuesday 4:30 – 7:30 Stone Stonebridge HS Room 405
1/12/16 – 4/12/16

Instructor: Dr. John Banbury
703 319-2750 (Office)
John.Banbury@fcps.edu
Office Hours: By individual appointment as needed

Textbooks

Pink, Daniel, *A Whole New Mind*
Wagner, Tony, *The Global Achievement Gap*
Twenge, Jean, *Generation Me*
James Noll, *Taking Sides: Clashing Views on Educational Issues*

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 recent research on student achievement when influenced by race, gender, and poverty.

CANDIDATE OUTCOMES

Participants 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 an understanding of the history of diverse groups in the United States and review education in the United States in reference to diverse groups as well as the privileges or inequities that members of these groups have encountered on the basis of race, ethnicity, and social class.
3. Articulate 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. Be able to explain the definitions and characteristics of children with special learning needs, i.e., learning disabilities, behavioral disorders, visual and hearing impairment, ADHD, and giftedness.

5. Describe the educational rights of individuals with disabilities including the legal foundations, models of service delivery, and the concepts of mainstreaming and inclusion.
6. Describe ways in which special educators and regular educators can partner with regard to shared goals, collaboration, referrals, and placements.
7. Be able to articulate effective knowledge management strategies that use technology to enhance administration, teaching, and learning at the school and district levels.
8. Apply principles of legal, ethical, social, and equity issues related to technology (such as copyright, fair use, equitable access, free speech) along with effective techniques for evaluating technology effectiveness.
9. Be able to synthesize recent research relative to student achievement in diverse school settings, with particular attention to the relationships between student achievement and gender, race, and poverty.
10. Identify various strategies to maximize the effective use of data to improve student achievement and effective ways to communicate results to various community groups.
11. Demonstrate the ability to make educational decisions which are supported by data rather than only on personal opinions.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

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.

In relationship to professional organization competencies, participants in this course 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, and 2.4); instructional leadership (3.3, 3.4); and organizational leadership (7.2, 7.4, and 9.3).

NATURE OF COURSE DELIVERY

A variety of instructional methods are used in this course to cover the course content and create a dynamic, interactive learning environment. These methods include large- and small-group instruction, cooperative learning, media, Internet assignments, lecture, guest practitioners, group presentations and individual research.

COURSE REQUIREMENTS

Access to a computer, the World Wide Web, and email are essential for this course. Candidates will be given access to Blackboard.com for communication and resource purposes. Candidates are expected to competently use standard computer office tools such as word processing, spreadsheet, database, and presentation software.

Candidates are expected to attend each class for its entirety. Candidates who must be absent from class are expected to notify the instructor in advance by telephone or email. Candidates 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 full credit. All written assignments are to be completed using standard word processing or presentation tools and may be submitted in advance electronically.

TK20 Performance-Based Assessment Submission Requirement

Every student registered for any EDLE course with a required performance-based assessment is required to submit this assessment to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

STUDENTS WITH SPECIAL NEEDS

This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all state and local governments. Under ADA, a disability is defined as a physical or mental impairment that substantially limits a major life activity such as learning, working, walking, speaking, hearing, breathing and/or taking care of oneself. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).

EVALUATION AND GRADING

Since this is a graduate-level class, high quality work on all assignments and meaningful class participation is expected. Rubrics will be used in the evaluation of required course work.

Assignment #1

Students will select an issue that is of high interest to them and write an **essay** [3 to 5 pages] which [a] shows evidence of reading and thought on the topic; [b] connects to research/thought/ examples in practice; and [c] which analyses the prevailing issue[s] and presents at least 3 recommendations as possible solutions.

25% of Final Grade

(Course outcomes numbers 1, 2, and 3 are met by this activity when successfully completed.)

Possible Topics:

| | |
|--------------------------------|--|
| ESOL | Teacher Pay |
| Graduation Rates | Teacher Assignments |
| Gender Equity | Class Size |
| Gifted Programs | High School Reform |
| Disabilities | Grouping and Tracking |
| Standards | Standardization vs. Variation |
| Assessment | Retention and Promotion |
| Low Performance in Urban Areas | Centralization vs. Decentralization |
| Low Performance in Rural Areas | Charter Schools |
| AYP as defined by NCLB | School Choice and Vouchers |
| Teacher Education | Privatization |
| Teacher Quality | Home Schooling |
| Pre – Education | Evolution |
| Sex Education | Zero Tolerance |
| Religious Expression | Role of Scientific Research in School Reform |
| Effective Practices | Comprehensive School Reform |

Assignment #2

The school board has created a planning group to advise it on issues which may impact the district in the future. Students will work with a partner as Futurist Consultants. They will present information to the School Board Planning Group (the rest of the class) on an assigned topic decided upon by the class. In order to prepare the Planning Group for the presentation each pair will locate and assign readings to be completed by the class prior to the presentation. Remember- the school district is paying big bucks for your consulting services. The presentation should be worth it.

25% of Final Grade

(Course outcomes numbers 4, 5, 6, and 9 are met by this activity)

when successfully completed.)

Assignment #3

Students will present in small groups of the major trends effecting education in the immediate future. Topics will be based on Noll's work and will be chosen in class. Presentations are of the students design and should incorporate the use of technology. A power point is not required! Utilization of outside sources is expected and at least one journal article for each member of the class will be handed out the class meeting before the presentation so everyone has some background knowledge. Forty five minutes will be allocated in class for presentations, questions , and discussion.

25% Of Final Grade

(Course outcomes numbers 7, 8, 10 and 11 are met by this activity when successfully completed.)

Assignment #4

Class participation and attendance, including participation in Socratic Seminars and other presentations.

25% of Final Grade

(Course outcomes numbers 1, 6, 9, and 10 are met by this activity when successfully completed.)

The grading scale is:

A+ = 100 percent
A = 95 - 99 percent
A - = 90 - 94 percent
B+ = 87 - 89 percent
B = 83 - 86 percent
B - = 80 - 82 percent
C = 75 - 79 percent
F = 0 - 74 percent

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.

CORE VALUES COMMITMENT

The College of Education & 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, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Proposed Course Schedule

Jan 12
Introduction

Read: Socratic Seminar Articles
Teenge – entire book by 2/2
Noll Issues 5, 6, and 18

Jan 19
Noll Issues 5, 6 and 18

Jan 26
Noll Issues – groups 1 and 2

Feb 2
Socratic Seminar: Generation Me

Read: Wagner by 2/23

Feb 9
Noll Issues Group 3 and 4

Feb 16
Noll Issues Group 5 and, 6

Feb 23
Socratic Seminar: The Global Achievement Gap

Read: A Whole New Mind by 3/15

Mar 1
Noll presentations 7 and 8

Mar 8
Noll Issues Groups 9 and 10

Mar 15
Socratic Seminar: A whole New Mind
Noll Issues Group 10

Mar 22
Spring Break: No Class
Presentation Preparation

Mar 29
Presentation preparation

April 5
School Board Presentations

April 12
Essays Due
Course Wrap-up

Consultant Presentation Rubric
25 points

| | Exceeds Expectations | Meets Expectations | Approaching Expectations | Falls Below Expectations | SCORE |
|---|---|---|--|---|--------------|
| CRITERIA | | | | | |
| Presentation Content (5 pts) | Provides new insights into issues and makes suggestions for future plans. | Provides complete and accurate understanding of issues | Provides incomplete understanding of issues | Provides misconceptions of issues | |
| Data analysis (5 pts) | Analysis of data is persuasively presented, and application is made to a "big picture" context | Analysis of significance is presented clearly and succinctly. | Basic facts are present | Information is incomplete | |
| Handouts, Visuals and Reading Assignments (5 pts) | Provides support to presentation that contains rich, vivid and powerful detail | Clearly communicates main idea of presentation with suitable support and detail | Information is not clear | Information results in an isolated and random format | |
| Presentation Delivery (5 pts) | Presentation was clearly done by professional consultants. The School Board spent its money wisely. | The presentation was adequate but the delivery could be a bit more polished.. | The presentation appeared to have been done by a group of students . | The delivery of the presentation came across as poorly planned and not rehearsed. | |
| Audience Involvement (5 pts) | The presentation involved the audience throughout and they gave a standing ovation. | The audience was involved in the presentation. | Some attempts were made to involve the audience in the presentation. | No attempts were made to involve the audience in the presentation. | |

Written Essay – 25 points
Assessment Rubric

| | Exceeds Expectations (Clear, convincing, substantial evidence) | Meets Expectations (clear evidence) | Approaching Expectations (limited evidence) | Falls Below Expectations | SCORE |
|---|--|---|--|---|--------------|
| CRITERIA | | | | | |
| Introduction (Statement of purpose) (6 pts) | Contains a sharp focus and a clearly identifiable statement of purpose. | Contains a focus | Contains an unengaging or poorly focused statement of purpose. | Does not present a thesis or purpose statement that is clearly identifiable or developed. | |
| Interview Summary (including PIM) (6 pts) | Major points are strong and supported by examples | Major points are given | Major points lack clarity | Major points are missing | |
| Directions for Schools (6 pts) | Concepts are insightful and inspiring | Concepts are good | Concepts do not go beyond the obvious | Concepts are missing or underdeveloped | |
| Reflection (4 pts) | | | | missing | |
| Mechanics (3 pts) | No errors | A few minor errors | Several distracting errors | Many major mechanical errors | |
| | | | | | |

Small Group Project Assignment– 25 points
 Assessment Rubric

| | Exceeds Expectations (Clear, convincing, substantial evidence) | Meets Expectations (clear evidence) | Approaching Expectations (limited evidence) | Falls Below Expectations | SCORE |
|--|--|---|--|--|-------|
| CRITERIA | | | | | |
| Presentation Content (12 pts) | Provides new insights into issues | Provides complete and accurate understanding of issues | Provides incomplete understanding of issues | Provides misconceptions of issues | |
| Presentation Delivery (8 pts) | Analysis of data is persuasively presented, and application is made to a "big picture" context | Analysis of significance is presented clearly and succinctly. | Basic facts are present | Information is incomplete | |
| Handout (5 pts) | Provides support to presentation that contains rich, vivid and powerful detail | Clearly communicates main idea of presentation with suitable support and detail | Information is not clear | Information results in an isolated and random format | |

Class Participation Rubric (25 points)

| | 4 Exceeds Expectations | 3 Meets Expectations | 2 Approaches Expectations | 1 Falls Below Expectations |
|--|--|---|--|---|
| Attendance (25%) | Exemplary attendance (no absences, tardies or early dismissals) | Maximum of one absence or two tardies and/or early dismissals | Occasional absences (more than one)...and/or frequent tardies and early dismissals | Frequent absences and/or tardies |
| Quality of interaction --- questions, comments, suggestions (20%) | Most queries are specific and on target. Deeply involved in whole class and group discussions. | Often has specific queries, stays involved in class discussion. | Asks questions about deadlines, procedures, directions. Little discussion about class topics and/or ideas. | Rarely interacts with the instructor or class mates in an appropriate manner |
| Effort (25%) | Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others. | Willingly participates with instructor and classmates. Engages others. | Reluctantly participates when asked (rarely volunteers) Seeks easiest duties within groups. | Actively avoids involvement. Complains about others and uses excuses to explain deficiencies. |
| Demonstration of preparation for class (30%) | Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion and is prepared for each and every class. | Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion. | Demonstrates preparation and readiness periodically. | Is unable to demonstrate readiness for class |