

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
EDUCATION LEADERSHIP PROGRAM**

**EDLE 634, Section 002, Fall 2022
Contemporary Issues in Education Leadership**

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Office Hours: By appointment

Course Schedule Information

Location: George Mason University, Fairfax Campus, MTB 102

Meeting time: Tuesdays, 5:00 – 7:10 p.m.

Course Description: EDLE 634 Leading Schools and Communities (3:3:0)

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 Objectives

Students completing the course successfully will be able to:

- Access and manipulate GIS sites to retrieve and analyze demographic data.
- Convey and understanding of demographic changes that have occurred and are projected to occur in America including forces affecting the changing racial map, population shifts; cultural and generation gaps; and their impact on education.
- Analyze and explain research about education gaps related to race/ethnicity, disability, SES, or dominant language.
- Apply such research to a proposed plan to narrow at least one of these gaps.
- Consider the myriad number of challenges school leaders typically face when managing staff and students.

Required Texts

Frey, W. H. (2018). *Diversity explosion: How new racial demographics are remaking America*. Brookings Institution Press.

(Note: An electronic version of this text is available for free from the Mason Library.)

Carter, P. L., & Welner, K. G., eds. (2013). *Closing the opportunity gap: What America must do to give every child an even chance*. Oxford University Press.

Nature of Course Delivery

This course will be delivered using a hybrid (50% in-person and 50% asynchronous) format. The asynchronous portion of the course will be delivered via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name and email password.

Online Course Expectations

- Log-in Frequency: All students should participate live during any synchronous sessions, should they become necessary during the course of the semester. ***Students should make sure their camera is on.*** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least several times a week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. 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.

Technology Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

General Goals

Content

During the course students will learn about (1) the demographic shifts about school populations that have led to changes in current and projected student bodies; (2) research that examines causes of opportunity and achievement gaps in American education; (3) interventions related to reducing opportunity and achievement gaps by race/ethnicity, SES, dominant language, or disability; and (4) examining critical issues that occur in schools when managing staff and students as a school leader.

Teaching and Learning

Each class will include a variety of learning activities. Out-of-class work will rely in part on the use of Blackboard and other web-based resources created to complement primary texts. Specific process goals for the class are as follows:

1. Classes will reflect a balance of activities that encourage inquiry and discourse. To promote an atmosphere that allows us to accomplish this, we will:
 - a. Start and end on time;
 - b. Maintain a written agenda reflecting objectives for each class;
 - c. Agree to disagree respectfully during class discussions;
 - d. Strive to be open to new ideas and multiple perspectives; and
 - e. Listen actively to one another.

2. Student work will reflect a level of quality expected from leaders. As such, students are expected to:
 - a. Prepare papers that are well researched, proofread, submitted on time, and conform to APA guidelines;
 - b. Participate actively in class discussions;
 - c. Provide constructive oral and written feedback to others.

Learning Outcomes

Professional Standards (National Standards and Virginia Competencies)

The course addresses selected Virginia Department of Education (VDOE) Competencies, The Interstate School Leaders Licensure Consortium (ISLLC) Standards, and National Educational Leadership Preparation (NELP) and National Council for Accreditation of Teacher Education (NCATE) Standards. Specific NELP standards addressed include:

NELP Standard 3: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.

Component 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

NELP Standard 5: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

NELP Standard 7: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and wellbeing of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district’s board of education focused on achieving the district’s shared mission and vision.

Component 7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

Component 7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

Relationship of Course to Internship

Although the internship is a separate course, the Education Leadership program has integrated “embedded experiences” into course work. This means that some of the work for this class is related to the internship. Students may write about embedded experiences in their internship journal and Collective Records, but they can only count over and above the minimum 320 hours required for the internship. There is one exception. This course requires a focus group, and, as a result, this project can qualify for the required activity-“Organize and run one or more community focus groups dealing with suggestions for improving visibility and communications with the local school community. Present recommendations to administration.”

Course Materials

Recommended Resource:

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C. American Psychological Association.

Other Course Resources will be listed in the weekly schedule and will be available on Blackboard.

Professional Dispositions

See: <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 <https://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 <http://ods.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

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, 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.

Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

More information about VIA can be found at <https://cehd.gmu.edu/aero/assessments/>. Questions can be directed to viahelp@gmu.edu.

For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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