

**GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
FOUNDATIONS OF EDUCATION LEADERSHIP:
ECONOMICS AND LEADERSHIP
EDLE 803 (3 Credits)**

Spring 2005

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Schedule Information

Meeting Times: Class will meet Mondays, from 4:30 pm – 7:10 pm.
All students are expected to attend every class session. Personal problems that prevent students from attending class should be reported ahead of time to the instructor via telephone or e-mail.

Location: Robinson A308

Office Hours: Monday & Wednesday, 2:30 pm – 4:30 pm, and by appointment

Course Description

This is the third in a three-course sequence designed to introduce students to foundations of education and issues in education leadership. **The specific emphasis in this course on the economic foundations of education.** The general emphasis in the sequence is on students learning how to explore their research interests in the context of the larger sweep of education as a field and within leadership as a focus.

Student Outcomes

The following are basic student outcomes for the three-course sequence in Foundations of Education Leadership:

1. Students will apply various social sciences to issues in education;
2. Students will be knowledgeable about the myriad issues that impact education leadership;

3. Students will apply multiple analytical perspectives to education leadership;
4. Students will be prepared to function as education leaders in a rapidly changing social, economic, and legal environment; and
5. Students will use research literature to address a specific research question related to education leadership.

Interstate School Leaders Licensure Consortium (ISLLC) Standards Addressed

STANDARD	KNOWLEDGE	DISPOSITIONS
<p>1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p>	<p>The administrator has knowledge and understanding of:</p> <ul style="list-style-type: none"> • Learning goals in a pluralistic society • Information sources, data collection, and data analysis strategies • Effective communication 	<p>The administrator believes in, values, and is committed to:</p> <ul style="list-style-type: none"> • The educability of all • The inclusion of all members of the school community • Ensuring that students have the knowledge, skills, and values needed to become successful adults • A willingness to continuously examine one's own assumptions, beliefs and practices.
<p>3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p>	<p>The administrator has knowledge and understanding of:</p> <p>Theories and models of organizations and the principles of organizational development</p> <p>Operational procedures at the school and district level</p> <p>Principles and issues relating to fiscal operations of school management</p> <p>Legal issues impacting school operations</p>	<p>The administrator believes in, values, and is committed to:</p> <p>Making management decisions to enhance learning and teaching</p> <p>High-quality standards, expectations, and performances</p>
<p>6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>	<p>The administrator has knowledge and understanding of:</p> <p>The principles of representative governance that undergird the system of American schools</p> <p>The role of public education in developing and renewing a democratic society and an economically productive nation</p> <p>The political, social, cultural, and economic systems and processes that impact schools</p> <p>Models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling</p>	<p>The administrator believes in, values, and is committed to:</p> <p>Education as a key to opportunity and social mobility</p> <p>Importance of continuing dialogue with other decision makers affecting education</p> <p>Using legal systems to protect student rights and improve student opportunities</p>

Course Materials

Required Texts

The following are **required** texts:

Belfield, C.R. (2000). *Economic principles for education: Theory and evidence*. Cheltenham, UK: Edward Elgar.

Rothstein, R. (2004). *Class and schools: Using social, economic, and educational reform to close the black-white achievement gap*. Washington, DC: Economic Policy Institute.

Kozol, J. (1991). *Savage inequalities: Children in America's schools*. New York: Harper-Perrenial.

Recommended Text

Publication Manual of the American Psychological Association (5th edition). Washington, D.C.: American Psychological Association.

Other Resources

All students are expected to have access to a personal computer and the ability to use basic word processing, e-mail and Web browser programs. Students must use their GMU e-mail accounts for electronic correspondence in this class.

Nature of Course Delivery

Each class will include a variety of activities and exercises. Broadly speaking, your primary responsibilities are 1) to read the literature; 2) to share your questions, reflect on your experiences, and engage in productive discussion to make the literature relevant to the world of practice that we experience and understand; and 3) to write, share your written work, and provide feedback to others in a respectful fashion. Specific process goals for the class are as follows:

- Classes will reflect a balance of activities that enable students to actively participate in the further development of their personae as scholars. To promote an atmosphere that allows us to accomplish this, we will:
 - Start and end on time;
 - Maintain (flexibly) a written agenda reflecting objectives for each class;
 - Agree to disagree respectfully during class discussions;
 - Strive to be open to new ideas and perspectives; and
 - Listen actively to one another.

- Student work will reflect what is expected from scholars. As such, students are expected to
 - Write papers that are well researched, proofed, submitted in a timely fashion, and that conform to APA guidelines;
 - Participate actively in class discussions in a manner that challenges the best thinking of the class;
 - Provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.

- We will endeavor to create a classroom climate that approximates what we know about learning organization. As such, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
 - Come fully prepared to each class;
 - Demonstrate appropriate respect for one another;
 - Voice concerns and opinions about class process openly;
 - Recognize and celebrate each other's ideas and accomplishment;
 - Show an awareness of each other's needs.

Students are expected to be active participants in the class and to help create a unique classroom experience for everyone involved. Brief lectures or presentations help to organize the course, but students are expected to flesh out the basic structure through their participation in classroom discussions, debates, problem solving, and/or role-playing. Students will enhance course content through sharing their research in a specific topic area by presenting a structured literature review to their peers and instructor(s).

Facilitator roles

As advanced doctoral students, each member of the class will be expected to take the lead in facilitating learning activities for one class during the semester. Specifically, you will conduct a brief review of literature on an applied topic related to the theory we are studying during the week you serve as facilitator (e.g., vouchers). You will be responsible for:

- Reviewing the research literature ahead of time, selecting and assigning no more than three readings for the class.
- Designing appropriate class activities that may include lecture/presentation of material on the topic; discussion or debate relating to the topic; an exercise (e.g., a case analysis, a role play); and
- Connecting the discussion to the week's economics of education topic.

Learning Journals

Much of our exploration of the literature will involve addressing thought questions relating theory, research and practice. Your learning journal will include brief, written answers relating to questions posted on the Blackboard site that will focus some of our discussion in class. Specifically:

- Prior to each class, access the Blackboard site and read the questions posed for your learning journals.
- Read the work assigned for class.
- Commit your answers to each question to writing. Bring them to class, ready to share your thoughts, (including your answers, further questions, or confusions).

Grading

Letter grades will be assigned according to the weights and grading scale listed below.

A	=	95 – 100 percent
A-	=	90 – 94 percent
B+	=	85 – 89 percent
B	=	80 – 84 percent
C	=	75 – 79 percent
F	=	74 percent or below

Below are the basic weights of the various kinds of work required for the class, but students should always bear in mind that grading is primarily the instructor's judgment about performance on a particular assignment. The intent is to indicate student success in completing the assignment, not the level of effort put into it.

Class Participation	10 percent
Presenter/Discussant	20 percent
Book reviews	40 percent
Literature Review	30 percent

The writing assignments build on the writing completed in the first course in this sequence and are described in detail on assignment sheets and in individual rubrics found at the end of the syllabus. Class participation has the following components:

- Preparation for class, including completing reading assignments on time and thinking about topics to be handled or discussed.
- Listening actively and attentively to class members and to instructors.
- Making oral contributions in every class session—offering original ideas as well as responding to what others have said.
- Participating as both a presenter and a discussant of literature.

College of Education and Human Development statement of expectations:

- Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Class Schedule

January 24	Introduction, overview, expectations	
January 31	The application of economics to education	Belfield, chapter 1, and skim chapter 10
February 7	Human capital theory and education	Belfield, chapter 2 Readings on forms of capital (human, cultural, etc.)
February 14	The theory of enrollment choice	Belfield, chapter 3 Readings on school choice
February 21	Take a break from theory	Review #1 (Kozol) draft due
February 28	The theory of the enterprise	Belfield, chapters 4 and 5 Readings on class size
March 7	Factor inputs	Belfield, chapter 6 Readings on teacher quality, compensation
March 14	Spring break	

March 21	Theory of the market	Belfield, chapter 7 Readings on school vouchers, market-based reforms in education
March 28	The role of government in education	Belfield, chapter 8 Readings on school inspection
April 4	The aggregate effects of education	Belfield, chapter 9 Readings on public school finance
April 11	Take a break from theory	Review # 2 (Rothstein) draft due
April 18	Education policy using economics	Belfield, chapter 10 Readings on impact of NCLB, equity
April 25	Literature review presentations	
May 2	Literature review presentations	

Writing Assignments and Assessment Rubrics

Book Reviews

20 Points

This writing assignment has the following goals:

- To help students “make sense” of the applied literature relating to the economics of education;
- To help students hone their skills in summarizing and analyzing this literature, and communicating this in writing to an academic audience.

Overview: As consumers of research literature, it is important that you learn how to analyze and critique published work both in terms of the contribution the work makes to the knowledge base, and in methodological terms. In this class, you will be asked to write a brief review of Kozol’s *Savage Inequalities*, as well as one additional economics of education application monograph from among the choices listed earlier in the syllabus. As a guide, structure your review as if you were planning on submitting it to an academic journal like *Teachers College Record* (see examples of *TCR* reviews online).

Task:

- Carefully read the book or monograph, with an eye toward understanding the contribution the work makes to the knowledge base and the technical soundness of the work and its contribution to your understanding of issues involving the economics of education and policy.
- Write a review of the book, suitable for publication in a top journal. A review should include first, a brief summary of what the book was about and its key contributions to the knowledge base (this is important because you can assume that the reader of the review has not yet read the book). But a book review is not just a regurgitation of the book. Your analysis should answer the questions: How useful was the book, and to whom? This is the meat of your review. Touch on each of the following questions:
 - Do you care? Is this book about a problem or question that scholars and/or practitioners might find useful?
 - Is the book well done? Did it present useful ideas in a coherent fashion, was it well written, were the analyses and conclusions intelligently fashioned?
 - Did you learn something from reading this book? Is it a valuable read for scholars / practitioners?
 - What were the primary limitations of the work? What questions are left unanswered, that you believe should have been addressed?
 - Would you recommend the book, and to whom? Why?

Each review should not exceed five (5) pages.

Rubric for Book Review

	Excellent	Fair	Poor
<u>Introduction (3 points):</u> Include a brief introduction that describes the book's topic and key points.	Introduction describes the book, highlights its key points, and foreshadows some key points for the reader.	Introduction provides an adequate description of the book.	Introduction is either missing or insufficient; there is little consideration of reader's perspective
<u>Body (12 points):</u> The review should carefully address the contribution the book makes, how and to whom it is useful, and its weaknesses or limitations.	The body of the paper carefully addresses all elements of a review, informing the reader about both the strengths and weaknesses of the book, its contribution to the knowledge base, and the technical quality of the work.	The body of the paper touches on most elements of a review, but is superficial in covering some elements.	The body of the paper regurgitates what the book is about; it is descriptive, but not analytic.
<u>Conclusions (3 point):</u> The review should end with a recommendation.	The paper concludes with a recommendation concerning the value of the work – is it useful, and to whom – and justifies it in terms of the analysis presented in the body of the paper.	The paper concludes with a recommendation, but it is not clearly stated or is not justified.	The conclusion is either missing or insufficient.
<u>Grammar and mechanics (2 points):</u> Use APA style and standard English	The paper contains few errors.	The paper has several errors.	The paper has numerous errors.

LITERATURE REVIEW—FINAL DRAFT

30 points

This writing assignment has the following goals:

- To give students the opportunity to construct an analytical literature review and receive feedback on their efforts
- To clarify students' thinking about their chosen topics and possible avenues for further exploration
- To help students decide which concepts have greatest potential to inform their thinking on a particular topic

This paper represents students' first attempt to write a literature review that could be the core of a dissertation proposal. The instructor(s) considers this students' best first attempt and will provide feedback to help students revise and polish their literature reviews for presentation and discussion at the end of the course. Students are expected to:

- Begin the paper with an introduction that presents the research question(s) driving the literature review
- Write a thesis that explains how their literature addresses the question(s) they have articulated
- Demonstrate the validity of the thesis in the body of the paper
- Write a conclusion that re-states the thesis and presents further implications and next steps for research

This paper is intended to be analytical. The literature should not be summarized, but should be used to support specific arguments that demonstrate the validity of the thesis.

LITERATURE REVIEW ASSESSMENT RUBRIC

	EXCELLENT	FAIR	POOR
<p><u>Thesis (5 points)</u> The thesis essentially establishes the burden of proof for the paper. It provides structure for the paper by telling the reader what the author intends to prove.</p>	<p>The thesis is clear and analytical. It requires demonstration through coherent arguments and support from the literature. The thesis appears as the last sentence of the first paragraph.</p>	<p>The thesis is apparent, though not entirely clear. It may be more descriptive than analytical.</p>	<p>The paper lacks a clear thesis.</p>
<p><u>Use of Literature (15 points)</u> The literature you found is intended to inform your research question and provide support for the point of view you present in your thesis.</p>	<p>The author uses published research literature to support logical arguments that help to demonstrate the thesis. The relevant literature is <u>not</u> summarized, but citations are used as a tool to make points persuasively. Quotations are used judiciously.</p>	<p>Research literature is used, but the author does not connect it to the thesis effectively. Citations may be inaccurate or missing. Quotations are not always used appropriately.</p>	<p>The literature cited is not relevant to the thesis and/or does not help to support the thesis.</p>
<p><u>Conclusions (5 points)</u> It is important to conclude your paper in a manner that is persuasive to the reader and that suggests next steps.</p>	<p>The conclusions drawn at the end are clear and logical, and begin with a re-worded statement of the thesis. The author explains the importance of the conclusions and draws implications for methodology that might be used to expand on the literature and help to answer the research question.</p>	<p>Conclusions are related to the thesis but are not compelling. The conclusions may not consistently follow from the body of the paper. Further implications are missing or unrelated.</p>	<p>The conclusions drawn do not appear to be related to the thesis or supported by the research literature cited.</p>
<p><u>Grammar, Mechanics, and APA style (5 points)</u></p>	<p>The paper contains few errors.</p>	<p>The paper has several errors.</p>	<p>The paper has numerous errors.</p>