Course Number: EDUC 510  
Course Title: Current Issues in Education  
Credit Hours: Three (3)  
Instructor:  
Office Hours: Available via e-mail anytime and voice by appointment  
Office Telephone:  
Email Address:  
Course Meets: January 11, 2016- March 4, 2016

Mission Statement  
The Peru State College undergraduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a personal disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education and Graduate Studies believes that if the undergraduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that our Master’s degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities. Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers’ skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

Required Textbook:  
There is no specific required text for this course.

Required Software:  
PowerPoint or Word is preferred for assignment completion and Blackboard is essential. Prezi is not compatible with Blackboard.

Course Description & Objectives (aligned to Conceptual Framework standards)  
This course is designed to examine current issues and concerns in education that could affect teaching, curriculum, motivation, families, students, teachers, administration, school policy, and school law. Through research efforts, instructor and student presentations, discussion groups, collaboration, and interaction, teachers will expand their implicit and explicit knowledge of education and educational practice. Emphasis will be placed on exploring, interpreting, and evaluating educational experiences. Insight and analysis will be used to design, explore, and conduct research into the issues and concerns of education today. Thus, participants will create new learning experiences and a knowledge base that will enable them to resolve educational and diversity issues now and in the future.

1. The learner will learn analyze, internalize, and clarify the educational beliefs, values, and notions that guide their instructional practices. (1.1.1, 1.1.2, 1.1.3, 1.1.5, 2.1.1, 3.1.1, 3.1.3)
2. The learner will set goals and, in collaboration with other class members, design a plan for meeting that goal by collectively engaging in issue discovery and problem solving. (1.1.2, 1.1.4, 1.1.5, 2.1.1, 2.1.2, 3.1.1)

3. The learner will utilize multiple sources and resources when researching current educational issues. (1.1.1, 1.1.5, 2.1.1, 3.1.1)

4. The learner will interpret, analyze, critique, and synthesize research related to current educational issues. (1.1.2, 1.1.3, 2.1.1, 3.1.1)

5. The learner will assess the implications of research relative to their educational practice. (1.1.1, 1.1.2, 1.1.3, 1.1.5, 3.1.3)

6. The learner will develop a plan for improving the student learning process. (1.1.2, 1.1.4, 2.1.1, 3.1.3)

7. The learner will examine the role of technology as related to effective educational practices. (1.1.4)

**Prerequisites:**
Graduate standing, or permission of the Dean.

**Upon completion of this course you should be able to:**
1. Identify current issues related to your practice and their impact on student learning.
2. Discuss the recent research related to current issues in education.
3. Discuss current issues in education from multiple perspectives.
4. Identify current issues related to your practice and the subsequent opportunities for personal and professional growth.
5. Move forward on personal goal plans to address critical current issues related to your professional practice to improve the quality of learning for your students.

At the beginning of the course, we will discuss how these objectives fit into the College’s and School’s mission and goals. The instructor reserves the right to modify any aspect of the course syllabus or content. Any modifications will be communicated to students in advance.

**Academic Integrity**
In order to promote academic integrity, the college subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Continued enrollment in a course signifies your permission for this use of your written work. Should you not wish to agree to this procedure, you may drop the course during the add/drop period before any works are completed and submitted.

**Communication in On-Line Courses**
Please remember that while the Internet is available 24 hours a day, your instructor and other students may not be. In acknowledging that communication between student and instructor is important, particularly in an on-line class, Peru State College believes that it is reasonable for instructors to respond to e-mail or BlackBoard communications within 24 hours.
Expectations & Instructional Approach
Classes will include:
- Instructor facilitation of learning activities
- Selected reading assignments
- Exploration of educational web pages and links
- Completion of assignments
- Discussion board
- Teacher and student presentations
- Group project sharing and collaboration

Attendance and participation are vital to the learning experience. Consequently, students are expected to read the required materials and participate in the discussions and exercises. Please turn in all work on time. In order to foster a climate conducive to learning, please join me in treating your classmates with respect. I encourage students to ask questions, seek my help when they need it, and help their classmates understand the material.

Besides following the policies of the Peru State College Education Department, students are expected to:
- Use correct spelling, grammar, and mechanics.
- Clearly answer the assignment.
- Complete assignments on time.
- Present unique or new ideas on topics.
- Use APA formatting style for all written work.

Special Note about References Used:
Any references used to complete assignments for this course should be from 2000 on. If you are using an old, but landmark writing by an important educator, that will be acceptable. References should be from research publications and scholarly journals. You can include internet references but only if they are from an approved author and web site, such as Educational Leadership. Please do not use popular magazines such as Time or Newsweek or general websites or papers from other students as a reference in your work. If you have any questions, please contact your professor.

Assessment and Grading
Students are expected to complete all requirements of this course with a high level of research, reflection, and internalization. The class requirements and associated percentage associated with earning the grade are listed below. All assignments are to be completed by the indicated date.
Note Regarding Late Assignments: Because of the fast paced nature of an eight week course no late work will be accepted. The instructor reserves the right to determine if there are special circumstances that allow for an extension of the deadline (such as a serious illness or death in the family).

Grading Policy
Degree-seeking students shall maintain a grade point average of no less than 3.0 and a grade of “C” or higher in all courses on the Program of Study. A maximum of 6 hours of “C” will be accepted on the approved Program of Study. Students must re-take any course that received a grade below a “C.” A student’s course history and grades can be accessed through the student’s Student Center in myPSC.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B+</td>
<td>85-89</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
</tr>
<tr>
<td>C+</td>
<td>75-79</td>
</tr>
<tr>
<td>C</td>
<td>70-74</td>
</tr>
</tbody>
</table>

INCOMPLETE COURSEWORK:
To designate a student’s work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed a majority of the course’s major requirements. Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filing out an Incomplete Grade Completion Contract, which requires the student and faculty signature. The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If students agree to complete required work prior to the normal deadline for making up an incomplete – the end of the subsequent semester – this date must appear in the contract. The Dean, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract. Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless Faculty Senate approves an extension, if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F. Students who have filed an application for graduation are not eligible for a grade of Incomplete.

DESIRED OUTCOMES
An examination of the core requirements for graduate program options shows a connection to our three areas of emphasis. The following are our desired outcomes for each area. Ideally, these outcomes overlap and intersect and are not fragmented

Enhancement of Student Learning

1.0 Candidates read, discuss, and analyze current educational and content area research. Topics will include theories of curriculum development, psychological research and implications for best educational practices, as well as issues of diversity.

1.1 Candidates discuss, practice and assess the appropriateness of instructional methods and strategies in relation to students’ learning styles, backgrounds, and special needs.

1.1.1 Candidates research, discuss, practice, and assess classroom management techniques and effective/safe teaching practices in relation to their own beliefs and values as well as students’ learning styles, backgrounds, and special needs.

1.1.2 Candidates demonstrate advanced computer skills and their application for enhancing student learning.

1.1.3 Candidates enhance their mentoring and professional skills in order to improve relational and communicational competencies Collaborative Reflection
2.1.1 Candidates learn the collaborative process of curriculum development within a school system as well as working collaboratively and respectfully with students and parents.

2.1.2 Candidates discuss ideas, proposals, and research with faculty, committees and peers in safe, respectful environments.

2.1.3 Candidates have the skills to serve as mentors and cooperating teachers for preservice teachers and partners with college faculty.

Professional Growth

3.1.1 Each master’s degree candidate will research, analyze, and discuss literature in their areas of interest, diversity issues, curriculum development, and curriculum planning.

3.1.2 Candidates write a thesis, school based project, or comprehensive examination.

Candidates analyze and discuss their own backgrounds, beliefs, and values in relation to their teaching environment, historical and current issues, students, and community. This process additionally enhances oral, written, and graphic communication skills.

ACCOMMODATIONS STATEMENT:
The Rehabilitation Act of 1973 (public law 93-112) section 504, provides that “no otherwise qualified disabled individual in the United States…shall solely by reason…disabled, be excluded from the participation in, be denied the benefits of, or by subjected to discrimination under any program or activity receiving federal financial assistance.”

1. It is the student’s responsibility to notify the institution of any special circumstances that would affect his/her ability to complete equally in the college environment. Learning disabilities must be appropriately documented.

2. Students are encouraged to self-identify at the earliest possible time upon enrollment at Peru State College.

3. Students should contact the Academic Resource Center (ARC), TJ Majors 316/317 in order to present documentation and request appropriate accommodations.

4. Following the verification of diagnosis and documentation, PSC personnel will work with the student to provide the appropriate accommodation.

Academic Integrity Policy:
The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student’s responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.
In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

NSCS Board of Trustees Policy 4220 states that each College “...will establish a distance learning assessment policy that will include, at a minimum, a substantial culminating experience that is proctored.” Peru State College’s policy is that each course that is offered entirely online will feature a proctored final exam that substantially measures the extent the course’s stated learning objectives are achieved. Online course syllabi will clearly state that, regardless of grades earned previously, the proctored final exam must be passed in order to receive credit for the course. Courses which feature graded site-based activities (e.g., teaching demonstrations) and/or video-taped presentations that occur near the end of the term, and that are designed to substantially assess the achievement of learning objectives, can be considered in compliance with this policy. Project-based capstone and graduate courses utilizing real-time discussions held by webcam phone or in person with the faculty member as part of the assessment process can also be considered in compliance with this policy.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student’s transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

**Title IX Compliance Notice**

Peru State is an equal opportunity institution. Peru State College does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College’s nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).

**DESCRIPTION OF ASSIGNMENTS**

I. Current Issue Topic Research and Presentation

**Research**

At the core of the course, you will explore a topic that is a “hot button topic” in education today. A list of examples is provided at the end of the syllabus. After you negotiate your topic selection (so that there are not duplicates within the course), you will research it using scholarly sources, and create a presentation for your course mates. I am open to alternative topics; however, those topics must also be current and at the forefront of educational discourse.
During the first three days of the course, each student will submit VIA DISCUSSION BOARD his/her top choice for a research topic. **Review the selections of classmates and if your top option is taken, select again.**

When you make your selection and commit to it on DISCUSSION BOARD, it will constitute a scored assignment for the first week, thus meeting the Federal Requirement for Online Course Involvement.

**Presentation**

You will research your topic and develop what you learn into a Power Point presentation. The topic that you select shall not be a topic you have previously reported in another class. Topics shall be thoroughly researched and at least five scholarly research sources shall be cited at the end of the presentation.

Define the topic. Discuss important aspects of the topic, both favorable and unfavorable to your point of view. Provide a background as to why this topic is important for education. The purpose of these presentations is to inform class members about the topic, and present pros and cons of the issue. PowerPoint should be a maximum of 25 slides including one slide for your topic and one slide for works cited.

Your presentation will be sent to DISCUSSION BOARD and to an ASSIGNMENT LINK. When you submit the presentation to the ASSIGNMENT LINK, the instructor will provide feedback. Through Discussion Board, class members gain an understanding of the various topics. All class members will view all presentations. In the week that follows this assignment, you will use what you learn from a classmate’s presentation to write a critical reflection.

**II. Topic Reflections**

In week four, each student will select and respond to a current issue topic presented by his/her peers. In weeks five and six, each student will respond to readings/viewings posted on Blackboard. The responses will each be one to two-page (1-2) critical reflections.

A critical reflection is an introspective look at current practices which troubles some aspect of the current issue and invites you, as one who reflects, to change. A reflection is not a “pat on the back”, or a self-validating practice. It is meant to be an opportunity to think critically about your own patterns, habits, practices, and view them differently. Please challenge yourself to think about a current issue differently, from a different perspective, and as an opportunity for change.

Be sure to discuss your thoughts about the school’s role and your role related to each of the topics. Submit each reflection to the proper assignment link in Blackboard. Please see course schedule for due dates.

**III. Discussion Board**

During the course, class members will be responsible for taking part in the large group discussions. During the first week, you will commit to a research topic, and you must post by the due date to meet federal guidelines for on-line course enrollment. The second, fourth, fifth and sixth weeks will focus on particular current issues. Please refer to the discussion board folder for assigned discussion topics. Use your personal experiences and outside readings, including newspaper and journal articles, to add intelligent and timely discussion about the indicated topics.

The discussion board will close out weeks 2-7 at midnight on the due date. Please have your posts completed by then for full credit.
IV. Interview

The purpose of this assignment is to further investigate the topic you have selected for your Current Issues Topic Presentation. As you are conducting the research for your Current Issues Topic Presentation, I would like you to create FIVE questions that would further enhance your knowledge on your selected topic. You are then going to interview four individuals with these questions. It is anticipated that by further studying this topic, you will discover the relevance your topic has in your school and/or community.

Step 1: Create FIVE interview questions regarding your chosen topic. When you turn in your questions, you will:
   a. List the question
   b. Describe your rationale for selecting this question (3-4 sentences) – why are you wondering this particular thing.
   c. List the scholarly source that contributed to the creation of the question- based on your research on the topic.

Step 2: Interview FOUR individuals to better understand your topic. Please interview four of the following individuals depending on the focus of your research:
   a. A building or district level administrator
   b. A community member interested in education
   c. A parent whose child or children currently attend school
   d. An experienced teacher
   e. A student
   f. A source not mentioned in a-e, approved by instructor

You may conduct a focus group interview where all members sit down together or you may interview them separately. Please take detailed notes and make sure you are LISTENING and providing direction for the interviews. Do not share your thoughts—you are there to hear your participants.

Write an overall summary of the four interviewees’ answers to the set of interview questions and reflect on similarities or differences, as well as overall perceptions or findings. Identify how the answers have helped you better understand your selected topic and how it is or is not a part of your school/community. This assignment will need to include the following:

☐ A summary of each of the participants’ responses to all questions. Please be as detailed as possible. Include transcripts from recorded interviews and written responses from interviews via email. (You may conduct interviews via email).
☐ Address the similarities and differences for each question, perhaps by discussing each interview question individually.
☐ Write an analysis of your findings. You are asked to analyze the information you gained from your participants and identify what it means in regard to your research, your topic presentation, and the situation at hand. Draw conclusions, make predictions, make sense of the information that you gathered from your interviews.
☐ There are samples available on Blackboard. Please read over them so you will see the kind of product expected with this assignment. Hopefully this assignment will add to your understanding of your chosen topic through multiple perspectives.
Post your assignments to the assignment link in Blackboard. Please see the course schedule for the due dates.

V. Personal Goal
Formulate a personal, problem-related goal to facilitate your improvement as an educator and person as it relates to current issues in education. This goal can relate to the topic you have selected for the Current Issues Topic Presentation or one of the current issue topics covered in class. Based upon your selected goal, form a goal statement, rationale for selecting this goal, action plan and time-line for goal achievement, and an assessment strategy/data collection method to indicate success of that goal.

Prepare a PowerPoint OR write a paper detailing your goal, rationale, action plan, timeline, and assessment strategy to the instructor by turning in this assignment on the appropriate assignment link in week seven. This multimedia presentation shall be 5 to 10 slides, or the paper will be 2 to 4 pages. In addition, the week seven discussion board will require you to share in a short statement what you intend to work on as your goal and talk about it with others.

NOTE: All written assignments must be typed, double spaced, and grammatically correct. Cite sources using APA guidelines.

Grading Scale
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board</td>
<td>16 pts.</td>
</tr>
<tr>
<td>Current Issue Research Presentation</td>
<td>15 pts.</td>
</tr>
<tr>
<td>Topic Reflections (3)</td>
<td>24 pts. (8 pts. each)</td>
</tr>
<tr>
<td>Creation of Interview Questions</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Interview and Written Summary</td>
<td>25 pts.</td>
</tr>
<tr>
<td>Personal Goal paper or PowerPoint</td>
<td>10 pts.</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100 pts.</strong></td>
</tr>
</tbody>
</table>

Course Schedule

Week 1:
**Readings: Power Point Presentations in COURSE DOCUMENTS on BLACKBOARD:**

Why Current Issues

Current Events in the Classroom

**Discussion Board: During Week One, there are TWO Discussion Board assignments.** First, you will commit to a research topic in current issues in education. As part of your response identify *briefly* why this topic is of importance or interest to you. Please remember that if your topic is already reported in the discussion board, please select another topic. Second, please take a moment to introduce yourself. Tell us about where you live, what you do, etc., as well as what your professional aspirations are after completing this program.

**Assignment due: Current Issues Research Topic Selection (Posted on Discussion Board) –Choose a topic that is a current issue in education (see list below for suggested topics). This topic will be the focus of your research (see week three), and also the centerpiece for your interview assignment (weeks 2, 6, & 8). Commit to your topic and post on Discussion Board by Midnight Wednesday of Week One so as not to delay your research. Please also post your Introduction of yourself by Midnight Wednesday of Week One.**

Work on Current Issues Research Topic and Presentation.
Week 2:
**Discussion Board**: Please see Week Two Discussion Board Folder for topics. Respond to the Discussion Board by **Midnight Wednesday of Week 2**.

**Assignments due**: **Interview Questions** (These are for the interview assignment that is due during week 8). I will provide feedback on your questions to optimize your interview results. Do NOT conduct your interviews **until you have read instructor feedback** on interview questions and made the appropriate adjustments. Please submit your interview questions by **Midnight Friday of Week 2**.

**Continue to work on Current Issues Research Topic and Presentation**

Week 3:
**Discussion Board**: You will attach your PowerPoint for the **Current Issues Topic Presentation**. (Remember to do this as an attachment, Blackboard does not have unlimited capacity). Please submit to the discussion board by **Midnight Wednesday of Week 3**.

**Assignment due**: Submit the same **Current Issues Topic Presentation** to the link on Blackboard. Please submit on Blackboard by **Midnight Wednesday of Week 3**.

Week 4:
**Discussion Board**: Please see Week Four Discussion Board Folder for topics. Respond to the Discussion Board by **Midnight Friday of Week 4**.

**Continue working on your Interview Assignment, due Week 8. All interview question feedback from instructor will be finalized by Saturday of Week 4.**

**Assignment due**: **Topic Reflection #1** After viewing the different topics your classmates researched, select one that is relevant to your practice and write a critical reflection that closely follows the description for a critical reflection. Your paper should include explicit points made in the presentation you read and their relationships to your practice. Be sure to use APA citations for any works referenced. Please submit on Blackboard by **Midnight Friday of Week 4**.

**Continue working on your Interview Assignment, due Week 8.**

Week 5:
**Discussion Board**: Please see Week Five Discussion Board Folder for topics. Respond to the Discussion Board by **Midnight Wednesday of Week 5**.

**Assignment Due**: **Assigned readings** on Blackboard and write **Topic Reflection #2** on the assigned readings. Be sure to use APA citations for any works referenced. Please submit on Blackboard by **Midnight Friday of Week 5**.

**Continue working on your Interview Assignment, due Week 8.**

Week 6:
**Discussion Board**: Please see Week Six Discussion Board Folder for topics. Respond to the Discussion Board by **Midnight Wednesday of Week 6**.

**Assignment Due**: **Assigned readings** on Blackboard and write **Topic Reflection #3** on the assigned readings. Be sure to use APA citations for any works referenced. Please submit on Blackboard by **Midnight Friday of Week 6**.

**Continue working on your Interview Assignment, due Week 8.**
Week 7:
**Discussion Board:** Please see Week Seven Discussion Board Folder for topics. Respond to the Discussion Board by **Midnight Wednesday of Week 7.**

**Assignment Due:** Submit your **Personal Goal using PowerPoint (7-10 slides)** or submitting a written paper (2-4 pages) according to the assignment descriptors. Please submit on Blackboard by **Midnight Friday of Week 7.**

Week 8:
**Discussion Board:** There is **no** Discussion Board for Week Eight

**Assignment Due:** Submit the **Written Summary of Interview** to the link on Blackboard. Please submit on Blackboard by **Midnight Thursday of Week 8.**

**Topics: Current Issues in Education**
This following list includes suggestions for current issues topics for your research. If there is a topic that you are interested in, but it is not on this list, please email your instructor.

- Inclusion and co-teaching
- Alternative education programs, alternate diploma programs
- Teacher mentee / mentor programs
- Student mentor / mentee programs
- Bullying prevention programs
- Violence and school safety
- Dual enrollment for college students
- Retention or social promotion
- Multiage, looping, and single gender classrooms
- School / business partnerships/service learning
- Distance learning / Online education programs
- Year-long school calendar, 4 day weeks, or other altered schedules
- Advanced placement classes / College credit/International Baccalaureate
- Use of social networks in education
- Texting, sexting and privacy issues
- Homework and homework completion
- Dual language schools
- College and career readiness
- Use of Khan Academy (and tools like it) and the flipped classroom
- CCSS Adoption
- Standards Testing
- Social Media and its influence on the learner
- Poverty
- Student Discipline programs (BIST, PBIS, TBIP, Boys town Model, etc.)
- One-to-one devices in schools
- ADD/ADHD