

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

**EDLE 597, Section X02, CRN 42562, Summer 2011  
Special Topics: Exercising Teacher Leadership**

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**Location:** Commerce II Building, 4085 University Drive, Room 101  
**Meeting times:** Monday-Wednesday, June 27-July 27, 2011, 4:30-8:30 p.m.

**Course Description: EDUC 597. Special Topics: Exercising Teacher Leadership**

Develops skills and understandings of how teachers exercise leadership in schools in the service of improved student learning without formal administrative or leadership positions.

**Nature of Course Delivery**

A variety of instructional methods are used in this course, including large-and small-group instruction, cooperative learning activities, media use, guest practitioner presentations, group presentations, individual research, case studies, simulations, and written and oral assignments.

*Content*

Helping teachers to exercise instructional leadership in schools in a variety of ways, in the absence of formal position power, is the basic purpose of the course. Students will become conversant with the research literature of teacher leadership including the subjects of using data, collaborative inquiry and cultural competence, distributed leadership, teacher motivation, teacher as researcher, professional learning communities, lesson study, systematic classroom observation, teacher induction, mentoring, and instructional coaching. Additionally, they will apply concepts and research findings related to the processes of team development and conflict management to the subjects noted above.

*Teaching and Learning*

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

1. Classes will reflect a balance of activities that encourage the exploration of the use of research in teacher leadership. To promote an atmosphere that allows us to accomplish this end, we will:
  - a. start and end on time;

- b. maintain (flexibly) 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 perspectives; and
  - e. listen actively to one another.
2. Student work will reflect what is expected from leaders. As such, students are expected to:
    - a. write papers that are well researched, proofread, submitted in a timely fashion, and conform to APA guidelines;
    - b. participate actively in class discussions in a manner that challenges the best thinking of the class; and
    - c. 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.
  3. We will work to maintain a classroom climate that approximates what we know about learning organizations. As such, it is important that we create conditions that allow 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:
    - a. come fully prepared to each class;
    - b. demonstrate appropriate respect for one another;
    - c. voice concerns and opinions about class process openly;
    - d. engage in genuine inquiry;
    - e. recognize and celebrate each other's ideas and accomplishments; and
    - f. show an awareness of each other's needs.

### **Learner Outcomes**

Successful students will emerge from the course able to:

1. exercise leadership across a variety of school functions in collaboration with colleagues and administrators;
2. conduct action research relevant to improving student learning within a collaborative framework;
3. lead colleagues in the analysis of student performance measured in a variety of ways;
4. lead colleagues in the use of student performance information to revise and improve instruction;
5. assist novice teachers to become successful in improving student learning and in working with others; and
6. assist colleagues struggling to become successful teachers.

### **Professional Standards**

The course addresses Virginia Department of Education (VADOE) Competencies, The Interstate School Leaders Licensure Consortium (ISLLC) Standards, and Educational Leadership Constituent Council (ELCC) (NCATE) Standards dealing with information management; use of data to inform decisions; principles of research and evaluation; use of information resources/data collection and analysis; and effective communication.

Specific ELCC standards addressed include: 2.1a, 2.2a, 2.2b, 2.2c, 2.3a, 2.3b, 2.3c, 2.4a, 2.4b, and 2.4c.

- 2.1a. Candidates assess school culture using multiple methods and implement context appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.
- 2.2a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.
- 2.2b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.
- 2.2c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.
- 2.3 a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.
- 2.3b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.
- 2.3c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.
- 2.4a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.
- 2.4b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.
- 2.4c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.

Specific VADOE standards addressed in this course include: a1, 2, 4, 7, 8; b3, 4; c8; and f1.

- a1. Principles of student motivation, growth, and development as a foundation for age- and grade-appropriate curriculum, instruction, and assessment;
- a2. Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning;
- a4. Collaborative planning and implementation of a variety of assessment techniques, including examination of student work, that yield individual, class, grade level, and school level data as a foundation for identifying existing competencies and targeting areas in need of further attention;
- a7. Identification, analysis, and resolution of problems using effective problem-solving techniques; and
- b3. Information sources and processing, including data collection and data analysis strategies;
- b4. Using data as a part of ongoing program evaluation to inform and lead change;
- c8. Application of data-driven decision making to initiate and continue improvement in school and classroom practices and student achievement.
- e3. Reflective understanding of theories of leadership and their application to decision-making in the school setting;
- e5. Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.

## Course Materials

### *Required Readings:*

Love, N. (Ed). (2009). Using data to improve learning for all: A collaborative inquiry approach. Thousand Oaks, CA: Corwin Press.

Selected Articles: May be found on TaskStream

### *Recommended Text:*

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> edition). Washington, D.C. Author.

### *Outside-of-Class Resources*

Online access is vital for the distance learning aspects of the course and is important if we experience school shutdowns because of the weather or other problems. **All students are now required to activate and monitor their GMU e-mail accounts.** If you are uncertain about how to do this, please see me. It is my expectation that you will be fully competent to send and receive e-mail messages **with attachments**. If your computer at school or home has spam blocking that will prevent you from seeing messages with attachments, you are responsible for addressing this problem immediately.

All students are required to use <http://www.taskstream.com> as part of this course. This is an Internet site at which I will post vital information for the course and through which we will communicate from time to time. Samples of student work will be archived on this site for purposes of course, program, and college assessment.

It is my expectation that all students have access to standard word processing software that can be read by Microsoft Office 2007.

## Course Requirements, Performance-based Assessment, and Evaluation Criteria

### *Attendance*

Students are expected to attend every class for its entirety. Maximum class participation points will be earned by students who attend all classes, are on time and do not leave early.

### *General Expectations*

Consistent with expectations of a master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments. The assignments constructed for this course reflect a mix of skills associated with the application of research to education leadership contexts. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in class discussion and readings
2. Creativity and imagination
3. The ability to write in a clear, concise, and organized fashion

Additionally, a portion of the class grade will be based on participation and the contribution you make to class discussions. The overall weights of the various performances are as follows:

*Class participation 15 points*

Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students. Attendance is expected for all classes. **If you must be absent, please notify me by e-mail or phone.** More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points.

*Written assignments 85 points*

Three written assignments will be completed during the semester. A description and directions for each assignment and a rubric for grading each assignment are included at the end of this syllabus.

ALL ASSIGNMENTS must be submitted electronically through TaskStream. TaskStream is an online assessment system used by the college to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data. You will be provided with a TaskStream account and use TaskStream to submit work for courses, as well as to prepare and submit your internship portfolio.

*Late work.* I expect all students to submit their work on time, meaning no later than by midnight of the due date. Assignments will not be accepted later than **48 hours** after a due date. Papers due on a day when you are absent must be submitted via TaskStream by the due date.

*Rewrites.* Students may rewrite a paper (other than the final paper) and re-submit the paper for re-grading within one week of receiving the paper back. I recommend that students not consider re-writing papers with scores of 3.6 or higher. If you wish to discuss your work, I am willing to do so at a time of mutual convenience. Papers that are initially submitted more than 48 hours late will not be graded.

*Grading scale:*

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

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### **Campus Resources**

- 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/>].
- 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/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

**Tentative Weekly Schedule—EDLE 597(Smith)Sum11.X02**

Session #	Date	Topics	Reading/Writing Assignment
1	6/27	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Overview of course               <ul style="list-style-type: none"> <li>▪ Course expectations and procedures</li> <li>▪ Using TaskStream</li> <li>▪ Materials and resources</li> </ul> </li> <li>• What is teacher leadership, who does it, under what conditions, how is it developed and what are its effects? Modified jigsaw inquiry</li> <li>• How do I conceptualize leadership? Completion of an inventory</li> </ul>	<p>York-Barr, J. &amp; Duke, K. What do we know about teacher leadership? (2004). <i>Review of Educational Research</i>, 74, 255–316.</p>
2	6/29	<ul style="list-style-type: none"> <li>• Collaborative inquiry and the exercise of teacher leadership</li> <li>• Creating and organizing a culture for collaborative inquiry</li> <li>• Distributed leadership, shared governance and improving student learning</li> </ul>	<p>Love, Introduction, ix-xvii and Chapters 1 &amp; 2, 1-44.</p> <p>(Read one of the following)</p> <p>Leithwood, K. &amp; Mascall, B. Collective leadership effects on student achievement (2008). <i>Educational Administration Quarterly</i>, 44, 529-561.</p> <p>Heck, R. &amp; Hallinger, P. (2009). Assessing the contribution of distributed leadership to school improvement and growth in math achievement. <i>American Educational Research Journal</i>, 46, 659-689.</p> <p>Hulpia, H., Devos, G. (2010). How distributed leadership can make a difference in teachers' organizational commitment: A qualitative study. <i>Teaching and Teacher Education</i>, 26, 565- 575.</p> <p>Spillane, J.P. (2009). Managing to lead: reframing school leadership and management. <i>Phi Delta Kappan</i>, 70, 70-73.</p> <p>Supovitz , J., Sirinides , P. &amp; May, H. (2010). How principals and peers influence teaching and learning. <i>Educational Administration Quarterly</i>, 46(1), 31–56.</p>





		<ul style="list-style-type: none"> <li>• Instructional coaching and professional learning communities. Guest speaker, Dr. Michelle Van Lare</li> </ul>	<p>of Title I schools. <i>American Educational Research Journal</i>, 46 (4), 1006–1033.</p> <p>Vescio , V. Ross, D. &amp; Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. <i>Teaching and Teacher Education</i> 24, 80–91.</p> <p>Wood, D. (2007). Teachers’ learning communities: Catalyst for change or a new infrastructure for the status quo? <i>Teachers College Record</i>, 109 (3), 699–739.</p>
6	7/18	<ul style="list-style-type: none"> <li>• Peer Review of Book Review</li> <li>• Professional Learning Communities – 2</li> <li>• Requirements for Reflection on Teacher Leadership Role</li> </ul>	Read another one of the articles above
7	7/20	<ul style="list-style-type: none"> <li>• Teacher as Researcher</li> <li>• Peer coaching</li> <li>• Use of systematic classroom observation</li> </ul>	<p>Cochran-Smith , M., Barnatt , J., Friedman A., &amp; Pine, G. (2009). Inquiry on inquiry: Practitioner research and student learning. <i>Action in Teacher Education</i> , 311 (2),17-32</p> <p>Wiseman, A, Fox, R. K. (2010). Supporting teachers' development of cultural competence through teacher research. <i>Action in Teacher Education</i>, 32(4), 26-37.</p>
	7/20	<b>Written Assignment #2: Book Review due</b>	
8	7/25	<ul style="list-style-type: none"> <li>• Lesson Study: Guest speaker, Dr. Jennifer Suh</li> <li>• The Professional Development School</li> <li>• Peer Review of Reflection Paper</li> </ul>	Lewis, C., Perry, R. & Murata, A. How should research contribute to instructional improvement? The case of lesson study. <i>Educational Researcher</i> , 35, 3–14.
9	7/27	<ul style="list-style-type: none"> <li>• Final reflections on Exercising Teacher Leadership</li> <li>• Course evaluation</li> </ul>	
—	7/29	<b>Written Assignment #3: Reflection on Teacher Leadership Role due</b>	

**Written Assignment #1: Interview of a Teacher Leader**  
**25 Points**  
**Due Friday, July 8, 2011 via Taskstream**

**Rationale**

The reason for this assignment is to cause you to think and to give you concrete examples about the ways in which a teacher exercises leadership by reference to the foci or subjects of the leadership and how influence is wielded.

**Process**

Select a teacher leader considered effective in that role you know or know about. Establish a time and place for the interview and use an interview guide when you conduct it.

**Product**

Write a paper based on an analysis of your interview notes. The paper should include at least:

- an introduction that describes the interviewee's position and role and outlines where you are going with the paper;
- a description of the interview method, including at least ground rules, documentation, setting, interview guide and length
- a description of the subjects or objects of the leadership exercise (e.g., professional learning community, data analysis, teaching methods);
- a description of the ways in which the leadership is exercised;
- an analysis and evaluation of the effectiveness of the leadership exercised; and
- a reflection on what you have learned.

The report of the interview should not exceed eight (8 +/-) typewritten, double-spaced pages.

**Rubric for Assessment of Paper on Interview of a Teacher Leader**

**25 Points**  
**Due Friday, July 8 via Taskstream**

Dimensions	Criteria Levels			
	Exceeds Expectations—4	Meets Expectations—3	Approaching Expectations—2	Falls Below Expectations—1
<b>Introduction (10%)</b> Orients the reader to the purpose of the paper and introduces the subject interviewed.	Introduction briefly describes the purpose of the paper, and outlines where the paper is going.	Introduction briefly describes the purpose of the paper, but leaves unclear where the paper is going.	Introduction is vague and does not adequately describe the paper or where it is headed.	Introduction is either missing or insufficient.
<b>Interview procedure (10%)</b> Describes at least ground rules, documentation, setting, interview guide and length.	Procedure is described, including at least ground rules, documentation, setting, interview guide and length.	Procedure is described but at least one of the elements (i.e., ground rules, documentation, setting, interview guide or length) is unclear.	Procedure is described, but at least two of the elements (i.e., ground rules, documentation, setting, interview guide and length) are unclear.	More than two of the elements (i.e., ground rules, documentation, setting, interview guide and length) are missing.
<b>Description of the Leadership Exercised (20%)</b> Describes both the objectives and/ or referents of leadership and how it is exercised.	The description of the leadership exercised is clear regarding both the objectives and/ or referents of the leadership and how it is exercised.	The description of the leadership is clear on the dimensions of referents of leadership or how it is exercised, but less clear on the other dimension.	The description of the leadership exercised is sketchy.	The description of the leadership exercised is largely ignored and/ or wholly inadequate.
<b>Analysis and evaluation of the leadership exercised (25%)</b> Provide a clear picture of the effectiveness of the leadership exercised.	The analysis and evaluation of the leadership exercised indicates clearly how and in what ways the leadership was more or less effective, and the basis for making such judgments.	The analysis and evaluation of the leadership exercised is unclear or deficient in indicating how or in what ways the leadership was more or less effective, or in the basis for making such judgments.	The analysis and evaluation of the leadership exercised was addressed but was unclear.	The analysis and evaluation of the leadership exercised was ignored or barely referenced.
<b>Reflection (25%)</b> Concludes the paper by providing a perspective on how the analysis and the evaluation relate to the current and/ or future work of the author.	The reflection describes the lessons learned from the interview for the author's exercise of leadership in a way that is logically linked to the analysis and evaluation and is both accessible and helpful.	One or more of the lessons learned appears unrelated to the analysis and evaluation, or not related to the author's work, and/ or unclear or unhelpful.	The lessons learned are addressed, but are unrelated to the analysis and evaluation and are not related to the author's work.	The reflection is largely ignored and/ or wholly inadequate.
<b>Organization of paper (5%)</b>	Paper is powerfully organized and fully developed	Paper includes logical progression of ideas aided by clear transitions	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper lacks logical progression of ideas
<b>Mechanics and APA (5%)</b>	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation

**Written Assignment #2: Book Review**  
**25 Points**

## **Due Friday, July 15 via TaskStream**

### **Rationale**

The basic purpose of this course is helping you to learn how to exercise leadership in the absence of formal position power. Part of learning to exercise leadership is figuring out in what ways and toward what ends you wish to do that. This book review assignment is intended to encourage you to explore in greater depth a focus for leadership of interest to you and to help you make a decision regarding how you want to go about exercising teacher leadership.

### **Process**

Select the book you want to read on the basis of the teacher leadership topic of greatest interest to you or an area of focus about which you want to learn. Select one of the topics listed in this syllabus (e.g., teacher as researcher, lesson study, and peer coaching) or some other topic of interest to you.

As a guide, structure your review as if you were planning on submitting it to an academic journal such as the *Education Review*, an online journal of book reviews (<http://edrev.asu.edu/>).

### **Product**

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 evaluation should answer the questions: How useful was the book, and to whom?

Touch on questions such as:

- Is the book well done? Did the author achieve his/her goal?
- Does the book present useful ideas in a coherent fashion? Was it well written, were the analyses and conclusions intelligently fashioned?
- Do you care? Is this book about a problem or question that scholars and/or practitioners might find useful? Is there merit in the arguments offered?
- Did you learn something from reading this book? Does it help you in thinking about your leadership role? Does it contribute to the knowledge base? 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? What topics are ignored that you believe should have been addressed?
- Would you recommend the book to others? To whom? Why?

The review should not exceed eight (8 +/-) typewritten, double-spaced pages. (As a guideline, the summary of the book itself should be about a third of the paper.)

**Rubric for Assessment of Book Review**  
**Due Friday, July 15 via TaskStream**

Criteria	Criteria Levels			
	Exceeds Expectations—4	Meets Expectations—3	Approaching Expectations—2	Falls Below Expectations—1
<b>Introduction (15%)</b> Orients the reader to the purpose of the paper and introduces the book you are reviewing.	Introduction briefly describes the book reviewed, the purpose of the review itself, and foreshadows significant findings through a clear and well thought out thesis.	Introduction briefly describes the book reviewed, provides an adequate description of the purpose of the review, and/or an adequate thesis.	Introduction is vague and does not adequately orient the reader to the book reviewed or the purpose of paper.	Introduction is either missing or insufficient; there is little consideration of reader’s perspective.
<b>Summary of book (20%)</b> Summarizes the contents of the book to help situate the reader.	The book is described briefly yet thoroughly, with clear explanation of the author’s purpose and perspective, and a delineation of the main ideas offered in the book.	The book is described adequately, with some attempt to identify the author’s purpose and perspective and some delineation of important content offered in the book.	The description of the book is incomplete or poorly constructed; little attempt is made either to identify the purpose or the main points offered.	Description of the book is largely ignored or wholly inadequate.
<b>Evaluation of the book (40%)</b> Evaluates the merits of the book	An evaluation of the book is presented, discussing most of the evaluative questions outlined in the assignment description in a coherent and convincing manner.	An evaluation of the book is included that adequately touches on many of the important evaluative questions outlined.	An evaluation of the book is included, touching on some evaluative questions, but doing so in a shallow or unconvincing fashion.	The evaluation of the book is extremely limited or wholly ignored.
<b>Conclusions (15%)</b> Closes with a restatement of the thesis, a brief summary of the review, and a recommendation to future readers.	Conclusion follows logically from the body of the paper and is persuasive. It summarizes main points made in the review, and includes a clear recommendation regarding the utility of the book for teacher leaders.	The conclusion is adequate; it provides a brief summary that is largely consistent with the body of the review, and a recommendation regarding the utility of the book.	Conclusion provides a summary of some of the main points offered in the paper, but is unclear and not especially persuasive.	Paper ends without a discernable conclusion.
<b>Organization of paper (5%)</b>	Paper is powerfully organized and fully developed	Paper includes logical progression of ideas aided by clear transitions	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper lacks logical progression of ideas
<b>Mechanics and APA (5%)</b>	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation

**Written Assignment #3: Reflection on Teacher Leadership Role**  
**35 points**  
**Due Friday, July 29 via Taskstream**

**Rationale**

This reflection is a culminating activity designed to cause you to evaluate and synthesize your learning about the exercise of teacher leadership most important and/or of greatest interest to you and your personal professional leadership.

**Process**

Using what you have learned in this class, and other classes and experiences as well, select a focus for the exercise of teacher leadership that is the most important and/or of greatest interest to you. Pull together what you have learned and apply it to your own current and or planned exercise of leadership.

**Product**

Write a paper citing references (e.g., class work, interview(s), articles assigned, book reviewed) that provides a clear reflection on what you have learned that will help you in your current and/or future work. Include in this reflection at the least the following elements:

- an introduction that tells the reader where you are going, summarizes the topics that you will address and states or foreshadows your conclusion(s).
- a description of the work in which you will engage as a leader, including descriptions of:
  - the nature of the work itself
  - the “followers” involved
  - the other leaders, formal and informal, with whom you will work
  - how you will go about that work
  - how you will evaluate the degree of success of the work
- concluding thoughts regarding the exercise of leadership in the absence of formal position power

The reflection should not exceed eight (8 +/-) typewritten, double-spaced pages.

**Rubric for Assessment of Paper Reflecting on Teacher Leadership Role  
Due Friday, July 29 via Taskstream**

Criteria	Criteria Levels			
	<b>Exceeds Expectations—4</b>	<b>Meets Expectations—3</b>	<b>Approaching Expectations—2</b>	<b>Falls Below Expectations—1</b>
<b>Introduction (10%)</b> Outlines the plan for the paper by summarizing the topics addressed and foreshadowing or stating the conclusion(s).	Describes clearly the plan for the paper, summarizing the topics addressed and foreshadowing or stating the conclusion(s).	Describes the plan for the paper, but the topics or conclusion are unclear.	The introduction includes a plan for the paper, but varies considerably from the paper itself.	The introduction is missing or unclear.
<b>Description of the leadership to be exercised (50%)</b> Describes the work to be accomplished and how it will be conducted and assessed.	Describes clearly the nature of the work itself, the followers involved, the other leaders, formal and informal engaged, and how the work will be conducted and evaluated.	Describes clearly most of the elements expected, but ignores one of them.	Describes clearly all but two of the elements expected.	Ignores more than two elements of the description and/or describes the elements less than clearly.
<b>Conclusion (30%)</b> Summarizes the leadership to be exercised and reflects on the exercise of leadership in the absence of formal position power.	Reflects thoughtfully and clearly on the exercise of leadership in the absence of formal position power while summarizing the description of the leadership to be exercised.	Reflects on the exercise of leadership and summarizes the description of the leadership to be exercised but is less than either thoughtful or clear in doing so.	Includes a conclusion but ignores the summary of or reflection on the exercise of leadership.	Omits a conclusion.
<b>Organization of paper (5%)</b>	Paper is powerfully organized and fully developed	Paper includes logical progression of ideas aided by clear transitions.	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper lacks logical progression of ideas
<b>Mechanics and APA (5%)</b>	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation

## Rubric for Class Participation 15 Points

<i>Levels:</i>	<b>exceeds expectations</b>	<b>meets expectations</b>	<b>approaching expectations</b>	<b>falls below expectations</b>
<i>Criteria:</i>	value: 4	value: 3	value: 2	value: 1
<b>Attendance (20%)</b>	Exemplary attendance, no tardies	Near perfect attendance, few tardies	Occasional (1-3) absences or tardies	Frequent (>3) absences or tardies
<b>Quality of Questions, Interaction (20%)</b>	Most queries are specific and on point. Deeply involved in class dialogue. Challenges ideas, seeks meaning.	Often has specific queries, stays involved in class dialogue, though sometimes tentative or off-base.	Asks questions about deadlines, procedures, directions or for help with little specificity. Little discussion of ideas.	Rarely asks questions of any quality.
<b>Effort (20%)</b>	Willingly participates when asked. Plays a leadership role in groups. Engages and brings out the best in others.	Willingly participates when asked. Takes on group tasks. Engages others.	Reluctantly participates when asked. Seeks easiest duties in groups. Tolerates others.	Actively avoids involvement when possible. Complains about others. Has large set of excuses.
<b>Engagement (40%)</b>	Enthusiastically initiates discussion. Personalizes and takes ownership of activities. Always knows where class or group is.	Sometimes initiates discussion and always works well with direction. Generally knows what's going on.	Seeks direction, but does not initiate discussion. May know where class or group is.	Waits for direction. Knows little of what is going on. Cannot describe where class or group is.