

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
PROFESSIONAL DEVELOPMENT STUDIES**

EDPD 502.6R8 and 6R9  
July 7- Aug 1, 2014  
July 7-11 on campus; followed by  
online/individual work.  
Thompson Hall Suite 1500

**PROFESSOR(S):**

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**COURSE DESCRIPTION:**

This course provides advanced professional development for experienced teachers in teacher leadership, educational policy, technology, data driven decision making and effective instructional practices for diverse learners. Offered through the Virginia Center for Excellence in Teaching. Selection process is state-wide and competitive. The course has four versions, each specific to a set of disciplines or to interdisciplinary competence.

The Fine Arts Academy provides a forum to collaborate with other excellent teachers across different levels and art forms to deepen and refine our understanding of how we support, document and assess meaningful learning in the arts. We will also explore how to develop ways to connect our educational practice with cultural institutions such as museums and arts organizations to broaden our students' experiences in the arts. This academy seeks to develop a state-wide community of teachers who support and can advocate for quality education in the arts.

**LEARNER OUTCOMES or OBJECTIVES:**

These outcomes cover Parts A and B of the course. All students will take Part A in summer 2014 and Part B in fall/spring, 2014-15.

- (1) Develop increased knowledge of instructional and curricular issues in their fields and/or in interdisciplinary instruction.
- (2) Develop knowledge and skills as teacher leaders.
- (3) Gain knowledge and skills related to educational policy at the national, state and local levels.
- (4) Gain knowledge and skills in using data for educational decision-making.
- (5) Increase their understanding of diverse learners.
- (6) Use technology as a teacher, learner, and teacher leader.
- (7) Share their increased knowledge, skills, and understandings with others in their educational communities.

**Approach:**

Will be taught using a highly interactive approach that encourages discussion, active learning, and thoughtful reflection. A one-day field trip to D.C. will be included to give hands-on experience in

national policy as well as discipline-based learning at museums or other sites.

**REQUIRED TEXTS:**

[Hetland, L., Winner, E., Veenema, S., & Sheridan, K.M. (2013). Studio thinking 2: The real benefits of visual arts education (2<sup>nd</sup> ed). New York: Teachers College Press.

**COURSE ASSIGNMENTS AND EXAMINATIONS:**

1. **Course Assignments:**

a) Reflective memos/blog posts (4) (10 points each, 40 points total)

**Class time will be provided to create blog posts that reflect your thinking on the themes of the day and to provide comments on each other's posts.**

b) Arts Assessment (10 points)

Following the data-driven decision making session, each student will create an assessment plan for an aspect of learning they think is crucial to assess. They will provide strategies for documenting and assessing student growth over time in that aspect of learning.

c) Leadership project micro presentation (10 points) Students will prepare and deliver a 3 minute micro presentation on an idea of a leadership project.

d) Leadership project proposal (28 points) Students will prepare a 6 page proposal that describes a problem/topic of interest in their field, argues for its importance, and outlines a plan of action for their own leadership on this problem/topic. The proposal will identify at least 10 scholarly articles outside of the summer readings that will guide their initial work on their proposal. Due 2 weeks after the completion of the summer program.

e) Active participation (12 points): Students will engage with the topics of the course in small group discussion, on-line participation, and within the larger group in ways that respect each other's ideas and advance the group's understanding.

2. **Grading Scale:**

A+ = 98 - 100%

A = 93 - 97.99%

A- = 90 - 92.99%

B+ = 88 - 89.99%

B = 83 - 87.99%

B- = 80 - 82.99%

C = 70 - 79.99%

F < 70%

3. **Attendance Policy:** Students will attend all sessions of the summer program. If an absence is unavoidable, the student will contact the instructor as soon as possible to make alternative arrangements. There is the potential that given the intensity and short duration of the summer program that absences would result in not receiving credit for the course.

## **GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **CORE VALUES COMMITMENT**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

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

**PROPOSED CLASS SCHEDULE:**

Tentative Schedule for the Course					
Monday	Tuesday	Wednesday	Thursday	Friday	
<p>8:00-11:30 Welcome, introductions, discussion of the plan and themes for the week.</p> <p>Studio Thinking Presentation and Discussion</p>	<p>Teacher Leadership 8:15-10:15 (Dr. Stephanie Dodman)</p> <p>Leadership in the Arts 10:30-11:30</p>	<p>DC Day— Policy morning</p> <p>Visit to Congress members</p>	<p>Debrief on policy and museum</p> <p>Data driven decision making (Dr. Lori Bland) 9:30-11:30</p>	<p>Closing Review Comments and discussion</p> <p>Micro presentation work session</p>	
<p>Lunch 11:30-12:45</p>	<p>Lunch 11:30-12:45</p>	<p>Lunch in DC</p>	<p>Lunch 11:30-12:45</p>	<p>Lunch 11:30-12:45</p>	
<p>Technology 12:45-3:45 (Jered)</p> <p><b>Work session assignment:</b> Studio Thinking blog post</p> <p>Evening TBA: Policy day preparation with Dr. Penny Early</p>	<p>12:45-2:30</p> <p>2:15-3:00 <b>Work session assignment:</b> Leadership in the Arts blog</p>	<p>Museum afternoon</p> <p>Visit the museum of your choice</p> <p><b>Work session assignment (part a):</b> Document ideas and thoughts at policy visit and museum for blog posts.</p>	<p><b>Work session assignment</b> Create art assessment</p> <p><b>Work session assignment (part b):</b> Finish policy and museum blog posts</p>	<p><b>Work session assignment</b> Micro presentations and critique</p>	

## ASSESSMENT RUBRIC(S):

### Rubric for Leadership Project Proposal (28 points)

	1	2	3	4
	Does not meet standards	Approaching Standards	Meets Standards	Exceeds Standards
Writing and Mechanics (4 points)	Writing has significant stylistic, grammatical or organizational issues and fails to cite references appropriately.	Writing has stylistic, grammatical, or organizational issues OR there are significant errors in APA usage.	Writing is clear and APA style has minor or no errors.	Excellent writing  APA style has very minor or no errors
Statement of the problem/topic (8 points)	There is no identified problem or topic to address.	The problem or topic is identified but insufficiently elaborated.	The problem or topic is clearly identified, and a meaningful argument for its importance is made.	The problem or topic is clearly identified, a compelling argument for its importance is made, and it is well-connected to research literature.
Plan of Action (8 points)	The plan of action is non-existent or very underdeveloped.	There is a plan of action but it is insufficiently developed.	There is a clear and elaborated plan of action.	There is a clear plan of action with a strong argument for the steps in the plan.
Connections to research literature (8 points)	There are no cited scholarly research sources.	There is a bibliography of less than ten scholarly resources on the problem or topic.	There is a bibliography of at least ten relevant scholarly sources.	There is a bibliography of at least ten relevant scholarly sources and research findings are appropriately interwoven to the proposal.