

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

**EDPD 502: 6R6 Teacher Leadership and Policy: Interdisciplinary Studies A
Summer 2014**

June 22-July 18 (on campus June 22-June 27)

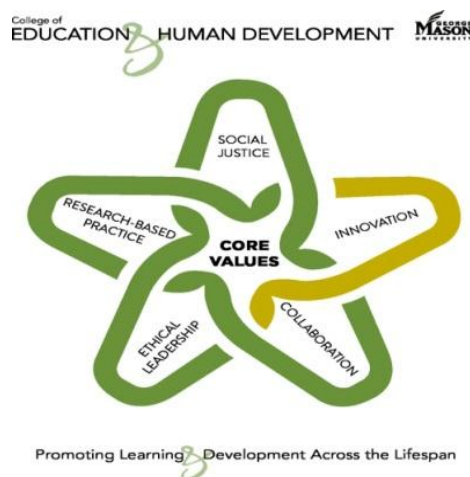
**Thompson Hall L003 and other on and off campus spaces (one week workshop
with online follow-up)**

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 (VCET). Selection process is statewide and competitive. The course has four versions, each specific to a set of disciplines or to interdisciplinary competence. The accompanying syllabus is specific to the Interdisciplinary Academy.

EXTENDED COURSE DESCRIPTION

The goal of the Interdisciplinary Academy is for teachers to engage in thinking about their role as Cross-curricular teacher leaders influencing high quality teaching and learning in their own educational contexts. A particular focus within this academy is the exploration of interdisciplinarity, equity and access for all students, including topics such as issues of culture, with the ultimate goal of becoming teacher leaders with a strong understanding interdisciplinary studies, data-driven decision making, and policy to effect change locally and beyond. The academy will include the creation and implementation of an action plan for an advocacy or action research project.

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.
- (8) Engage in critical reflection and action to lead change in your educational setting.

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 opportunities to explore museums or other sites. To meet course objectives, the IS Academy content is designed to support the development of teacher leaders through a combination of experiential learning activities, in-class collaborative work groups, dialogic discussions, and online approaches to document their learning including the creation of an electronic portfolio.

REQUIRED TEXTS

Samaras, A. (2011). *Self-study teacher research: Improving your practice through collaborative inquiry*. Thousand Oaks, CA: Sage.

Other readings and resources will be provided

COURSE REQUIREMENTS and ASSIGNMENTS

Major Projects

1. Equity Study - Teachers will carefully examine school report card data using a data collection and analysis tool provided. Teachers will identify trends in the data related to equity and access, noting areas that are of interest to you and are in need of attention at your school and/or district.
2. Teacher Leadership Project - Based the Equity Study findings, critical reflection, and course content, teachers will select a primary need to address, establish a goal for the 2014-2015 school year, and design a Teacher Leadership project. Options for completing the project include an Advocacy Project or an Action Research Project.

GRADING

Part A (June 22-27, 2014)

- Class Participation (40%)
 - Critical Reflections
 - Portfolio Building
- Equity Study (30%)
- Development of Action Plan for the Teacher Leadership Project (30%)

Part B (Fall and Spring 2014-2015)

- Online Participation (50%)
 - Blog
 - Critical Reflections
 - Portfolio Revisions and Submission
- Teacher Leadership Project (50%)

GMU POLICIES AND RESOURCES FOR STUDENTS

- a) Students must adhere to the guidelines of the George Mason University Honor Code (See
- b) <http://oai.gmu.edu/honor-code/>).
- c) Students must follow the university policy for Responsible Use of Computing (See
- d) <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- e) 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.
- f) 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/>).
- g) 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/>).
- h) Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- i) 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/>.

Pre-Arrival Readings

- Servage, L. (2007). Making space for critical reflection in professional learning communities. *Education Canada*, 47, 14-17.
- P21 Framework Definitions: Partnership for 21st Century Skills
- Download and review: Virginia Report Card data for your school

Day by Day

MONDAY		
	Learning Activities	Readings/Assignments
8:00-11:30 AM	<p>Welcome/introductions</p> <p>Introduce 21st Century Skills, Critical Reflection, and Equity Study</p>	<p>READ: P21 Framework Definitions</p> <p>READ: Making Space for Critical Reflection in PLCs (Servage)</p> <p>TO DO: Download Virginia Report Card Data of your school; skim it over prior to arriving for the VCET academy</p>
12:30-4:00 PM	<p>Lori Bland & DDDM - 12:30-3:00</p> <p>Wrap up / D.E.A.R. - 3:00-4:00</p>	
TUESDAY		
	Learning Activities	Readings/Assignments
8:00-11:30 AM	<p>8:00-9:30 Stephanie Dodman & Teacher Leadership</p> <p>9:30-11:30 Cultural connections</p>	<p>READ: Understanding Teacher Leadership (Katzenmeyer & Moller)</p> <p>READ: Read the Goldenberg article</p>
12:30-4:00 PM	<p>12:30-3:00 – Nada Dabbagh & Technology</p> <p>3:00-3:30 – D.E.A.R.</p> <p>3:30 – Proceed to Penny Early’s pre-DC session in Exploration Hall Room L003</p>	

WEDNESDAY - Washington, DC		
8:00 AM-4:00 PM	Guiding Question: Given what you learned today about policy and your growing knowledge about teacher leadership and critical reflection, how do you see these experiences affecting your work back in your professional teaching setting?	READ: Consult with Penny Earley-see posting on Blackboard
THURSDAY		
	Learning Activities	Readings/Assignments
8:00-11:30 AM	Reflect on DC trip Cognitive Coaching Revisit Equity Study Teacher Leadership Project	READ/REVIEW: Virginia Report Card Data
12:30-4:00 PM	12:30-1:45 Work Time with Technology support available 1:45-3:00 – Lori Bland & DDDM 3:00-4:00 - Wrap of Day & D.E.A.R.	
FRIDAY		
	Learning Activities	Readings/Assignments
8:00-11:30AM	Applying Critical Reflection and Culture Solidifying Teacher Leadership Project Plan	
12:30-4:00 PM	12:30-1:45 – Celebrate, Elevate, and Activate 1:45-3:00 – Stephanie Dodman and Teacher Leadership 3:00-4:00 – D.E.A.R.	

Friday Evening Dinner