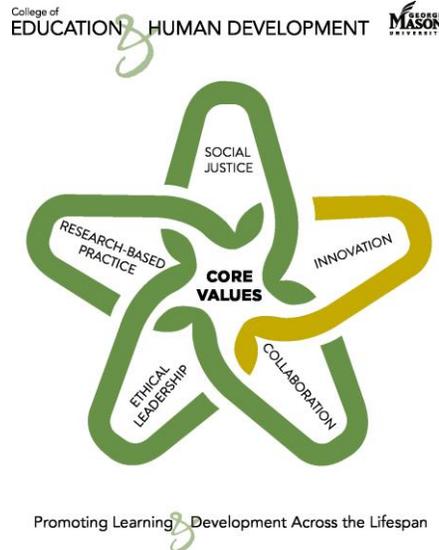


**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Virginia Center for Excellence in Teaching**

EDPD 502.6R9: VCET Teacher Leadership and Policy: Humanities and Language Arts Focus
Part B, 2 Credits
Fall 2014
Online Course: September 22-December 18



PROFESSOR(S)

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COURSE DESCRIPTION

Prerequisites/Corequisites: EDPD 502 VCET Teacher Leadership and Policy Part A
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 Humanities and Language Arts Academy will address several overarching questions. What is a “big idea” that you as a humanities teacher (e.g., English, Social Studies, foreign language, reading, etc.) fundamentally believe must be taught and taught well? What pedagogy and curricular issues might you address to ensure that your students are learning in the most equitable ways? These might include ideas fundamental to your specific content area or to teaching and learning more generally. In the Academy, cross-subject and cross-grade level teams will select and research these relevant, equity-focused “big ideas,” develop multi-genre curricular materials that employ and appeal to a range of traditional and cutting edge texts, tools, and experiences, and as teacher leaders share their results in a variety of school/division, professional, and community contexts.

DELIVERY METHOD

This course will be delivered online using a combination of synchronous and asynchronous formats via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu”) and email password. The course site will be available beginning September 20, 2014.

TECHNICAL REQUIREMENTS

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox; Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course;
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements;
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

LEARNER OUTCOMES/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, 2014. This course is designed to enable students to:

- Develop increased knowledge of instructional and curricular issues in their fields and/or in interdisciplinary instruction
- Identify and examine the “big ideas” in school and larger contexts that consider how best to serve students and families of all backgrounds and abilities and ensure students are taught in the most equitable ways
- Implement instruction addressing one “big idea” in a classroom context, using research-based best practices
- Generate and/or join a growing network of individuals (minimum total of five during summer portion of class; minimum total of eight during fall portion) with knowledge of

and interest in this “big idea” and how to instruct students in it, how to lead other educators in professional development focused on this “big idea,” and/or share this information in community contexts

- Create gallery of growing list of multimodal resources/tools (minimum total of five during summer portion of class; minimum total of eight during fall portion) related to the instruction of students in that “big idea,” to the professional development of other educators in that “big idea,” and/or to the sharing of this information in community contexts
- Use technology as a teacher, learner, and teacher leader and identify and incorporate a range of multimodal and technology-based tools that can be used to teach your “big idea” and share your project in school, professional, and community contexts
- Define your role of a teacher leader, develop an understanding of your own dispositions and strengths related to teacher leadership, and examine what teacher leadership means for your work, including activities, barriers, and solutions to enacting teacher leadership activities in your school, professional, and community contexts
- Develop knowledge and skills as teacher leaders and share increased knowledge, skills, and understandings with others in variety of educational and broader communities
- Gain knowledge and skills related to educational policy at the national, state and local levels, particularly related to your chosen “big idea” and attempt to influence policy in your school, professional, and community contexts
- Gain knowledge and skills in using data for educational decision-making
- Increase your understanding of diverse learners

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/the-mason-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/>.

REQUIRED TEXTS

Cushman, K. (2010). *Fires in the Mind*. San Francisco, CA: Jossey Bass.

Harrison, C. & Killion, J. (2007). Ten roles for teacher leaders. *Educational Leadership*, 65(1), 74-77.

Katzenmeyer, M., & Moller, G. (2009). Understanding teacher leadership. In *Awakening the sleeping giant: Helping teachers develop as leaders* (3rd ed.). Thousand Oaks, CA: Corwin.

Mayer, R.E. (2002). Rote versus meaningful learning. *Theory into Practice*, 41 (4), 226-232.

Mid-continent Research for Education and Learning. (2003). *Sustaining School Improvement: Data-Driven Decision Making*. Denver, CO: Author.

**Additional readings may be required and will be provided electronically*

COURSE ASSIGNMENTS AND EXAMINATIONS

Across the academy we will complete a number of projects. All written work must be typed, double-spaced, in 11-12 pt. font, with 1-inch margins, and must be submitted electronically via Blackboard. In addition to the requirements of each assignment you will also be assessed on your writing proficiency (grammar, spelling, coherence, etc.). Incompletes will only be an option for students who have consistently attended and participated in class and have completed and turned in all required work except the final projects.

Class Attendance and Participation: 60 points

By virtue of agreeing to work together in this course we instantly formed a new community. This community will be rooted in mutual respect and shared responsibility; these foundations translate into consistent and punctual attendance and active participation in all class activities. Attendance in this class is *critical*. You must attend each of our fall synchronous class sessions and you will work with your classmates and the instructor via asynchronous sessions, a Blackboard Discussion Board, and email. Our interactions will provide opportunities for (1) participation in activities, (2) presentations and demonstrations of effective teaching strategies, and (3) discussions and reflection on course readings, class activities, and assignments. Students are expected to be on time and well prepared to participate in class as active, thoughtful discussants.

Absences and tardies will impact your grade. If you must be late to or miss a class, you must contact an instructor ahead of time. Our goal is to develop a comfortable classroom community where risk-taking is encouraged; we can only grow through such open-heartedness. You are expected to complete assignments for each class day, and contribute as both a listener and

speaker in large and small group activities and discussions. Finally, one of the most important commitments we make is to engage with students individually and in small groups, so that we can best understand your needs and goals and best support your growth. These individual interactions will happen during the fall semester via web-based and phone conferences and via individual feedback that on your assignments.

Attendance and participation will include the three following activities (with related points)

- Virtual Meetings: 30 points
 - Two of these (the first and third) will be synchronous 30-minute small group Blackboard Collaborate or Google Hangout sessions with both instructors and a sub-section of our class. Students will have two choices for two of the three rounds of these sessions; the policy meeting will likely occur just on one day for approximately one hour, but we are hopeful you will be able to participate. The general purpose of these discussions will be for you to share the progress you have made while also sharing insights you learned from reviewing your peer's work. The first meeting will also include details related to course expectations and assignment format. The second meeting will likely be a virtual meeting with a policy maker or expert. Together, these meetings will offer you support for your efforts from your instructors and peers.
 - Round 1: Week of Oct 6th or Oct 13th
 - Round 2: Thurs or Fri in Oct TBD
 - Round 3: Week of Nov 13th or Nov 20th
- Blackboard Discussion Board Participation: 20 points
 - In between our three rounds synchronous meetings, students must participate in two rounds of Discussion Board conversations, with Round 1 occurring October 10th-October 20th, and Round 2 occurring November 17th-November 28th. Round 1 may also include the brainstorming of questions for our October virtual policy event. Students will be expected check-in about their projects, sharing highlights and challenges, responding to the members of their small groups (created during the summer portion of our class) and to at least one other member of our class, as well as responding to the general "Questions You Have for Your Peers" thread.
- Twitter Participation: 10 points
 - Based on the conversations we have during our four virtual and two Discussion Board conversations, you must tweet a minimum of three times across the semester, sharing insights about your project or "big idea" and related to the nature of teacher leadership, classroom instruction or working with colleagues, and/or educational policy.

"Netiquette" Note: Experience shows that even an innocent remark in the online environment can be misconstrued. We suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. Be positive in your approach to others and diplomatic and supportive with your words. We will do the same.

Revised Multimodal Folio (due Oct 6th): 10 points

You created a Multimodal Folio during the summer portion of our class; this project included resources and your plan for sharing the "big idea" you identified. Now that you are back in your

classroom/school, please update the following elements of your plan in a maximum five-page, double-spaced reflection/description. Be sure to include updates to the following sections, basing revisions on the realities of your teaching situation, your students' and school's and community's needs, and your interests:

- Revised Problem Statement, Context Description, and Policy Issues
 - Describe the problem you are attempting to address with the “big idea” you believe must be taught and taught well. Detail the “big idea” itself, the various contexts and factors you must consider, and the potential policy implications of your teaching and sharing of this “big idea.” Update the professional resources you considered as references.
- Revised Resources and Practices
 - Update the resources you included in your final Folio. Be sure to annotate each of these with a brief general description (1-2 sentences), how each resource relates to your big idea (1-2 sentences) and a relevant link. What new books, articles, websites, software resources, individuals, or sites might support your work?
- Revised Implementation/Sharing Plan
 - Provide updated versions of the following elements of your Folio:
 - Implementation plan with your *students* and the *resource(s)* you will use in your instruction
 - Sharing plan with your *school and the resource(s)* you will use in your presentation(s)
 - Sharing plan with your *larger professional community and the resource(s)* you will use
 - Sharing plan with your *larger, political, policy maker community and the resource(s)* you will use

Multimodal Gallery (due Dec 3rd): 30 points

We will provide a template from which you will work to create the final “Multimodal Gallery,” which will be a showcase of images/artifacts and descriptions of your project highlights. This web-based gallery will include a minimum of two images/artifacts related to each of the sections of your Multimodal Folio:

- Problem Statement, Context Description, and Policy Issues
- Resources and Practices
- How you implemented your project with your *students* and the *resource(s)* you used in your instruction
- How you implemented and shared your project with your *school and the resource(s)* you used in your implementation and presentation(s)
- How you implemented and shared your project with your *larger professional community and the resource(s)* you used in your implementation and presentation
- How you implemented and shared your project with your *larger, political, policy maker community and the resource(s)* you used in your implementation and presentation

Each of these gallery artifacts must be accompanied by a web-based exhibit card, describing each artifact in one substantial paragraph.

Richmond Panel Symposium Presentation (optional)

A culminating event will be scheduled for February 2015 in Richmond where participants might make final presentations of their projects and interact with school division, Virginia Department of Education, education policymakers, and other school constituents. Attendance and presenting at this event will be VCET participants' option.

Grading Scale

A = 95-100%

A- = 90-94%

B+ = 89-88%

B = 87-84%

B- = 83-80%

C = 79-70%

F = Below 70

Grading Criteria and Mastery Grading

All assignments will be evaluated holistically using a mastery grading system and the general rubric described below. A student must demonstrate "mastery" of each requirement of an assignment; doing so will result in a "B" level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an "A" level score. With a mastery grading system, students must *choose* to "go above and beyond" in order to earn "A" level scores.

- 1) "A" level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant components. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers' efforts.
- 2) "B" level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- 3) "C" level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- 4) "F" level score = Student work is so brief that any reasonably accurate assessment is impossible.

PROPOSED CLASS SCHEDULE

Date	Focus	Activities	Assignments
September 2014	<ul style="list-style-type: none"> • Course Expectations • Review Summer Folio • Gallery Artifact Development/Creation 	<ul style="list-style-type: none"> • Review Syllabus • Review Summer Folio 	<ul style="list-style-type: none"> • None
October 2014	<ul style="list-style-type: none"> • Course Expectations • Review of <i>Fires in the Mind</i> • Implementation Plan • Gallery Artifact Development/Creation 	<ul style="list-style-type: none"> • 1st Discussion Board • 1st Virtual Meeting • Implement Plan • 2nd Virtual Meeting: Policy Event • Add'l reading TBD 	<ul style="list-style-type: none"> • Revised Folio (October 6th) • Bring one idea from <i>Fires in the Mind</i> to share • Provide Peer Feedback • 1st Twitter Post
November 2014	<ul style="list-style-type: none"> • Implementation Plan • Analysis/Reflection • Gallery Artifact Development/Creation 	<ul style="list-style-type: none"> • 2nd Discussion Board • 3rd Virtual Meeting • Implementation Plan and Analysis/Reflection • Add'l reading TBD 	<ul style="list-style-type: none"> • Provide Peer Feedback • 2nd Twitter Post
December 2014	<ul style="list-style-type: none"> • Analysis • Sharing Plan 	<ul style="list-style-type: none"> • Add'l reading TBD 	<ul style="list-style-type: none"> • Multimodal Gallery • 3rd Twitter Post
January/February 2015	<ul style="list-style-type: none"> • TBA 	<ul style="list-style-type: none"> • Richmond Panel Symposium Presentation 	<ul style="list-style-type: none"> • Presentation