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

EDPD 502.6R7
VCET Teacher Leadership and Policy: Part B
Interdisciplinary Academy
2 Credits, Fall 2014(
Location: Online
Weeks of September 29-December 18

PROFESSORS:

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COURSE DESCRIPTION:
    A. Prerequisites/Corequisites
       EDPD502 VCET Teacher Leadership and Policy Part A

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.

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 is the exploration of interdisciplinarity, equity and access for all students, including topics such as differentiation and issues of culture, with the ultimate goal of providing students from diverse populations with access to rigorous interdisciplinary cross-curricular content. The academy includes the creation of a vision for equity, teacher leadership, and an individual teacher-driven project to design, implement and analyze an aspect of that vision. The goal of the institute is to bridge research in interdisciplinary, cross-curricular education and school and classroom-based curricular initiatives that are driven by the interests of teacher leaders. In Fall, Part B, teachers complete their individually designed action plan for leadership and change in their schools.

Learner Outcomes and Objectives
These outcomes cover Parts A and B of the course. All students take Part A in summer 2014 and Part B in fall/spring, 2014-15.
 By the completion of EDPD 502, Part B, Interdisciplinary Academy participants will be able to:
   A. Develop increased knowledge of instructional and curricular issues in their fields and/or in interdisciplinary instruction.
   B. Develop knowledge and skills as teacher leaders.
   C. Gain knowledge and skills related to educational policy at the national, state, and local levels.
   D. Gain knowledge and skills in using data for educational decision-making.
   E. Increase their understanding of diverse learners.
   F. Use technology as a teacher, learner, and teacher leader.
   G. Share their increased knowledge, skills, and understandings with others in their educational communities.
   H. Understand the application of research approaches to areas of teacher inquiry to inform new practices for change
   I. Articulate perspectives (assumptions, theories, principles, and findings) and implement inquiry to better understand multiple influences, including cultural and linguistic diversity, present in the educational settings of teachers in the Commonwealth of Virginia;
   J. Develop teacher leadership skills through the implementation of an action plan and the dissemination of project findings to colleagues;

DELIVERY METHOD:
This course will be delivered in asynchronous and synchronous format using Blackboard 9.1 course management system housed in the MyMason portal. Course delivery will be through mini- lecture, structured collaborative reflective groups, and discussion forums based on topics aligned with national standards and program/learner outcomes.

The Blackboard course site will be open to students September 29, 2014. To access the course, go to the MyMason portal login page at https://mymasonportal.gmu.edu/.   Your GMU email user name is also your MyMason Portal ID and your GMU email password is also your MyMason Portal password. After logging in, click on the COURSES tab at the top of the page to see your list of courses, then select EDPD 502.

TECHNOLOGY REQUIREMENTS:
To participate in this course, students will need the following resources:
- It is highly recommended that you have access *to High-speed Internet* with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox to facilitate the downloading of necessary files and other information for the course. Please note that Opera and Safari are not compatible with Blackboard; (Check the list of compatible, supported Web browsers at https://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Student/002_Browser_Support_SP_11).
- Consistent and reliable access to GMU email and Blackboard, as these are the official methods of communication for this course. Regarding your GMU email account – please check consistently, and at least twice weekly.
- 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.
- Access to a computer microphone and speakers/headphones for synchronous online sessions with your peers. A headset microphone for use with the Bb Collaborate web conferencing tool is highly recommended.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in: Word processing software: MS Office 2007 or later, or OpenOffice 2007 or later Adobe Flash Player, available for free downloading at http://get.adobe.com/flashplayer

EXPECTATIONS:
- **Course Week:** Please refer to the bullets below, as this course includes largely asynchronous learning, but also will incorporate some synchronous interactions and learning approaches.
    - Asynchronous: As a largely asynchronous course, we do not have a "fixed" meeting day. Our weekly learning modules will **start on** Monday and **finish** on Sunday.
    - Some weeks may contain synchronous learning opportunities for real-time collaboration, which will take place as indicated on the Schedule of Classes and arranged in advance.
    - **Log-in Frequency**: You will be required to log in at least three times per week and access email on a regular basis.
        - Asynchronous: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be three (3) times per week.
        - Synchronous: Students must log in for all scheduled online synchronous meetings, which will be arranged in advance and offer some time options. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be two (2) times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least three (3) times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send one of us an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times. Skype and Blackboard Collaborate will provide face-to-face interaction opportunities.
- **Netiquette:** Our goal is to be **collaborative** and supportive of others' perspectives and opinions. Experience shows that even an innocent remark in the online environment may be easily misinterpreted. We suggest that you always re-read your responses carefully before you post them to ensure that you convey your ideas thoughtfully and respectfully. **Be positive in your approach to others and diplomatic with your words.** We will do the same. Remember, you are sharing information, thoughtfully posing ideas, and learning from one another, as well as from the instructors.

PROFESSIONAL STANDARDS (Not Applicable):

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

Additional selected readings to be available via Blackboard or through Mason Libraries

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 and Human Development is committed to *collaboration, ethical leadership, innovation, research-based practices,* and *social justice*. Students are expected to adhere to these principles, which have been adopted by the faculty. EDPD 502 focuses on all five of these core values through the teacher leadership project.

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

COURSE EXPECTATIONS AND ASSIGNMENTS

  Assignments

	Points
Class Participation	
Class and CFG Engagement (30 points)	30
Policy Assignment – Dr. Earley	10
Refinement and Further Development of Research Study (including incremental journal entries plus project drafts)	30
Final Teacher Leadership Project/Study* and ** (Reminder to include the policy reflections with your final submission) *Formative sharing of the executive summaries (date TBD) will be during the final December module using Bb Collaborate.* **Summative sharing by poster or round-table at the VCET conference in Richmond, 21 February 2015 –**	30
Total Points	**100**

Class Participation / Weekly and Bi-weekly Work (30 points)
EDPD 502 operates under the assumption that knowledge is socially constructed and the most meaningful learning opportunities include those where learners have the opportunity to offer and explore diverse perspectives with peers. To do this, it is expected that you will regularly contribute to and actively engage in our discussion forums, as well as to genuinely 'listen' to peers as they do the same. While agreement is not mandatory, consideration and respect for others are. It is expected that you actively build upon your prior knowledge developed in our summer Academy to connect, question, and extend our discussions during the weekly modules, and augment these with your personal and educational experiences. In addition to quality participation in discussion forums, attendance and participation in scheduled Collaborate sessions is also included in Weekly Work.

Please note, as this is an online course, the majority of our discussion will be in the form of the electronic discussion board. **Each module will begin on a Monday and run for two weeks ending on a following Sunday. To this end, if there is a discussion forum, we ask that initial postings for each discussion forum be completed during the first week (by Sunday of week one) so that class members will have a week (until the following Sunday) to interact with the posted material and engage in "conversation" with you and one another.

We will use Blackboard to communicate regularly in this class. You will be asked to post any assignments and discussions/responses, read classmates' postings, and actively participate in discussions. We are anxious to learn from and with you!!

Blackboard will so be an important vehicle for discussing ongoing work on your leadership project with group members (Critical Friends).

Policy Assignment (10 points) – Each teacher is asked to include the following two policy related aspects in the upcoming semester's work:

1. Participation in the presentation by Virginia's Superintendent of Public Instruction, Dr. Staples (planned for October 2014). Dr. Staples presentation will be electronic in real time but if you are not able to participate we will have the presentation recorded so you may watch and listen to it at a later time. ** if Dr. Staples is not available we will substitute another public official. This event is currently being arranged -- more information to follow from Dr. Penny Earley. Dr. Earley asks that you please reflect on this presentation and relate it to your visit to the Hill this summer.

   With the submission of your final leadership, please include a section that contains your reflection on this presentation.

2. Each student leadership project should include one of the following: (a) a discussion of a policy that you revised, created, or possibly eliminated; (b) when and under what circumstances you met with one or more policy makers about your project and the outcome of those meetings; OR (c) the policy implication of your project.

Teacher Leadership Project and Report Presentation (The EDPD 502 Culminating Project) – The purpose of this leadership project/action research is to provide you the opportunity for a hands-on learning experience using multiple perspectives and methods to understand more about persons, students, yourself, or situations in educational settings that call for change. Using a inquiry approach to effect change in your school, the leadership project/inquiry study is designed to advance your inquiry and research skills and to help you develop classroom-based expertise in designing and monitoring appropriate educational action(s) to promote culturally and linguistically responsive pedagogy. You will turn in an Executive Summary.
Reminder: *Remember to include the Policy assignment when you submit your Executive Summary in December.*

Development of your Leadership/Research Study (journal entries and drafts leading toward conclusion and presentation)
To facilitate your inquiry and leadership process, work on your project will be incrementally completed throughout the semester in preparation for the **VCET Conference in Richmond on 21 February 2015**. There will be tasks (either journal entries or more detailed drafts) to complete along the way designed to aid you in planning, implementing, and preparing the final presentation and executive summary of your leadership project. You will engage in these tasks both independently and/or with a group of critical friends who will help you surface and refine your leadership plan/action study. When you engage in and complete these developmental tasks, you will receive feedback either from your critical friends group (CFG) or an instructor. Please use this feedback to further refine your project/study. Practicing your leadership and expanded knowledge, you will also provide collegial feedback to your critical friends.

GRADING SCALE
| 95-100=A | 90-94=A- | 86-89=B+ | 83-85=B | 80-82=B- | 70-79=C | Below 70=F |

CLASS SCHEDULE EDPD
502: Fall 2014
This schedule may be changed at the discretion of the professors, or as needs of the students or the VCET Program require.

Date	Class Topic	Readings/Assignments due for class date
Module I *9/29-10/5*	***Introduction to EDPD 502: Course requirements and overview of semester*** *Revisit the details from your end-of-summer Teacher Leadership proposal that you submitted to begin to finalize any updating that you still need to do.* Reading focuses on thinking about the Inquiry /Leadership Project Process and considering your Time Line	**Read:** The course syllabus and respond with any questions using the Bb discussion board that is created for this purpose. **Read:** Samaras, A. (2011). *Self-study teacher research: Improving your practice through collaborative inquiry.* Chapter 2 **Do:** As you read, take notes on the chapter, and draw connections to your leadership project/inquiry study for sharing in the next module.
Module II *10/6-10/19*	Overview of the full research/leadership project process; working on your time line, and the role of the literature review (looking ahead to and preparing for the next module's content)	**DUE to Bb (Journal entry with attachment) by** *Sunday, 12 October***:** Refinement of your study/project (your puzzlement), clear statement of "why" (rationale), and where (your setting). **Read:** Samaras, Chapter 6 **DUE to *Bb* (by separate Journal entry) by** *Sunday, 19 October*, a *draft chart* of your project's timeline (see chapter 6 for guide)
Module III *10/20-11/2*	Looking at the literature that informs your study/project plan (Standing on the shoulders of those who have come before us). ***Data Collection for your Study*** Considering data sources for your study What data will you collect for your project? Work with CFG to craft your plan.	**Read:** Samaras, Chapter 8 **Create:** Literature chart (template provided) containing supporting literature for your study **DUE to instructor (Journal entry) by** *Sunday, 26 October*, a draft plan for your data collection and analysis** *Sign up through Sign Up Genius for your individual Collaborate Times for Module IV*

Module IV *11/3-11/16*	<mark style="background-color:#00ff00">**Collaborate Session -**</mark> **Individual Collaborate Times scheduled with your instructor, as scheduled** ***Ongoing Data Collection and Data Analysis*** Maintaining data collection and analyzing information as it comes in to understand your inquiry & to identify an appropriate action for change based on what your data are telling you.	**DUE (Journal entry – date TBD): Plan for data collection and analysis (to be used to inform Action Plan)** **Read: Samaras, Chapter 9** **Collect and analyze data** ! Data Collection: Details concerning what data you are collecting and how you are collecting that data. A data table is helpful! ! Analysis of Data: Details concerning how you analyzed your data and how you analyzed (and/or will analyze) data in an ongoing manner to evaluate impact.
Module V *11/17-11/30*	*Data Analysis* Working weeks to continue data collection and analysis Individual questions to instructor	**Read: Samaras, Chapter 10** **Work in your CFGs** **Touch base with your instructor via email. Please send an update on your progress to date. Where are you on your time line?** **Create your Action Plan for Change based on your data; outline any further data collection and analysis** *Sign up for a Collaborate Session next week*
Module VI *12/1-12/7*	***Final Steps: Preparing your research project to share with others*** <mark style="background-color:#00ff00">***Collaborate Session: Executive Summary Preparation***</mark>	**Read and Refer to: Samaras, Chapters 12 and 13** Draft your one page Executive Summary with one page References; send it to your CFG for feedback. (You will turn this into two PPT slides once it is completed. This is your "presentation" for our Collaborate Presentation Session next week.
Module VII *12/8-12/14*	<mark style="background-color:yellow">***Oral Sharing of Leadership Research***</mark> *Date TBD (where you are to date) via Bb Collaborate in preparation for State Conference in February*	Prepare Two PPT slides containing your Exec Summary; send to your instructor for upload to Bb. **Send/Post: Executive Summary & References to Bb for Instructors by 15 December.**

Leadership/Inquiry Study and Executive Summary Report (EDEP 502)

Rubric	No Evidence	Beginning *Limited Evidence*	Developing *Clear Evidence*	Accomplished *Clear, Consistent, and Convincing Evidence*
Justification and Background	*Includes puzzlement /question implicitly *Presents little about "what is known" OR *Puzzlement is not stated *Information about "What is known" is missing *0 pts.*	*Includes puzzlement /inquiry, but not clearly or without supporting details *Information about "what is known" lacks clarity *1-2 pt.*	*Includes puzzlement(s) clearly, but supporting details may be needed *Presents "what is known" clearly, but may not provide supporting details. *3-4 pts.*	*Includes puzzlement /question clearly and thoroughly, with many supporting details *Presents "what is known" clearly and thoroughly, with many supporting details *5 pts.*
Reviewed Literature	*Connections to broader literature are missing *0 pts.*	*Includes appropriate connections to broader literature *1-2 pts.*	*Includes thoughtful connections to broader literature *3-4 pts.*	*Includes thoughtful and thorough connections to broader literature *5 pts.*
Data Collection and Analysis	*Link to question(s) is unclear, assumed, or missing *Presents minimal details of data collection and analysis; *It is not clear how the data were used to monitor the impact of the project *0 pts.*	*Links to question(s) present, but link may be vague *Presents vague details of data collection and analysis; fails to include how the data will be used to monitor the impact of the project. *1-2 pts.*	*Links clearly to question(s) *Presents clear details of data collection and analysis, including how data will be used to monitor the impact of the project. *3-4 pts.*	*Links clearly and completely to question(s) *Presents clear and complete details of data collection and analysis, including how data was used to monitor the impact of the project. *5 pts.*
Conclusions and Implications	*Presents minimal or no statement of conclusions in relation to puzzlement(s) *Minimal or no discussion of broader implications (for own practice and/or for other teachers, schools, etc.) *0 pts.*	*Presents statement of conclusions in relation to puzzlement/question(s), but may lack some clarity *Explicitly discusses broader implications (for own practice and/or for other teachers, schools, etc.) *1-2 pts.*	*Presents clear statement of conclusions in relation to puzzlement/questions(s); *Strong to Extensive discussion of broader implications (for own practice and/or for other teachers, schools, etc.) *3-4 pts.*	*Presents clear, consistent, and convincing statement of conclusions in relation to puzzlement/question(s) *Explicit and extensive discussion of broader implications (for own practice and/or for other teachers, schools, etc.) *5 pts.*

Reflection	*Does not include reflection, or includes a cursory reflection that may be bulleted *0 pts.*	*Includes brief reflection section on what was learned by implementing your leadership plan/action study *1-2 pts.*	*Includes strong reflection section on what was learned by implementing your leadership plan/action study *3-4 pts.*	*Includes robust reflection section on what was learned by implementing your leadership plan/action study *5 pts.*
Referencing	*No evidence of APA format *0-.5 pts.*	*Generally follows APA format for but contains multiple and recurring errors *1 pt.*	*Generally follows APA format for references, but has a few minor errors *1.5 pts.*	*Follows APA 6th edition format for references *2 pts.*
Presentation and Executive Summary	*Does not have an Executive Summary on day of presentation; *Does not present research to peers/colleagues *0 pts.*			*Has an Executive Summary on day of presentation and the summary contains all sections from template; *Presents research to peers/colleagues *3 pts.*

TOTAL _____ / 30