GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
TRANSFORMATIVE TEACHING PROGRAM  

EDUC 659 N01  
Teacher Leadership (Credits: 1.5)  
Summer 2015  
9 AM – 4 PM, MTWRF  
Thompson Hall Room 1018  

PROFESSORS:  
Names: Betsy DeMulder, PhD  Stacia Stribling, PhD  Jenice View, PhD  
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COURSE DESCRIPTION:  
A. Prerequisites: Admission into the MEd Curriculum and Instruction concentration in Transformative Teaching program; completion of the EDUC 655 Teacher Research Methods course and the EDUC 657 Teaching for Democracy and Social Justice course.  
B. Engages learners in data gathering exercises toward articulating a leadership agenda in the context of PK-12 educational environments.  

LEARNER OBJECTIVES:  
This course is designed to enable students to:  
1. Reflect on their roles as teacher leaders  
2. Better understand the structures and systems that both support and constrain leadership  

PROFESSIONAL STANDARDS:  
This course fits with the core values of the College of Education and Human Development, which include collaboration, research based practice, innovation, ethical leadership, and social justice.  
This course is designed to meet the following professional teaching standards:  
● GMU Dispositions for a Career Educator I, IV, and V  
  ○ Commitment to the Profession  
  ○ Commitment to Being a Member of a Learning Community  
  ○ Commitment to Democratic Values and Social Justice  
● Teachers College Columbia Teacher Expectations II, III, and IV  
  ○ Learner-Centered Educators  
  ○ Effective Collaborators  
  ○ Advocates of Social Justice and Diversity  
● NBPTS Propositions 1 and 5  
  ○ Teachers are Committed to Students and Their Learning  
  ○ Teachers are Members of Learning Communities
REQUIRED TEXTS:

Elementary and Secondary Education Act (http://www2.ed.gov/policy/elsec/leg/esea02/index.html)

Education Policy Analysis Archives, available online (http://epaa.asu.edu)

Department of Education website (http://www.ed.gov/)


*Please Note: Additional articles, chapters, PowerPoint presentations, and media will be distributed and/or posted on Blackboard as needed.

COURSE ASSIGNMENTS: (aligned with outcomes/objectives)

1. Assignment descriptions


   ● Research Poster Presentation (Assesses objective 1): See guidelines distributed via email in May.

   ● AERA Proposal (Assesses objective 1 and 2)
     As a class, we will be submitting a session to be presented at the 2016 AERA Annual Conference in Washington, D.C. (Friday, April 8 – Tuesday, April 12, 2016). A session submission is a fully planned session, involving multiple presentations or participants and a chair. Session formats are demonstration/performance, off-site visit, structured poster session, symposium, working group roundtable, and workshop. We will organize this session around the Equity Audit Action Plans. For your part of the proposal, you will be working collaboratively with one or two of your peers to write your section, which will include the following (this work will be completed in class with faculty guidance):
     • 15 words or fewer paper/presentation title that is different from the overall session title for each presenter/participant in the session.
• 500 words or fewer paper/presentation summary for each presenter/participant in the session. This is a summary for each presenter/participant, not a paper for each
• Each paper/presentation summary in the session must address and will be reviewed on the following six elements:
  1. Objectives or purposes
  2. Perspective(s) or theoretical framework
  3. Methods, techniques, or modes of inquiry
  4. Data sources, evidence, objects, or materials
  5. Results and/or substantiated conclusions or warrants for arguments/point of view
  6. Scientific or scholarly significance of the study or work

2. Assignment weighting (percentages, points)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>25</td>
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<tr>
<td>Research Poster Presentation</td>
<td>25</td>
</tr>
<tr>
<td>AERA Proposal</td>
<td>25</td>
</tr>
<tr>
<td>Capitol Hill Reflection</td>
<td>25</td>
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</table>

3. Grading policies (and grading scale appropriate for UG or GR level)

<table>
<thead>
<tr>
<th>Grade Distribution</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>75-79</td>
<td>C</td>
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<tr>
<td>74 and below</td>
<td>F</td>
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4. Other expectations (e.g., attendance, writing requirements)

• The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.

• Attendance in class is important to students’ learning; therefore, students are expected to make every effort to attend the summer residency class sessions. Absences, tardiness, and leaving early may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:
  Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be
penalized according to the individual instructor’s grading policy, as stated in the course syllabus.

- All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at http://library.gmu.edu/resources/edu/. Students may consult the Writing Center for additional writing support. Students will do the following:
  o Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
  o Develop points coherently, definitively, and thoroughly.
  o Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
  o Use correct capitalization, punctuation, spelling, and grammar.

5. Selected performance-based assessment
Capitol Hill Reflection. Think through the work you have done this week, including your preparation for and trip to Capitol Hill as well as the course readings related to political, cultural, economic and social power and their impact on your ability to exercise leadership. For your Capitol Hill Reflection, address the questions below, conceptualizing the connections you’ve made to course work and your teaching practice and articulating examples of what you have learned. At a minimum, each question response should be the length of one substantial paragraph.
The questions include:
  1. What were your expectations prior to the Capitol Hill visits?
  2. What did you discover during and following the visits?
  3. What did you learn about leadership from this experience?
  4. How did the experience influence your understanding of your role as a leader?
  5. How might your insights about leadership impact your actions or plans for action in the context of your classroom and school?

TASKSTREAM REQUIREMENTS
Every student registered for any Transformative Teaching course with a required performance-based assessment is required to submit this assessment, Capitol Hill Reflection, to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.
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/1301gen.html].

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 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 [See http://gse.gmu.edu/]
PROPOSED CLASS SCHEDULE:
(The specific schedule will be developed after working with the DE office to determine the most appropriate on-line strategies.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Learning Experiences</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Research Poster Sharing Myers-Briggs Inventory</td>
<td>Research Poster due Crowther, Kaagan, Ferguson, &amp; Hann chapter</td>
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<td></td>
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<td>Kouzes &amp; Posner chapter</td>
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<td></td>
<td></td>
<td>Lieberman &amp; Miller chapter</td>
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<tr>
<td>Day 2</td>
<td>Professional Dispositions Teacher Leadership Introduction of AERA proposal Capitol Hill preparation</td>
<td>Further discussion of readings</td>
</tr>
<tr>
<td>Day 3</td>
<td>Reframing Leadership: A Way of Being Informational visits with Congressional, association, and union representatives and policymakers in Washington DC</td>
<td>Capitol Hill Trip</td>
</tr>
<tr>
<td>Day 4</td>
<td>Connecting leadership to policy AERA proposal</td>
<td>Discussion with Dr. Earley</td>
</tr>
<tr>
<td>Day 5</td>
<td>AERA proposal</td>
<td>Capitol Hill Reflection (PBA) due AERA proposal due</td>
</tr>
</tbody>
</table>

ASSESSMENT RUBRIC(S):
The PBA will be assessed according to the professional standards and the specific assignment guidelines using the following rubric:

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Beginning (Does not meet standards) 1</th>
<th>Developing (Meets standards) 2</th>
<th>Accomplished (Exceeds standards) 3</th>
<th>Exemplary (Exceeds standards) 4</th>
</tr>
</thead>
</table>
| Imagination and Creativity (GMU I, TC II) | Beginning to articulate possibilities for teacher leadership | Generates multiple possibilities for teacher leadership | Expresses creative problem-solving possibilities, divergent and convergent thinking, and tenacity as a teacher leader | Metacognitive and innovative thinking about teacher leadership and practice derived from creative problem solving that sparks more questions,
<p>| Critical Consciousness (GMU V, TC IV, NBPTS 1) | Emergent understanding of personal and/or social power in own experience | Emergent understanding of personal and social power from multiple perspectives in diverse contexts | Consistent understanding of personal and social power from multiple perspectives in diverse contexts and how power connects to perspectives, marginalization, cultural capital, social justice, and achievement | Analyzes personal and social power from multiple perspectives in diverse contexts, including institutional and societal contexts, and how power and privilege connects to world view, marginalization, cultural capital, social justice, and achievement. Uses critical consciousness as framework in formulation of theory and practice in teaching and learning. |
| Collaboration (GMU IV, TC III, NBPTS 5) | Listens to others and contributes ideas | Listens to others and contributes ideas and theories. Sporadic involvement in planning and implementation of change project | Consistently listens to others and contributes ideas and theories. Actively involved in research, planning, creative problem-solving, and implementation of change project | Listens to others, considers multiple viewpoints, and contributes constructive ideas and theories. Actively involved in research, planning, creative problem-solving, and implementation of change project. Helps team to reach fair decisions and follows through in a timely manner. |
| Communicating Skills (GMU IV, TC III, NBPTS 5) | Expresses minimal ideas about ways to effectively collaborate with others as a teacher | Expresses multiple ideas about ways to effectively collaborate with others as a teacher | Expresses multiple complex ideas about ways to effectively collaborate with others as a teacher leader | Expresses multiple complex ideas about ways to effectively collaborate with others as a teacher leader |</p>
<table>
<thead>
<tr>
<th>Conceptualize connections</th>
<th>a teacher leader</th>
<th>leader</th>
<th>Connections between coursework, experience and ideas are clearly supported by substantial evidence and a clearly articulated leadership agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>No connections between coursework, experience and ideas</td>
<td>Minimal connections between coursework, experience and ideas</td>
<td>Connections between coursework, experience and ideas are clearly supported by evidence</td>
<td>Connections between coursework, experience and ideas are clearly supported by substantial evidence and a clearly articulated leadership agenda</td>
</tr>
</tbody>
</table>

Comments