

**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 on line (<http://epaa.asu.edu>)

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

Crowther, F., Kaagan, S.S., Ferguson, M., & Hann, L. (2007). Teachers as leaders: Emergence of a new paradigm. In Ackerman, R.H., & S.V. Mackenzie (Eds.), *Uncovering teacher leadership: Essays and voices from the field* (pp. 51-63). Thousand Oaks, CA: Corwin.

Kouzes, J.M., & Posner, B.Z. (2007). The five practices of exemplary leadership. In *The Jossey-Bass reader on educational leadership* (2nd ed.) (pp. 63-74). San Francisco, CA: Jossey-Bass.

Lieberman, A., & Miller, L. (2007). What research says about teacher leadership. In Ackerman, R.H., & S.V. Mackenzie (Eds.), *Uncovering teacher leadership: Essays and voices from the field* (pp. 37-50). Thousand Oaks, CA: Corwin.

*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

- Capitol Hill Reflection – PBA (Assesses objectives 1 and 2): See below for specific guidelines (*Section 5: Selected performance-based assessment*).
- 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)

Class Participation	25 points
Research Poster Presentation	25 points
AERA Proposal	25 points
Capitol Hill Reflection	25 points

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

Grade Distribution

95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
75-79	C
74 and below	F

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:
 - Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
 - Develop points coherently, definitively, and thoroughly.
 - Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
 - 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.)

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

ASSESSMENT RUBRIC(S):

The PBA will be assessed according to the professional standards and the specific assignment guidelines using the following rubric:

**Capitol Hill Reflection
Assignment rubric**

Name: _____

Date: _____

CRITERIA	Beginning (Does not meet standards) 1	Developing (Meets standards) 2	Accomplished (Exceeds standards) 3	Exemplary (Exceeds standards) 4
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,

				possibilities, and creativity for self and students. Overcomes social and material obstacles
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.
Communication Skills (GMU IV, TC III, NBPTS 5)	Expresses minimal ideas about ways to effectively collaborate with others as	Expresses ideas about ways to effectively collaborate with others as a teacher	Expresses multiple 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

	a teacher leader	leader		
Conceptualize connections	No connections between coursework, experience and ideas	Minimal connections between coursework, experience and ideas	Connections between coursework, experience and ideas are clearly supported by evidence	Connections between coursework, experience and ideas are clearly supported by substantial evidence and a clearly articulated leadership agenda

Comments