

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

**EDUC 597.A01**

**SPECIAL TOPICS IN EDUCATION: TEACHER LEADERSHIP FOR PROFESSIONAL  
GROWTH AND SCHOOL CHANGE**

3 credits, summer 2016

CRN 42666

**Meeting Days/Times**

Tuesdays/Thursdays

5/17-6/23: 4:30-7:10pm

Nguyen Engineering Building 1108

**PROFESSOR**

**Stephanie Dodman, Ph.D.**

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**Skype ID:** stephaniedodman

**Office Location:** 2504 Thompson Hall

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**COURSE DESCRIPTION**

Provides advanced study on selected topic or emerging issue in American or international education.

*Prerequisite(s): Admission to program in Graduate School of Education.*

**EXPANDED COURSE DESCRIPTION**

Examines teacher leadership as a vehicle for professional growth and school change. Through a focus on teacher learning and related activities, offers teachers a foundation for enacting teacher leadership in their own school contexts via mentoring, collaboration, and related professional development endeavors.

In this course, teachers will reflect on themselves as professional learners and leaders. Teachers are often at the mercy of top-down mandates and decontextualized professional development that does little for them in their daily context. How might we reposition teachers as leaders of their own professional growth? In this course, teachers will critically examine their school contexts and ask such questions as: What opportunities exist for professional growth for self and for colleagues? How might these opportunities be leveraged for changes in learning and leadership? What is, and can be, my role in such opportunities? Our charge in education is to foster environments and outcomes that are equitable for all students- to ensure equitable opportunity for learning. The same needs to be true for teachers- teachers as professionals requires teachers to be leaders in their school communities to create the conditions necessary for equitable opportunities for professional learning.

## **LEARNER OUTCOMES**

*By the end of this course, students will be able to:*

1. Define teacher leadership and explain its role in school change (*ASTL Learning Outcome 1, 5*);
2. Identify and evaluate teacher leadership activities and plan for their enactment in their school contexts (*ASTL Learning Outcome 2, 4, 5, 7*);
3. Critically examine their school contexts for professional development opportunities that they may lead (*ASTL Learning Outcome 1, 2, 4, 5, 7*);
4. Guide their classmates in exploring models of teacher leadership activity (*ASTL Learning Outcome 2, 5, 7*).

## **RELATIONSHIP TO PROFESSIONAL STANDARDS**

EDUC 597 is aligned with the National Board for Professional Teaching Standards' (NBPTS) five core propositions, which provide the guiding principles for *what teachers should know and be able to do*. Specifically, EDUC 597 is aligned with the following NBPTS propositions:

National Board for Professional Teaching Standards 1 – Teachers are committed to students and their learning.

National Board for Professional Teaching Standards 2 – Teachers know the subjects they teach and how to teach those subjects to students.

National Board for Professional Teaching Standards 4 – Teachers think systematically about their practice and learn from experience.

National Board for Professional Teaching Standards 5 – Teachers are members of learning communities.

EDUC 597 is also aligned with one of the additional outcomes that guide the ASTL Core:

Principle 7: Teachers are change agents, teacher leaders, and partners with colleagues.

## **REQUIRED TEXT**

There is no required text for this course.

Selected readings will be available via Blackboard and through Mason libraries

(<http://library.gmu.edu/>)

### *Recommended Texts*

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

## **COURSE REQUIREMENTS AND ASSIGNMENTS**

### **Nature of Course Delivery**

Mini-lectures, videos, and small group/student-led discussions of readings and content will support learning experiences throughout the course and further develop students' critical reflective practice as it relates to teacher leadership. Discussions will take place in class and

via Blackboard. Your instructor will be available for in-person, phone, or virtual consultations.

- 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 EDUC 597.

### General Requirements

- A. Class attendance is both important and **required**. If, due to an emergency, you will not be in class, you must *contact your instructor prior to class time*. Learners with more than two absences may drop a letter grade or lose course credit.
- B. All assignments are due no later than **11:59PM EST** of the date indicated in each week's assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted on our Bb course site.
  - a. **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%, unless prior approval from instructor has been granted. No late submissions will be accepted after the course end date.**
  - b. Assignments earning less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. In fact, because learning is the goal, I may *require* you to redo an assignment that is far below expectations.
- C. Please adhere to the assignment submission instructions listed in this syllabus. Only assignments submitted as indicated will be graded; incorrect submissions will result in a grade of zero for those assignments.
  - a. All assignments submitted should have the filename format LASTNAME-ASSIGNMENT TITLE. Please do not upload written assignments in PDF format. Other editable formats are acceptable (i.e., .doc, .docx, .rtf, .ppt, .pptx, .xlsx, .xlsx). Supporting documents for assignments can be in PDF format.
- D. *All written work* should be carefully edited for standard grammar and punctuation, as well as clarity of thought. All submitted work should be prepared through word processing and reflect APA style (6<sup>th</sup> edition), as well as double-spaced, with 1" margins, and 12-point font (Times New Roman, Calibri, or Arial).

### Student Expectations

- Students are expected to adhere to a 24-hour turnaround time for emails.
- It is expected that you will monitor your participation and be able to complete all tasks on-time without reminder.

### 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 Mozilla Firefox (recommended), Chrome, or Internet Explorer. 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;

- The following software plug-ins for PCs and Macs respectively, may be used in the course and are 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/windows-media-player>
  - Apple QuickTime Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### Course Assignments and Evaluation Criteria

<i>Course Outcome Alignment</i>	<b>Assignment</b>	<i>Points</i>
	Class Participation and Engagement	30
	Instructional Teacher Leadership Plan (PBA)	40
	Class Leadership	30
	<b>Total</b>	<b>100</b>

#### *Class Participation and Engagement*

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this, are expected to come prepared to each class to actively participate in whole class and small group discussions. You will participate in various flexible groups for discussion throughout the semester. In whole class and small group discussions (whether conducted face-to-face or online) each person is expected to listen carefully and actively, raise questions, and encourage one another to think more deeply and more broadly. *Please remember that your responses to others and the expertise you lend to any discussion are as important as what you share about your own work.* See the Class Participation and Engagement rubric in this syllabus for grading criteria.

#### *Instructional Teacher Leadership Plan (\*Course PBA)*

This class focuses on teacher leadership with an instructional emphasis. The guiding belief is that you can change and improve your school by strengthening the professional capital of your context (Hargreaves & Fullan, 2012). By taking action, you position yourself as an agent of change who can identify areas of need in your school and enact a plan for addressing those areas by enhancing the professional knowledge and skills of yourself and your colleagues. For your final project, you will choose one instructional teacher leadership activity and develop a plan for enacting it during the next school year. For this assignment, you must detail your vision, your philosophy, and then research the activity (strengths, challenges, essential considerations). You will also detail the need that exists in your school for such an endeavor and design plans for implementation. Further specific details for the assignment will be provided in class. See the Instructional Teacher Leadership Plan rubric in this syllabus for grading criteria.

#### *Class Leadership*

You will lead the class in a session about the leadership activity you research for your PBA. In a one-hour session, you will teach the class about the activity, its purpose, benefits, drawbacks, what it can look like, and effective implementation. It is expected that the

session is interactive and engages the class in discussion. By the end of your session, your peers should have a strong foundational knowledge of the leadership activity and ideas for how they could utilize the activity and/or strengthen related activities in their school. See the Class Leadership rubric in this syllabus for grading criteria.

### **GRADING SCALE**

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

### **TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT**

Every student registered for any Advanced Studies in Teaching and Learning course with a required performance-based assessment is required to submit the designated performance-based assessment(s) to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, or as a onetime course). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester. **The required performance-based assessment for EDUC 597 is the Instructional Teacher Leadership Plan.**

### **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-2/>]
- 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 experiences 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 the 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/> ]

- h. The Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community (<http://studentsupport.gmu.edu/>) and the staff will follow up with the student.

## ***COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT***

### **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 *Social justice, Innovation, Research-based practice, Ethical leadership, and Collaboration*. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values> ]

### **Graduate School of Education**

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

**COURSE SCHEDULE EDUC 597: Summer 2016**

This schedule may be changed at the discretion of the professor or as needs of the students dictate.

	<i>Date</i>	<b>Class Topic</b>	<b>Assignments/Readings due for class date</b>
<i>Week 1</i>	<b>Tuesday May 17</b>	What is teacher leadership? Making the case for teacher leadership Class introductions	<ul style="list-style-type: none"> <li>• Hunzicker: Teacher leadership and peanut butter</li> <li>• Schools cannot thrive without teacher leadership</li> </ul>
	<b>Thursday May 19</b>	What can teacher leadership look like? Who can lead as a teacher?	<ul style="list-style-type: none"> <li>• Fairman &amp; Mackenzie: How teacher leaders influence others and understand their leadership</li> <li>• Choose ONE:               <ul style="list-style-type: none"> <li>○ Johnson: Overcoming obstacles to TL</li> <li>○ Lattimer: To help and not hinder</li> </ul> </li> </ul>
	<b>Online Work</b>	Exploration of CTQ Collaboratory, TL Model Standards, Teacher Leader Competencies Creating a needs assessment: What seems important to know about your context to enact your leadership and related leadership activity?	Writing tasks: see BB
<i>Week 2</i>	<b>Tuesday May 24</b>	Teacher learning	<ul style="list-style-type: none"> <li>• Guskey: PD and teacher change</li> <li>• Sousa: Brain-friendly learning for teachers</li> </ul>
	<b>Thursday May 26</b>	Teacher learning <i>Guest speakers: Emma Zuidema, Scott Reeder</i>	<ul style="list-style-type: none"> <li>• van Es: Examining the development of teacher learning community</li> </ul>
	<b>Online Work</b>	Reporting of needs/skills assessment	Writing task: see BB
<i>Week 3</i>	<b>Tuesday May 31</b>	Context matters Understanding my school as an organization Working with others	<ul style="list-style-type: none"> <li>• Silva et al: Sliding the doors</li> </ul>
	<b>Thursday June 2</b>	Communication and facilitation of learning (CSTP vignettes)	
	<b>Online Work</b>	Communication in your context	Writing task: see BB
<i>Week 4</i>	<b>Tuesday June 7</b>	Instructional TL activities	Readings TBD
	<b>Thursday June 9</b>	Instructional TL activities	Readings TBD
	<b>Online Work</b>	Connecting the activities of instructional teacher leadership	Exit card: see BB

<i>Week 5</i>	<b>Tuesday June 14</b>	Instructional TL activities	Readings TBD
	<b>Thursday June 16</b>	Instructional TL activities	Readings TBD
	<b><i>Online Work</i></b>	Connecting the activities of instructional teacher leadership	Exit card: see BB
<i>Week 6</i>	<b>Tuesday June 21</b>	<b>Work Week-no class</b>	
	<b>Thursday June 23</b>	<b>Work Week- no class PBA Due by 11:59pm to Blackboard</b>	
	<b><i>Online Work</i></b>	<b>Work Week- no task</b>	



**CLASS PARTICIPATION AND ENGAGEMENT RUBRIC**

<b>30 points total</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<p align="center"><b>Participation and Engagement</b></p>	<p>The student is chronically late for class; absences are not documented by following the procedures outlined in the syllabus; The student is often unprepared for class; Student does not actively participate in discussions; does not or rarely participates in online tasks and discussions; The student’s communications with professor and peers is usually unprofessional</p> <p align="center"><i>&lt; 20 pts.</i></p>	<p>The student may be late or miss class more than once; follows outlined procedures in case of absence; Student may be unprepared for class more than once; Student participates at least peripherally in group and class discussions; The student is somewhat engaged in all classes and sometimes or rarely pushes their own and their peers’ thinking; participates in online tasks and discussions but participation may be vague or incomplete; Student may occasionally demonstrate unprofessionalism in communications with professor and peers</p> <p align="center"><i>20 pts.</i></p>	<p>The student is engaged in all classes; is on time; is prepared; follows outlined procedures in case of absence; the student makes active contributions to the learning group and class; The student may usually, but not always, critically consider content and/or pose questions; mostly participates fully and thoughtfully in online tasks and discussions demonstrates professionalism in all communications with professor and peers</p> <p align="center"><i>25 pts.</i></p>	<p>The student is engaged in all classes- is on time to every class; is prepared for every class; follows outlined procedures in case of absence; The student actively participates in small and/or whole group class meetings by meaningfully contributing to each class session; Student critically considers class content and poses questions to push their own thinking and that of their peers; participates fully and thoughtfully in all online tasks and discussions; demonstrates professionalism in all communications with professor and peers</p> <p align="center"><i>30 pts.</i></p>

## ***INSTRUCTIONAL TEACHER LEADERSHIP PLAN DESCRIPTION***

In this assignment, you'll select one instructional teacher leadership related activity. Activities might include:

- mentoring of a novice peer or preservice teacher,
- peer coaching,
- leading professional development sessions,
- co-teaching,
- leading professional learning communities, or
- guiding a teacher inquiry/action research group of your colleagues.
- other options are possible, speak with your instructor.

Once you choose an activity, you'll investigate related literature and resources to construct a comprehensive plan for implementing the activity in the new school year. Your plan will include the following parts:

### Part 1: My Teacher Leadership

- **Teacher Leadership Vision and Philosophy**
- **Self-assessment of TL Strengths and Weaknesses**

### Part 2: The Activity

- **Identification of Activity**
- **Advantages and Disadvantages** (includes those at the general and specific context levels)
- **Challenges** (includes those at the general and specific context levels)
- **Essential Considerations** (includes those at the general and specific context levels)

### Part 3: The Plan

- **Plan: Need**
- **Plan: Design**

It is expected that you incorporate related literature as you go to support your activity and your plan. As you do so, you will use APA 6<sup>th</sup> edition formatting.

\*Note: You will use the research you gather to lead the class in learning more about your selected activity. See the Class Leadership description and rubric for more information.

**INSTRUCTIONAL TEACHER LEADERSHIP PLAN RUBRIC**  
**EDUC 597 Summer 2016 PBA**

	<b>Does not meet Standard</b> (Little or no evidence)	<b>Approaches Standard</b> (Some evidence)	<b>Meets Standard</b> (Clear evidence)	<b>Exceeds Standard</b> (Clear, convincing, and substantial evidence)
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Teacher Leadership Vision and Philosophy</b>  <i>ASTL Learning Outcome 4</i>	Vision and philosophy are not included or are exceedingly limited  <i>0-2 points</i>	Vision for own teacher leadership is somewhat articulated; Teacher leadership philosophy is not well organized; Philosophy is vague in what, how, and why; Neither section includes frequent and well placed connections to literature OR the literature references are inappropriate  <i>3 points</i>	Vision for own teacher leadership is articulated; Teacher leadership philosophy is organized; Philosophy has specifics in what, how, and why, but they might be inconsistent; Both sections include appropriate connections to literature  <i>4 points</i>	Vision for own teacher leadership is clearly articulated with illustrative examples; Teacher leadership philosophy is well-organized; Philosophy is specific in what, how, and why; Both sections include frequent and well placed connections to literature  <i>5 points</i>
<b>Self-assessment of TL strengths and weaknesses</b>  <i>ASTL Learning Outcome 4</i>	Self-assessment is not included or is exceedingly limited  <i>0 points</i>	Self-assessment is overall limited and may not be very reflective; at least one strength and one weakness is identified and described  <i>1 point</i>	Self-assessment is somewhat reflective; More than one strength and weakness are identified and described  <i>2 points</i>	Self-assessment is thorough and critically reflective; Several strengths and weaknesses are identified and described  <i>3 points</i>
<b>Identification of Activity</b>  <i>ASTL Learning Outcome 7</i>	Teacher leadership activity is not identified nor described or the description is exceedingly limited  <i>0-2 points</i>	Teacher leadership activity is identified and vaguely described; Includes the purpose of the activity and its intended outcomes but this may be cursory  <i>3 points</i>	Teacher leadership activity is identified and described; Includes the purpose of the activity and/or its intended outcomes  <i>4 points</i>	Teacher leadership activity is identified and thoroughly described in detail; Includes the purpose of the activity and its intended outcomes  <i>5 points</i>
<b>Advantages and Disadvantages</b>  <i>ASTL Learning Outcome 4</i>	Advantages and disadvantages of the activity not included or are exceedingly vague	Advantages and disadvantages of the activity are included but may be vague OR only advantages or disadvantages are included; Reasons for advantages and	Advantages and drawbacks of the activity are both identified and described; Reasons for some advantages and disadvantages are noted and specific;	Advantages and disadvantages of the activity are both identified and well described; Reasons for all advantages and disadvantages are noted and specific;

		disadvantages are noted; Advantages and disadvantages include those at either the general level or the specific level of student's individual context; Literature may not be used <i>3 points</i>	Advantages and disadvantages include those at both the general level and the specific level of student's individual context; Literature is used but may be limited <i>4 points</i>	Advantages and disadvantages include those at both the general level and the specific level of student's individual context; Literature is used to support advantages and disadvantages <i>5 points</i>
<b>Challenges</b> <i>ASTL Learning Outcome 4</i>	Challenges to implementing the activity are not identified or are exceedingly vague  <i>0-2 points</i>	Challenges to implementing the activity are identified and described but description may be vague Potential solutions to addressing the challenges are noted; Literature may not be used; Challenges and potential solutions include those at either the general level or the specific level of student's individual context or solutions may not be offered <i>3 points</i>	Challenges to implementing the activity are identified and described; Potential solutions to addressing the challenges are noted and described; Literature is used to support challenges and potential solutions, but may be limited; Challenges and potential solutions include those at both the general level and the specific level of student's individual context <i>4 points</i>	Challenges to implementing the activity are identified and well-described; Potential solutions to addressing the challenges are noted and well described; Literature is used to support challenges and potential solutions; Challenges and potential solutions include those at both the general level and the specific level of student's individual context <i>5 points</i>
<b>Essential Considerations</b> <i>ASTL Learning Outcome 4</i>	Essential considerations are not included or may be exceedingly vague  <i>0 points</i>	Essential considerations are noted; It may not be clear how the essential considerations are drawn from what was presented about advantages, disadvantages, challenges, and the student's own strengths and weaknesses in TL <i>1 point</i>	Essential considerations are noted and some may be specific; It is somewhat clear that the essential considerations are drawn from what was presented about advantages, disadvantages, challenges, and the student's own strengths and weaknesses in TL <i>2 points</i>	Essential considerations are noted and specific; It is clear that the essential considerations are drawn from what was presented about advantages, disadvantages, challenges, and the student's own strengths and weaknesses in TL <i>3 points</i>
<b>Plan: Need</b> <i>ASTL Learning Outcome 5</i>	Needs section is not included or is exceedingly vague	The students' context is described in terms of need but is limited; There is limited evidence from needs assessment used as support; It may not be clear that the chosen activity is	The students' context is described in terms of need; There is some evidence from needs assessment used as support; It is somewhat clear that the chosen activity is intended to	The students' context is well described in terms of need; There is evidence from needs assessment used as support; It is clear that the chosen activity is

		intended to address the identified contextual need(s) <i>1 point</i>	address the identified contextual need(s) <i>2 points</i>	intended to address the identified contextual need(s) <i>3 points</i>
<b>Plan: Design</b>  <i>ASTL Learning Outcome 7</i>	No design plan is included or the plan design is exceedingly vague          <i>0-5 points</i>	Plan design is included; Plan design includes description of the following elements but more than one may be missing or very limited: <ul style="list-style-type: none"> <li>• Description of activity content with resources listed/linked OR description of process with specific questions/ foci/ elements</li> <li>• Steps to planning and enactment</li> <li>• Timeline</li> <li>• Monitoring plan</li> </ul> <i>6 points</i>	Plan design is included; It contains specifics but they may not be consistent; Plan design includes description of all of the following elements: <ul style="list-style-type: none"> <li>• Description of activity content with resources listed/linked OR description of process with specific questions/ foci/ elements</li> <li>• Steps to planning and enactment</li> <li>• Timeline</li> <li>• Monitoring plan</li> </ul> <i>7 points</i>	Plan design is clear; It is thorough and specific; Plan design includes thorough description of all of the following elements: <ul style="list-style-type: none"> <li>• Description of activity content with resources listed/linked OR description of process with specific questions/ foci/ elements</li> <li>• Steps to planning and enactment</li> <li>• Timeline</li> <li>• Monitoring plan</li> </ul> <i>8 points</i>
<b>Reference Formatting</b>	There is no discernable reference format used          <i>0 points</i>	APA 6 <sup>th</sup> edition is followed for references but there are many errors or error patterns          <i>1 point</i>	APA 6 <sup>th</sup> edition is followed for references but there are minor errors or error patterns          <i>2 points</i>	APA 6 <sup>th</sup> edition is followed for all references both in-text citations and the reference list; There are NO reference errors          <i>3 points</i>

## ***CLASS LEADERSHIP DESCRIPTION***

You will lead the class in a session about the leadership activity you research for your PBA. In a one-hour session, you will teach the class about the activity, its purpose, benefits, drawbacks, what it can look like, and effective implementation. It is expected that the session is interactive and engages the class in discussion. By the end of your session, your peers should have a strong foundational knowledge of the leadership activity and ideas for how they could utilize the activity and/or strengthen related activities in their school.

You will lead a one-hour session. Think carefully about how that time will be spent. It should NOT be one hour of lecture about the activity. Rather, it should be a mix of activities and varied opportunities to engage with the activity. What information will be most important for peers to know and how will they best learn that information? What collaborative activities will they engage in during the session? What reflection on their own contexts and experiences will they do?

Consider how to use videos and/or vignettes (cases) to help your peers ‘see’ the activity in action. You might consider implementing a part of the activity in your own context and recording it. And/or finding a video from an online resource if that isn’t possible.

**It is expected that you will assign a reading to your classmates prior to the day of your session.**

Essential elements:

- Identification of the activity
- Its purpose
- Benefits and drawbacks
- What it can look like
- Elements of effective implementation
- Opportunity for reflection on own contexts and experiences
- Collaboration/discussion/active engagement

How you approach these elements is completely up to you.

**CLASS LEADERSHIP RUBRIC**

	<b>Does not meet Standard</b> (Little or no evidence)	<b>Approaches Standard</b> (Some evidence)	<b>Meets Standard</b> (Clear evidence)	<b>Exceeds Standard</b> (Clear, convincing, and substantial evidence)
<b>Content</b>	<p>Session is not conducted OR session does not contain any of the required elements OR the elements are presented exceedingly superficially; Reading(s) are not assigned prior to session</p> <p><i>0-10 points</i></p>	<p>Class session is missing at least one of the required elements; It may not be clear from where the elements are drawn; The content is somewhat well prepared and ‘delivered’; Reading(s) may not be assigned prior to session.</p> <p><i>11-12 points</i></p>	<p>Class session includes all of the required elements; The elements are presented somewhat thoroughly but there may be gaps in important content; Elements are drawn from robust research and resources; The content is mostly well prepared and ‘delivered’; Reading(s) is assigned to class prior to session</p> <p><i>13-14 points</i></p>	<p>Class session includes the following elements:</p> <ul style="list-style-type: none"> <li>• Identification of the activity</li> <li>• Its purpose</li> <li>• Benefits and drawbacks</li> <li>• What it can look like</li> <li>• Elements of effective implementation</li> </ul> <p>The elements are thoroughly presented; Elements are clearly drawn from robust research and resources; The content is well prepared and ‘delivered’ thoroughly and knowingly; Reading(s) is assigned to class prior to session.</p> <p><i>15 points</i></p>
<b>Class Engagement</b>	<p>Session is not conducted OR session is not engaging in any way; Session may be completely lecture; Session may be much longer than 1 hour or much shorter than 50 minutes.</p> <p><i>0-10 points</i></p>	<p>Session at times engages the class, but overall lacks active activities; One genre/ material is used to present content; There are minimal to no opportunities for classmates to reflect on their own contexts and experiences; There are minimal to no opportunities for classmates to collaborate and/or discuss; Session may be longer than 1 hour or shorter than 50 minutes.</p> <p><i>11-12 points</i></p>	<p>Session engages the class; More than one genre/ material is used to present content; There are some opportunities for classmates to reflect on their own contexts and experiences, but these may be somewhat limited in depth; There are some opportunities for classmates to collaborate and/or discuss but these may be somewhat limited in depth; Session is no longer than 1 hour and no shorter than 50 minutes.</p> <p><i>13-14 points</i></p>	<p>Session actively engages the class; Multiple genres/ materials are used to present content; There are opportunities for classmates to reflect meaningfully and critically on their own contexts and experiences; There are opportunities for classmates to collaborate and/or discuss important questions/ topics; Session is no longer than 1 hour and no shorter than 50 minutes.</p> <p><i>15 points</i></p>