

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

**EDUC 659 N01  
Teacher Leadership (Credits: 1.5)  
Summer 2016  
9 AM – 4 PM, MTWRF**

**PROFESSORS:**

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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:**

Long, S., Souto-Manning, M. & Vasquez, V.M. (2016). *Courageous leadership in early childhood education: Taking a stand for social justice*. Teachers College Press. (selected chapters).

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.

Education Policy Analysis Archives, available on line (<http://epaa.asu.edu>)

Department of Education Every Student Succeeds Act website (<http://www.ed.gov/essa>)

\*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 on June 1.

**2. Assignment weighting (points)**

Class Participation	20 points
Research Poster Presentation	40 points
Capitol Hill Reflection	40 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?

**6. TK20 Performance-Based Assessment submission Requirement.** Every student registered for any [Name of Program] course with a required performance-based assessment is required to

submit this assessment, **Capitol Hill Reflection**, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). 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.

### **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/>].
- 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.

### **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 [See <http://gse.gmu.edu/>]

**CLASS SCHEDULE:**

Date	Topic/Learning Experiences	Readings and Assignments
Day 1	Research Presentations Making Change Game Capitol Hill preparation	<b>Due:</b> Research Poster Presentation <b>Have read:</b> <ul style="list-style-type: none"> <li>➤ Lieberman &amp; Miller: chapter 3</li> <li>➤ Long, Souto-Manning, &amp; Vasquez text: chapters 1, 6 &amp; 15</li> </ul>
Day 2	Leadership-Building Activities: <ul style="list-style-type: none"> <li>● Leadership activities related to readings</li> <li>● Capitol Hill preparation</li> </ul>	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 <b>Have Read:</b> Education Policy article
Day 4	Connecting Leadership to Policy: Policy, Educational Leadership & Advocacy Workshop with Dr. Penny Earley  Leadership-Building Activities: <ul style="list-style-type: none"> <li>● Power Mapping</li> <li>● Capitol Hill Reflection</li> </ul>	<u>By tonight:</u> Complete & score the MBTI; Email Type to Betsy <a href="mailto:edemulde@gmu.edu">edemulde@gmu.edu</a>
Day 5	Personality Preferences, Teaching, Learning, Relationships, and Leadership  Preparation for Upcoming Assignments and Online Work	<b>Due in TK20:</b> Capitol Hill Reflection (PBA)

**ASSESSMENT RUBRIC:**

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

**Capitol Hill Reflection**  
*Assignment rubric*

<b>CRITERIA</b>	<b>Beginning (Does not meet standards) 1</b>	<b>Developing (Meets standards) 2</b>	<b>Accomplished (Exceeds standards) 3</b>	<b>Exemplary (Exceeds standards) 4</b>
<b>Imagination and Creativity (GMU I, TC II)</b>	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
<b>Critical Consciousness (GMU V, TC IV, NBPTS 1)</b>	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.
<b>Collaboration (GMU IV, TC III, NBPTS 5)</b>	Listens to others and contributes ideas	Listens to others and contributes ideas and	Consistently listens to others and contributes ideas and	Listens to others, considers multiple viewpoints, and contributes

		theories. Sporadic involvement in planning and implementation of change project	theories. Actively involved in research, planning, creative problem-solving, and implementation of change project	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.
<b>Communication Skills (GMU IV, TC III, NBPTS 5)</b>	Expresses minimal ideas about ways to effectively collaborate with others as a teacher leader	Expresses ideas about ways to effectively collaborate with others as a teacher leader	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
<b>Conceptualize connections</b>	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