EDIT 786 002- Design and Teacher Leadership
3 Credits, Fall 2017
Thursday 4:30-7:10 pm TH L003- Fairfax Campus

Faculty
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Prerequisites/Corequisites

Prerequisite: DDLS certificate or completion of MEd in Curriculum and Instruction Concentration: Integration of Technology in Schools or Equivalent.

Corequisite: EDIT 791 – Project Development Practicum

University Catalog description

Investigates how a design lens intersects with and informs PreK-12 teacher leadership and school-based learning initiatives. Examines a variety of PreK-12 teacher leadership roles and design-based leadership as an integral part of classroom, grade-level, school, and community practice.

Course Overview

Not Applicable

Course Delivery Method

The nature of course delivery uses a blended delivery approach, weekly combining asynchronous online and face-to-face instruction. Blended learning is the thoughtful fusion of face-to-face and online learning experiences. Blended learning is not an addition that builds another layer of instruction. Rather, it represents a restructuring of course activities and assignments to enhance engagement and to extend access to a range of web-based opportunities. Blended learning emerges from an understanding of the relative strengths of face-to-face and online learning to provide learning activities consistent with course goals. Blended learning combines the properties and possibilities of both to go beyond the capabilities of each separately.

Learner Outcomes or Objectives

This course is designed to enable students to:

1. develop a comprehensive understanding of how a design lens intersects with and informs PreK-12 teacher leadership and school-based learning initiatives;
2. develop a comprehensive understanding of a variety of PreK-12 teacher leadership roles;
3. develop a comprehensive understanding of the role of vision, planning, recruiting allies, and research in supporting teacher leadership activities; and
4. develop a comprehensive understanding of design-based leadership as an integral part of classroom, grade-level, school, and community practice.

Professional Standards

Upon completion of this course, students will have met the following professional standards:
The Digital Learning and Teacher Leadership (DLTL-CERG) certificate the Digital Learning and Teacher Leadership specialization (DLTL) of the MEd concentration (DDLS) is informed by the International Society for Technology in Education Standards for Coaches (ISTE Standards●Coaches) (http://www.iste.org/standards/standards-for-coaches). For the purposes of evaluation of performance-based assignments and program assessment, the ISTE standards have been collapsed and restated to better reflect program goals. Thus, DLTL-CERG and DLTL specialization within the DDLS program standard is:

- Standard 4: Design-Oriented Teacher Leadership - Student demonstrates understanding of the relationship between design and teacher leadership and is able to apply concept to leadership case studies as well as to lead design-oriented professional conversations, to use a variety of technologies to support professional growth and leadership activities, and to lead school-based design teams in solving shared instructional problems.

Required Texts

1. Reynolds, G. (2012). *Presentation zen* (2nd ed.). Berkeley, CA: New Riders.
2. Brookhart, S. M. (2016). *How to make decisions with different kinds of student assessment data*. Alexandria, VA: ASCD.
3. Gajda, R, & Tulikangas, R. (2005). *Getting the grant: How educators can write winning proposals and manage successful projects*. Alexandria, VA: ASCD.
4. Selected articles and web resources

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and Examinations**
  1. Online Portfolio (20 points) - Students is required to create and continually revise a professional, online portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. Templates and assistance will be provided during class to assist students in the creation and maintenance of this portfolio. All exhibits in the online portfolio will include a short reflection. At the end of the semester, a comprehensive, semester-wide reflection and supporting samples of work will be added to the portfolio reflecting student learning related the semester's work.
  2. Personal Leadership Design Document (40 points): Students will prepare a personal leadership design document using guidelines distributed in class. As each part is completed, students will submit and discuss their developing plan with an online mentor.

- **Other Requirements**
  1. Participation is <u>mandatory</u>, as discussions, readings and activities are important parts of the course.
  2. Each student is expected to complete all readings and participate in all discussions, both face to face and online.
  3. Each student is expected to participate in and complete all projects.
  4. Students who must miss either online or face to face activities are responsible for notifying the instructor (preferably in advance) and for completing any revised assignments, readings, and activities.
  5. All assignments must be completed electronically. Assignments are to be submitted on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.

- **Course Performance Evaluation Weighting**

  Since this is a graduate level course, high quality work is expected on all assignments. Points for all graded assignments will be based on the scope, quality, and creativity of the assignments. All assignments are due on the date stipulated in the Schedule of Activities section below. Late assignments will not be accepted without making arrangements with the instructor.
  Points will be assigned to all graded assignments using a rubric process. Both course participants and the course instructor will be involved in assessment of graded assignments. Prior to the due date for any assignment, the student will participate in the review and/or development of an assessment rubric. This rubric will provide course objectives and an elaboration of qualities and components associated with excellence in completion of the assignment. See rubric(s) below.

- **Grading Policies**

Requirements	Points
Course Participation[1]	40
Online Portfolio	20
Personal Leadership Design Document	40

Grade	Point Range
A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
F	69-below

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

	In Class Activities	Preparation for Class
Week 1	Introduction to Course Overview of Syllabus and Course Responsibilities and Assignments Short Presentation – Teacher Leadership as a Digital Learning Imperative	Complete activities specified for Week 1 on class Blackboard site Begin *Student Centered Leadership*
Week 2	A Happy Hour Summary A Leadership Top 10	Continue *Student Centered Leadership* Complete activities specified for Week 2 on class Blackboard site
Week 3	Case Study Analysis: Preparing for Change Design Studio: Getting Feedback on Part 1 of Personal Leadership Design Document	Finish *Student Centered Leadership* Complete activities specified for Week 3 on class Blackboard site Work on Personal Leadership Design
Week 4	Discussion and Activity - *Student Centered Leadership* A Happy Hour Summary Analysis of School Culture	Read *Collaborative Inquiry for Educators* Complete activities specified for Week 4 on class Blackboard site Work on Personal Leadership Design

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[1] Course participation is inclusive of both face to face class participation in all discussions and activities as well as the extensive activities and discussions which occur on the course Blackboard site as part of the blended learning format of the course.

Week 5	Case Study Analysis – Recruiting Teachers for Change	Continue *Collaborative Inquiry for Educators* Complete activities specified for Week 5 on class Blackboard site Work on Personal Leadership Design
Week 6	A Happy Hour Summary Recruiting Burma Shaves Design Studio: Getting Feedback on Part 2 of Personal Leadership Design Document	Finish *Collaborative Inquiry for Educators* Complete activities specified for Week 6 on class Blackboard site Work on Personal Leadership Design
Week 7	Discussion and Activity – *Collaborative Inquiry for Educators*	Begin *Putting FACES on Data* Complete activities specified for Week 7 on class Blackboard site
Week 8	Case Study Analysis– Learner Goals and School Data #1	Continue *Putting FACES on Data* Complete activities specified for Week 8 on class Blackboard site Work on Personal Leadership Design
Week 9	A Happy Hour Summary Data Burma Shaves Design Studio: Getting Feedback on Part 3 of Personal Leadership Design Document	Finish *Putting FACES on Data* Complete activities specified for Week 9 on class Blackboard site Work on Personal Leadership Design
Week 10	Discussion and activity – *Putting FACES on Data* Case Study Analysis– Learner Goals and School Data #2	Complete activities specified for Week 10 on class Blackboard site Work on Personal Leadership Design
Week 11	Case Study Analysis – Designing A School-wide Initiative	Complete activities specified for Week 11 on class Blackboard site Work on Personal Leadership Design
Week 12	A Happy Hour Summary Flyers to Recruit Change Allies Design Studio: Getting Feedback on Part 4 of Personal Leadership Design Document	Complete activities specified for Week 12 on class Blackboard site Work on Personal Leadership Design
Week 13	Case Study Analysis – Creating Professional Development for Colleagues	Complete activities specified for Week 13 on class Blackboard site Work on Personal Leadership Design
Week 14	Zen Presentations on Teacher Leadership	
Week 15	**PERSONAL LEADERSHIP DESIGN DOCUMENT #1 DUE** Final Synthesis Activity Evaluation	

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/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .