GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Learning Technologies

EDIT 787
Coaching, Advocacy, and Digital Learning
Spring, 2018
Section 6N1
(3 credit hours)

PROFESSOR

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COURSE DESCRIPTION

A. **Prerequisite:** EDIT 786 and EDIT 791
   Corequisite: EDIT 792

B. **Course description from the University Catalog:** Investigates how fluency as coaches and mentors enables PreK-12 teacher leaders to support colleagues in the design of classroom and school-based digital learning. Explores advocacy as a strategy to engage colleagues and communities in the design of school-based initiatives related to teaching, learning, and technology.

C. **Expanded Course Description**
   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 coaching and advocacy as they enable transformation to digital learning;
2. develop a comprehensive understanding of the connection between coaching and advocacy and professional development and teacher collaboration;
3. develop a comprehensive understanding of design principles, processes, and patterns for facilitating effective strategies for coaching and advocacy;
4. develop comprehensive knowledge of technologies that afford effective implementation of coaching and advocacy; and
5. design learning opportunities for teachers at the intersection of effective design, technology affordances, and coaching and advocacy activity.

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. Hall, P., & Simeral, A. (2008). *Building teachers' capacity for success*. Alexandria, VA: ASCD.
2. Online resources located in Blackboard.

COURSE PERFORMANCE EVALUATION

Assignments
1. Advocacy Resource Wiki (40 points)- Students in small groups will design an advocacy resource wiki site. This site will include a number of resources to support the advocacy of students' chosen issue to include at least five "pages:" a front page, a call to action page, a tools for change page, a page for external resources and references page, and marketing and publicity page. This wiki will present an overview of resources available at the wiki site and links to resources especially the resources they create. (This PBA will be used as part of the accreditation data gathering process.)

2. 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.

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.

Grading

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.

Requirements	Points
Course Participation[1]	40
Online Portfolio	20
Advocacy Resource Wiki	40

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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.

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/.

PROPOSED CLASS SCHEDULE

	In Class Activities	Preparation for Class
Week 1	Introduction to Course Overview of Syllabus and Course Responsibilities and Assignments Short Presentation – Coaching and Advocacy to Support Digital Learning	Complete activities specified for Week 1 on class Blackboard site Read *Advocacy* – Ch. 1- 3
Week 2	Designing an Advocacy Resource Wiki – preparation of a design document	Read *Advocacy* – Ch. 4- 6 Complete activities specified for Week 2 on class Blackboard site
Week 3	Creating an Advocacy Wiki Site Elements of Look and Feel and Navigation	Read *Advocacy* – Ch. 7-9 Complete activities specified for Week 3 on class Blackboard site
Week 4	Advocacy and References and Research Support Design Studio – collaboratively constructing references and research support page #1	Read *Advocacy* – Ch. 10 - 12 Complete activities specified for Week 4 on class Blackboard site
Week 5	Design Studio – collaboratively constructing references and research support page #2	Read *Advocacy* – Ch. 13 and 14 Complete activities specified for Week 5 on class Blackboard site
Week 6	Advocacy and Public Service Announcements Design Studio – collaboratively constructing design document for public service announcement	Read *Instructional Coaching* – Ch. 1-3 Complete activities specified for Week 6 on class Blackboard site
Week 7	Design Studio – filming and editing a final public service announcement	Read *Instructional Coaching* – Ch. 4-6 Complete activities specified for Week 7 on class Blackboard site

		Begin Portfolio Design Document
Week 8	Advocacy and Blogs and Podcasts Design Studio – collaboratively constructing design document for podcasts Creating a Blog site	Read *Instructional Coaching* – Ch. 7-9 Complete activities specified for Week 8 on class Blackboard site Work on Portfolio Design Document
Week 9	Design Studio – recording and editing podcasts as part of a podcast series Creating some "getting started" blog posts	Read *Coaching Conversations* Ch. 1 & 2 Complete activities specified for Week 9 on class Blackboard site Finish Portfolio Design Document
Week 10	Advocacy and Professional Development: Workshops Design Studio - collaboratively constructing design document for a professional development workshop	Read *Coaching Conversations* Ch. 3 & 4 Complete activities specified for Week 10 on class Blackboard site Begin working on portfolio
Week 11	Coaching, Coaching Positions, and Coaching Responsibilities – a Discussion Strategies for Getting Started	Read *Coaching Conversations* Ch. 5 & 6 Complete activities specified for Week 11 on class Blackboard site Work on portfolio
Week 12	Case Study Analysis – the preservice teacher	Complete activities specified for Week 12 on class Blackboard site Work on portfolio
Week 13	Case Study Analysis – the novice teacher	Complete activities specified for Week 13 on class Blackboard site Work on portfolio
Week 14	Case Study Analysis – the troubled veteran	Finish Advocacy Resource Wiki Work on portfolio
Week 15	**Advocacy Resource Wiki DUE** **Portfolio DUE** Case Study Analysis – the collaborative colleague Presenting Wikis Evaluation	

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/]

1. GMU Policies and Resources for students
   Policies
   1. Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
   2. Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
   3. 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.
   4. 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/).
   5. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

   Campus Resources

   6. 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/.
   7. 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 http://cehd.gmu.edu/.

ADDITIONAL COURSE CONTENT

Collaborative Advocacy Wiki			
	Exceeds Standard 10 points	Meets Standard 6 points	Fails to Meet Standard 2 points
Design Document	Includes all components of the advocacy wiki design template and	Includes most components of the advocacy wiki design template	Fails to include all components of the advocacy wiki design template
Components of Wiki Template	Robust implementation of all components	Adequate implementation of all components	Implementation of components lacks detail and technical implementation
Research Support	Presents detailed research	Presents adequate research	Presents inadequate research
Design Principles	Creative design of all components	Adequate design of all components	Inadequate design of components