GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
TRANSFORMATIVE TEACHING PROGRAM
EDUC 659 C01
Teacher Leadership (Credits: 1.5)
Summer 2019
July 22 – July 26
9 AM – 4 PM, MTWRF

PROFESSORS:
Names: Betsy DeMulder, PhD  Stacia Stribling, PhD  Jenice View, PhD
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Email: edemulde@gmu.edu  sstribli@gmu.edu  jview@gmu.edu

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
  o Commitment to the Profession
  o Commitment to Being a Member of a Learning Community
  o Commitment to Democratic Values and Social Justice
● Teachers College Columbia Teacher Expectations II, III, and IV
  o Learner-Centered Educators
  o Effective Collaborators
  o Advocates of Social Justice and Diversity
● NBPTS Propositions 1 and 5
  o Teachers are Committed to Students and Their Learning
  o Teachers are Members of Learning Communities
REQUIRED TEXTS:

Earley, P. Education Policy: The good, the bad, & the sometimes silly. Center for Education Policy and Evaluation, George Mason University.


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

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

2. Assignment weighting (points)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>20 points</td>
</tr>
<tr>
<td>Research Poster Presentation</td>
<td>40 points</td>
</tr>
<tr>
<td>Legislature Reflection</td>
<td>40 points</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade Distribution</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>75-79</td>
<td>C</td>
</tr>
<tr>
<td>74 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

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
Legislature 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 Legislature 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 your Capitol Hill visit?
2. What did you discover during and following the visit?
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 Transformative Teaching course with a required performance-based assessment is
required to submit this assessment, **Legislature 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**

*Policies*

a. Students must adhere to the guidelines of the Mason Honor Code (see [https://catalog.gmu.edu/policies/honor-code-system/](https://catalog.gmu.edu/policies/honor-code-system/)).


c. 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.

d. 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/](http://ods.gmu.edu/)).

e. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

*Campus Resources*

a. Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or [https://cehd.gmu.edu/aero/tk20](https://cehd.gmu.edu/aero/tk20). Questions or concerns regarding use of Blackboard should be directed to [http://coursessupport.gmu.edu/](http://coursessupport.gmu.edu/).

b. For information on student support resources on campus, see [https://ctfe.gmu.edu/teaching/student-support-resources-on-campus](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus)

**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/](http://cehd.gmu.edu/values/)

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [http://cehd.gmu.edu/](http://cehd.gmu.edu/).

**CLASS SCHEDULE:**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Learning Experiences</th>
<th>Readings and Assignments</th>
</tr>
</thead>
</table>
| Day 1    | Research Presentations Making Change Game                                                    | **Due:** Research Poster Presentation  
**Have read:**  
➢ Laman, et al. article  
➢ Long, Souto-Manning, & Vasquez text: chapters 1, 6 & 15 |
| Day 2    | Leadership-Building Activities:  
● Leadership activities related to readings  
● Capitol Hill preparation                     | Further discussion of readings  
**Have Read:** Dr. Earley’s Education Policy article                                          |
| Day 3    | Reframing Leadership -- A Way of Being: Informational visits with representatives and policymakers | Legislature Trip                                                                       |
| Day 4    | Connecting Leadership to Policy: Policy, Educational Leadership & Advocacy Workshop with David Griffith | **By tonight:**  
Complete & score the MBTI; Email Type to Betsy edemulde@gmu.edu                                |
| Day 5    | Personality Preferences, Teaching, Learning, Relationships, and Leadership Preparation for Upcoming Assignments and Online Work | **By Sunday, July 28:**  
Due in Bb Assessments & Assignments: Legislature Reflection  
**By Monday, July 29:**  
Complete the Class Day/ Summer Session Feedback in Blackboard |
guidelines using the following rubric:

**Legislature Reflection**

**Assignment rubric**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Beginning (Does not meet standards)</th>
<th>Developing (Meets standards)</th>
<th>Accomplished (Exceeds standards)</th>
<th>Exemplary (Exceeds standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Imagination and Creativity</strong></td>
<td>Beginning to articulate possibilities for teacher leadership</td>
<td>Generates multiple possibilities for teacher leadership</td>
<td>Expresses creative problem-solving possibilities, divergent and convergent thinking, and tenacity as a teacher leader</td>
<td>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</td>
</tr>
<tr>
<td>(GMU I, TC II)</td>
<td></td>
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<tr>
<td><strong>Critical Consciousness</strong></td>
<td>Emergent understanding of personal and/or social power in own experience</td>
<td>Emergent understanding of personal and social power from multiple perspectives in diverse contexts</td>
<td>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</td>
<td>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.</td>
</tr>
<tr>
<td>(GMU V, TC IV, NBPTS 1)</td>
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<tr>
<td><strong>Collaboration</strong></td>
<td>Listens to others and contributes</td>
<td>Listens to others and contributes</td>
<td>Consistently listens to others and contributes</td>
<td>Listens to others, considers multiple viewpoints, and</td>
</tr>
<tr>
<td>(GMU IV, TC)</td>
<td></td>
<td></td>
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<tr>
<td>III, NBPTS 5</td>
<td>ideas</td>
<td>ideas and theories. Sporadic involvement in planning and implementation of change project</td>
<td>ideas and theories. Actively involved in research, planning, creative problem-solving, and implementation of change project</td>
<td>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.</td>
</tr>
<tr>
<td>Communication Skills (GMU IV, TC III, NBPTS 5)</td>
<td>Expresses minimal ideas about ways to effectively collaborate with others as a teacher leader</td>
<td>Expresses ideas about ways to effectively collaborate with others as a teacher leader</td>
<td>Expresses multiple ideas about ways to effectively collaborate with others as a teacher leader</td>
<td>Expresses multiple complex ideas about ways to effectively collaborate with others as a teacher leader</td>
</tr>
<tr>
<td>Conceptualize connections</td>
<td>No connections between coursework, experience and ideas</td>
<td>Minimal connections between coursework, experience and ideas</td>
<td>Connections between coursework, experience and ideas are clearly supported by evidence</td>
<td>Connections between coursework, experience and ideas are clearly supported by substantial evidence and a clearly articulated leadership agenda</td>
</tr>
</tbody>
</table>