GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
TRANSFORMATIVE TEACHING PROGRAM
EDUC 661 DL2
Teacher Empowerment and Policy (Credits: 1.5)
Summer 2019
July 31 – August 24

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. Provides advanced study on topics and emerging issues in American and/or international education with particular attention to developing policy solutions.

DELIVERY METHOD:
This course will be delivered online using synchronous and asynchronous formats via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password.

EXPECTATIONS:
• Course Participation: Active and consistent participation in the course as described in the individual course syllabus is extremely important for online courses. Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions. The completion of all readings assigned for the course is assumed. Online courses will, at a minimum, have weekly requirements for student participation that can be documented by any or all of the following methods:
  ➢ Submission/completion of assignments as specified by the professors
  ➢ Communication with the professors
  ➢ Active, meaningful, and respectful communication with peers
Expect to log in to this course at least 3 times a week to read announcements, participate in the discussions, and work on course materials. Students must also regularly check their GMU email for communications from the instructors. Remember, this course is not self-paced.
There are specific deadlines and due dates listed in the CLASS SCHEDULE section of this syllabus to which you are expected to adhere. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
• Written Assignments: All formal written assignments will be evaluated for content and
presentation. (Formal assignments do not include Blackboard discussions, class/course feedback, in-class reflections or journaling) The American Psychological Association, Sixth Edition (APA) style guide should be followed for formal written assignments. 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.

● **Sessions:** Because our online courses do not have a “fixed” meeting day, our session will generally start on Wednesday and finish on Tuesday. Synchronous meetings will be arranged as needed.
● **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
● **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly.
● **Mentoring/Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send an email to your instructors to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
● **Netiquette:** Our goal is to be collaborative, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. We suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** We will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructors.

**LEARNER OBJECTIVES:**

**This course is designed to enable students to:**

1. Analyze and articulate differing policy arguments and perspectives regarding education.
2. Develop a critical understanding of collaboration and cooperation in working with stakeholders.
3. Exercise teacher agency and voice in efforts to enhance student learning in multiple domains and across multiple need levels.
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:


Education Policy Analysis Archives, available on line http://epaa.asu.edu

Relevant texts, websites, articles, etc. related to your policy issue

*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
2. Assignment weighting (percentages, points)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation (5 points per Bb discussion)</td>
<td>10 points</td>
</tr>
<tr>
<td>Micro Power Map</td>
<td>20 points</td>
</tr>
<tr>
<td>Macro Power Map</td>
<td>20 points</td>
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<tr>
<td>Personal Leadership Profile</td>
<td>20 points</td>
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<tr>
<td>Policy Brief</td>
<td>30 points</td>
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3. Grading policies (and grading scale appropriate for UG or GR level)

**Grade Distribution**

<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>
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4. Selected performance-based assessment

**Policy Brief.**

Students will perform three tasks in the completion of this PBA:

1. Using an educational issue about which you feel passionate (the issue you addressed on Capitol Hill, the issue you addressed in the power mapping activity, or another issue), research the positive and negative impacts this had on your local community (using 8 or more sources).
2. Write a policy brief of 3 pages articulating your position on the issue and proposed solutions.
3. Share your policy brief with two of the entities you might identify in a “Power Mapping” activity. Send these by email and cc the Transformative Teaching faculty.

**TK20 Performance-Based Assessment submission Requirement**

There is no TK20 requirement for this course.

**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/).
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 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/).
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. Questions or concerns regarding use of Blackboard
should be directed to http://coursessupport.gmu.edu/.
b. For information on student support resources on campus, see
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/

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

CLASS SCHEDULE:

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics/Learning Experiences/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>• View Urban Education: Whites &amp; Brown</td>
</tr>
<tr>
<td>(July 31 – Aug. 6)</td>
<td><a href="https://vimeo.com/channels/urbaneducation/115079655">https://vimeo.com/channels/urbaneducation/115079655</a></td>
</tr>
<tr>
<td></td>
<td>• Bb Discussion on Urban Education viewing, racial identity</td>
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| Session 2  
(Aug. 7 – Aug. 13) | • Read: Washington Post articles by Matthews, St. George, & Balingit (Links are in syllabus and in Bb EDUC 661 Readings & Resources folder)  
• Bb Discussion on taking a critical stance (e.g., language emersion, giftedness, school boundaries, etc.) (see Bb Discussion #2 guidelines)  
• Due Aug. 13: Macro Power Map |
|---|---|
| Session 3  
(Aug. 14 – Aug. 24) | • Teacher Empowerment/Policy Reflections: Review your summer session reflections and gathered materials, and continue research on your policy issue to complete your policy brief and personal leadership profile.  
• Due Aug. 24: Policy Brief; Personal Leadership Profile |
ASSESSMENT RUBRIC:
The PBA will be assessed according to the professional standards and the specific assignment guidelines using the following rubric:

**Teacher Empowerment and Policy**  
*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>
</table>
| **Imagination and Creativity**  
(GMU I, TC II)                        | 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. |
| **Critical Consciousness**  
(GMU V, TC IV, NBPTS I)               | 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 worldview, marginalization, cultural capital, social justice, and achievement. Uses critical consciousness as framework in formulation of theory and practice in teaching and learning. |

Listen to | Listen to | Consistently | Listens to others,
<table>
<thead>
<tr>
<th><strong>Collaboration (GMU IV, TC III, NBPTS 5)</strong></th>
<th>others and contributes ideas.</th>
<th>others and contributes ideas and theories. Sporadic involvement in planning and implementation of change project.</th>
<th>listens to others and contributes ideas and theories. Actively involved in research, planning, creative problem-solving, and implementation of change project.</th>
<th>considers multiple viewpoints, and 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communicatio n Skills (GMU IV, TC III, NBPTS 5)</strong></td>
<td>Expresses no ideas about ways to effectively collaborate with others as a teacher leader</td>
<td>Expresses minimal 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>
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<tr>
<td><strong>Background research</strong></td>
<td>No background research is included</td>
<td>A minimum of eight sources and two policy entities are included</td>
<td>More than eight resources and more than two policy entities are included</td>
<td>A diverse range of sources and entities are included and includes meaningful interaction with policy maker(s)</td>
</tr>
<tr>
<td><strong>Articulating a position</strong></td>
<td>Does not articulate a position</td>
<td>A weak position was articulated with some organizational and grammatical issues</td>
<td>Solid position was articulated – well organized and representative of multiple perspectives</td>
<td>Strongly persuasive articulation of a position, highly organized and representative of multiple perspectives, anticipates counter arguments</td>
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