

**George Mason University**  
**College of Education and Human Development**  
**Advanced Studies in Teaching and Learning Program**

**EDUC 615.DL1**  
**EDUC 615.6H1**  
**EDUCATIONAL CHANGE**  
2 credits, spring 2020 (online)  
CRN 11676  
CRN 21240

**Meeting Days/Times**

Online; Our week runs Tuesday-Monday starting January 21 through April 6

**Faculty**

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**Prerequisites/Corequisites**

EDUC 612, EDUC 613, EDUC 614, and EDUC 606\* (with grades of B- or better)  
\*EDUC 606 may be taken concurrently

**University Catalog Course Description**

Explores influences on educational change at classroom, school, community, state, and national levels. Investigates implications of factors and influences that affect educational change. Analyzes influences and factors, and involves students in reflecting on their own experiences.

**Course Delivery Method**

This course will be delivered online (76% or more) using synchronous and asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 14, 2020.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

## *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
  
- To get a list of supported operation systems on different devices see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## *Expectations*

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesday, and finish on Monday.  
We will have regularly scheduled synchronous Collaborate sessions throughout our semester. Attendance is required. You will be informed of the dates for synchronous meetings.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week (once at the beginning of the each week, once in the middle of the week, and then again at the end of the week to read any new posts and replies). In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, , reading/listening to weekly syntheses, completing all readings, and participating in course discussions and group interactions. It is expected that you will monitor your participation and be able to complete all tasks on-time without reminder.
  - Students are expected to adhere to a 24-hour turnaround time for emails.

- 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. Help can be obtained via the Blackboard Help links in your course site (for Blackboard technical issues) and by contacting your instructor (for issues with other technologies utilized in the course).
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. **Late work will not be accepted based on individual technical issues.**
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
  - You should plan to spend *at least* 10 hours a week engaged in coursework (including reading).
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## Learner Outcomes or Objectives

*At the end of this course, students will be able to:*

1. Analyze the factors, perspectives, and entities that influence educational change and reform (*ASTL Learning Outcomes 5 and 7*) (*IB Adv Cert domains 1.1; 1.2; 1.3*);
2. Examine their local context related to access and equity, as well as their own role as a change agent within that context (*ASTL Learning Outcomes 4, 6, and 7*) (*IB Adv Cert domains 2.1; 2.2; 2.4*);
3. Surface and examine their personal experiences with educational change and reform (*ASTL Learning Outcomes 4 and 7*) (*IB Adv Cert domains 1.1; 1.2; 1.3*);
4. Plan for improvement/change in their local context (*ASTL Learning Outcomes 7 and 8*) (*IB Adv Cert domains 3.1; 3.2; 3.3; 3.4*).

## Professional Standards

EDUC 615 is one of the five courses in the 12-credit ASTL CORE. EDUC 615 is aligned with the National Board for Professional Teaching Standards' (NBPTS) five core propositions, which provide the guiding principles for *what teachers should know and be able to do*. Specifically, EDUC is aligned with the following NBPTS propositions:

National Board for Professional Teaching Standards 4 – Teachers think systematically about their practice and learn from experience.

National Board for Professional Teaching Standards 5 – Teachers are members of learning communities.

EDUC 615 is aligned with the additional three principles that guide the ASTL Core:

Principle 5: Teachers are members of learning communities.

Principle 6: Teachers account for the needs of culturally, linguistically, and cognitively diverse learners;

Principle 7: Teachers are change agents, teacher leaders, and partners with colleagues; and

Principle 8: Teachers use technology to facilitate student learning and their own professional development.

The content of EDUC 615 additionally aligns with aspects of the International Baccalaureate (IB) Certificate in Teaching and Learning Research, with a particular focus on the following Domains of Knowledge:

- Domains 1.1, 1.2, 1.3: Contemporary issues in IB education – Identification, clarification, and articulation of contemporary issues in IB context; critical analysis of contemporary IB issues; Contextualising and interpretation of IB issues.
- Domains 2.1, 2.2, 2.3, 2.4: Research practice – Application of planning and scoping process in IB contexts; Collection, analysis, interpreting and reporting of evidence; Evaluation of research activity; Reflection on and dissemination of findings and implications for practice.
- Domains 3.2, 3.3, 3.4: Linking theory to practice in an IB context – Critical reading and reflection; Interpretation and evaluation of source material; Synthesizing research and experiential evidence.

## Required Texts

Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. New York, NY: Teachers College Press.

Additional selected readings to be available via Blackboard or through Mason Libraries (<http://library.gmu.edu/>)

## Recommended Texts

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

## 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**

<i>Course Outcome Alignment</i>	<b>Assignment</b>	<i>Points</i>
1, 3	Weekly Work (10 weeks, 4 points/week)	40
1	Critical Friend Group Tasks	10
2, 4	Equity Study: Equity Audit, Policy Brief, and Action Plan (PBA)	45
	Reflection Point: EDUC 615	5
	<i><b>Total</b></i>	<b>100</b>

### *Weekly Work*

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this, you are expected to regularly contribute to discussion forums, as well as to genuinely ‘listen’ to peers as they do the same. **Agreement is not mandatory; consideration and respect are. This means that you must be “present” throughout all discussions and activities.** It is expected that you connect, question, and extend the discussion with all new posts by citing readings, weekly content, and your personal experiences. In addition to quality participation in discussion forums, each week will include tasks to be completed related to each week’s content. Attendance and participation in all scheduled Collaborate sessions is also included in Weekly Work. See the Weekly Work rubric in this syllabus for grading criteria.

### *Critical Friend Group Tasks*

There will be instances when you will be tasked with being a critical friend to a peer(s). This will entail aiding in such tasks as data analysis, brainstorming problems/solutions, and offering feedback. See the CFG rubric in this syllabus for grading criteria.

### *Equity Study: Equity Audit, Policy Brief, and Action Plan (EDUC 615 Performance Based Assessment)*

Teacher leaders affect change within their sphere of influence. To do this, teacher leaders need to actively inform themselves about their local context and the opportunities and outcomes related to students within that context. To become an informed teacher leader, you will complete an audit of your school. This audit will focus on indicators of equity for various groups of students in your school. After collecting and analyzing the audit data, you will pick one piece of the data that you find the most compelling. This data will be the foundation for a policy brief that synthesizes policy and literature related to the data selected. The policy brief will then be used to create a plan of action for changing something within your school (within your sphere of influence) that will lead to improvement in a related area. See the assignment details and rubric in this syllabus for further information.

**PROMPT FOR ASTL PORTFOLIO REFLECTION POINT: EDUC 615**

***Teacher as Change Agent***

*In this reflective narrative, you will focus on how coursework, related readings, and experiences for the EDUC 615 have led you to think about yourself as a change agent and teacher leader in your school and beyond.*

**First**, reflect on your learning and your perceived growth and change at this point in the Core.

**Then**, construct a written reflection that captures the following:

I used to think...

Now I think...

What this means for me

In your reflection, **connect to any of the applicable eight program learning outcomes and the ways in which the performance assessments in this course provide evidence of your knowledge**. Also, within your reflection **identify program experiences** that have most impacted your thinking and your teaching practices (including selected PBAs, course readings, activities, and other learning experiences).

Required course products to be used as evidence of knowledge:

- Equity Study (includes equity audit, policy brief, and action plan) (EDUC 615)

Other suggested products for inclusion:

- Written in-class or online responses (EDUC 615)
- Other, as selected by individual (be specific)

*Guidelines and Suggested Format for each of the Reflection Points*

**Length:** Aim to limit your response to two well-written single-spaced pages

**Focus:** Each Reflection Point should include a short description, but will focus on *interpretation* and *analysis* of learning by synthesizing knowledge attained from that learning component of the Core coursework.

**Format:** Each reflection point *describes, interprets, and examines* why and how the course product(s) provide evidence of the ASTL principles addressed in that learning module. Here you should also discuss the impact of this course/learning module on your teaching practice *and* its impact on P-12 student learning.

- **General Requirements**

- A. Please note that this online course is **not self-paced**. You will be expected to complete one learning module every week. It is critical for each student to complete all readings and activities on a weekly basis. Class ‘attendance’ is both important and **required**. If, due to an emergency, you will not be participating in course activities on time, you must contact your instructor prior to their due time.
- B. All assignments are due no later than **11:59 PM EDT** of the date indicated in each week’s assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted on our Bb course site.
  - a. **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%, unless prior approval from instructor has been granted. No late submissions will be accepted after the course end date.**
  - b. Assignments earning less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. In fact, because learning is the goal, I may *require* you to redo an assignment that is far below expectations.
- C. Please adhere to the assignment submission instructions listed in this Syllabus. Only assignments submitted as indicated will be graded; incorrect submissions will result in a grade of zero for those assignments.
  - a. **All assignments submitted should have the filename format LASTNAME-ASSIGNMENT TITLE. Do not upload written assignments in PDF format.** Other editable formats are acceptable (i.e., .doc, .docx, .rtf, .ppt, .pptx, .xlsx, .xlxs). **ONLY** supporting documents for assignments can be in PDF format.
- D. **All written work** should be carefully edited for standard grammar and punctuation, as well as clarity of thought. All submitted work should be prepared through word processing and reflect **APA style (6<sup>th</sup> edition), as well as double-spaced, with 1” margins, and 12-point font (Times New Roman, Calibri, or Arial).**

- **Instructor Role**

- Although I will be monitoring online discussion forums, my participation within them will be limited as I want discussions to be authentic between members. **Please note that during this time, I will be noting the quality and extent of your participation.**
- In order to link your work with that of your peers and with the weekly topic, I will make weekly synthesis posts that capture the big ideas shared across discussions that week. Students are expected to read/listen to the synthesis posts to aid the transition into the next week.
- I will adhere to a 24-hour turnaround time for emails during the week and 48-hours on weekends and holidays.

- **Grading**

| 95-100=A | 90-94=A- | 86-89=B+ | 83-85=B | 80-82=B- | 70-79=C | Below 70=F |

## **Professional Dispositions**

See <https://cehd.gmu.edu/students/policies-procedures/>

## Class Schedule: EDUC 615 Spring 2020

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Weekly Overview (See BB for details)	<u>What Assignments are Due?</u>
<b>Week 1</b>  Jan. 21- Jan. 27	<b><i>Starting our conversation</i></b>  <u>Readings:</u> <ul style="list-style-type: none"> <li>• Find and read one news article from your local/national media that you think represents a major discourse regarding education</li> <li>• Additional readings/videos posted on BB</li> </ul> <u>Tasks:</u> <ul style="list-style-type: none"> <li>• Getting started activities (Survey, Video, Quiz)</li> <li>• Discussion forum</li> </ul>	All reading and task items outlined in your weekly module
<b>Week 2</b>  Jan. 28- Feb. 3	<b><i>Further defining equity and examining student opportunities and outcomes</i></b>  <u>Readings:</u> <ul style="list-style-type: none"> <li>• Equity Audit, Policy Brief, Action Plan (PBA) Description</li> <li>• Additional readings/videos posted on BB</li> </ul> <u>Tasks:</u> <ul style="list-style-type: none"> <li>• Discussion forum</li> <li>• Sign up for Collaborate session for next week</li> </ul>	All reading and task items outlined in your weekly module
<b>Week 3</b>  Feb. 4- Feb. 10	<b><i>The educational policy context- historically and today</i></b>  <u>Readings:</u> <ul style="list-style-type: none"> <li>• Hargreaves &amp; Fullan: Ch. 2-3</li> <li>• Additional readings/videos posted on BB</li> </ul> <u>Tasks:</u> <ul style="list-style-type: none"> <li>• Discussion forum</li> <li>• Attend synchronous Collaborate class session</li> </ul>	All reading and task items outlined in your weekly module
<b>Week 4</b>  Feb. 11- Feb. 17	<b><i>The nature of change and school culture</i></b>  <u>Readings:</u> <ul style="list-style-type: none"> <li>• Hargreaves &amp; Fullan: Ch. 6</li> <li>• Additional readings/videos posted on BB</li> </ul> <u>Tasks:</u> <ul style="list-style-type: none"> <li>• Discussion forum</li> <li>• <i>If needed: sign up for individual conference with instructor for this week or next week</i></li> </ul>	All reading and task items outlined in your weekly module
<b>Week 5</b>  Feb. 18- Feb. 24	<b><i>Teacher leadership as interrupting</i></b>  <u>Readings:</u> <ul style="list-style-type: none"> <li>• Readings/videos posted on BB</li> </ul> <u>Tasks:</u> <ul style="list-style-type: none"> <li>• Discussion forum</li> <li>• <i>If needed: sign up for individual conference with instructor for this week or next week</i></li> </ul>	All reading and task items outlined in your weekly module  <b>**Equity Audit data should be collected by this week**</b>

<p><b>Week 6</b> Feb. 25- Mar. 2</p>	<p style="text-align: center;"><i>Professional capital and teaching</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Hargreaves &amp; Fullan: Ch. 1 and 5</li> <li>• Additional readings/videos posted on BB</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Discussion forum</li> </ul>	<p>All reading and task items outlined in your weekly module</p> <p><b>Equity Audit Data Collection and Analysis by 3/2</b></p>
<p><b>Week 7</b> Mar. 3- Mar. 9</p>	<p style="text-align: center;"><i>Change in action</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Hargreaves &amp; Fullan: Ch. 7</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Discussion forum</li> <li>• Sign up for Collaborate session for week 9</li> </ul>	<p>All reading and task items outlined in your weekly module</p>
<p><b>Week 8</b> Mar. 10- Mar. 16</p>	<p><i>Mason Spring Break</i> <i>No online module, complete policy brief draft</i></p>	
<p><b>Week 9</b> Mar. 17- Mar. 23</p>	<p style="text-align: center;"><i>Planning for action</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Readings/videos posted on BB</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• <b>Attend synchronous Collaborate class session</b></li> </ul>	<p>All reading and task items outlined in your weekly module</p> <p><b>Policy Brief Draft Due, submit for feedback by 3/23</b></p>
<p><b>Week 10</b> Mar. 24- March 30</p>	<p style="text-align: center;"><b>Bringing it all together: Work Week</b> <i>No online module, work on Equity Study</i></p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Share policy brief and obtain CF feedback</li> </ul>	
<p><b>Week 11</b> March 31- Apr. 6</p>	<p style="text-align: center;"><i>Wrapping it up</i></p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Complete course evaluations</li> </ul>	<p><b>Equity Study: Audit, Policy Brief, Action Plan (PBA which includes reflective narrative) by April 5, 11:59pm</b> (upload to Tk20 in Blackboard)</p> <p><b>Portfolio Reflection Point: EDUC 615 Due by April 6, 11:59pm</b> (upload to Blackboard Organization site)</p>
<p><b>May 11</b></p>	<p><b>ASTL Reflection Point: Program Synthesis</b></p>	
<p><b>May 12</b></p>	<p><b>Portfolio Presentations</b> Johnson Center CLUB 3<sup>rd</sup> floor, Fairfax Campus International &amp; out-of-state students will participate online Specific presentation schedule TBA Celebratory reception to follow</p>	

## 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 <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

**WEEKLY WORK RUBRIC**

	<b>Evolving</b>	<b>Competent</b>	<b>Accomplished</b>
<p><b>Overall Participation</b>  (2 points/week)</p>	<p>Very few tasks are completed on time AND/OR completed tasks do not demonstrate thoughtful consideration of the content. Collaborate session, if scheduled, may not have been attended <i>0-.5 pts.</i></p>	<p>Most tasks for the week are completed on time and demonstrate thoughtfulness. Collaborate session, if scheduled, was attended and student somewhat engaged with peers and instructor <i>1 pt.</i></p>	<p>All tasks for the week are completed on time and demonstrate thoughtfulness; Collaborate session, if scheduled, was attended and student actively engaged with peers and instructor <i>2 pts.</i></p>
<p><b>Discussion Quality</b>  (2 points/week)</p>	<p>Discussion posts and most replies are limited; Readings are not at all integrated to support posts; Some to no posts utilize and demonstrate learners' prior and/or new knowledge; Replies do not go beyond superficial responses; Replies may not build on others' responses to create connected threads.  <i>0-.5 pts.</i></p>	<p>Discussion posts and most replies are one <i>hearty</i> paragraph to three paragraphs; Readings are somewhat integrated to support posts; Most but not all posts utilize and demonstrate learners' prior and/or new knowledge; Replies typically go beyond superficial responses; Most replies build on others' responses to create connected threads.  <i>1 pt.</i></p>	<p>Discussion posts and all replies are one <i>hearty</i> paragraph to three paragraphs; Readings and other weekly content are integrated to support thoughtful posts; Posts utilize and demonstrate learners' prior and new knowledge; All replies go beyond superficial responses; Replies build on others' responses to create connected threads.  <i>2 pts.</i></p>

## ***EQUITY STUDY: EQUITY AUDIT, POLICY BRIEF, AND ACTION PLAN*** **(EDUC 615 Performance Based Assessment)**

Teacher leaders effect change within their sphere of influence. To do this, teacher leaders need to actively inform themselves about their local context and the opportunities and outcomes related to students within that context. They need engage in praxis- the process of critical reflection and action. To become an informed and critical teacher leader, you will complete an audit of your school. This audit will focus on indicators of equity for various groups of students in your school. After collecting and analyzing the audit data, you will pick one piece of the data that you find the most compelling. This data will be the foundation for a policy brief that synthesizes policy and literature related to the data selected. The policy brief will then be used to create a plan of action for changing something within your school (within your sphere of influence) that will lead to improvement in a related area.

### **Steps**

1. Conduct an Equity Audit.
  - This is located on Blackboard and at the end of this document.
2. Analyze and interpret your audit data.
  - What does the data in each category show and what does it mean?
3. Select a piece of the data that you find the most compelling. Graphically depict this data.
4. Write a 2-3 page policy brief regarding the selected data.
  - Conduct a literature and data (regional, national, global) search.
  - The brief will contain the following sections, all drawn from your literature and data search, as well as class readings:
    - a. Why this data matters broadly (beyond your local context),
    - b. What others are doing in schools related to similar data, including the historical and current initiatives in place to address the data
5. Create an action plan.
  - Using the policy brief you've written, create an action plan that you will use to effect change in your local setting. Include the following sections:
    - a. Describe what is currently happening in your context. Why is it a problem?
    - b. Describe what you want to improve (what will it look like when it's improved?)
    - c. Detail what you will do, why (it should be clear that your policy brief has informed your actions), and how. This should include:
      - i. Specific steps and a corresponding timeline.
      - ii. The resources and permissions needed
        - a. Resources: human, material, from yourself
      - iii. Anticipated obstacles to implementation and proposed solutions to overcoming them
6. Write a 1 page reflective narrative regarding the process. Use course readings to support your reflection. Explore and respond to the following:
  - What did you learn through this process?
  - How do you consider your role and responsibility as a teacher? Has this been affected at all by this process?
  - What are your next steps in your development as a teacher leader?

Note: You will share your data and policy brief with your class peers.

**EQUITY STUDY (EQUITY AUDIT, POLICY BRIEF, AND ACTION PLAN) RUBRIC  
(EDUC 615 Performance-Based Assessment)**

	<b>Does not meet Standard</b> (Little or no evidence)	<b>Approaches Standard</b> (Some evidence)	<b>Meets Standard</b> (Clear evidence)	<b>Exceeds Standard</b> (Clear, convincing, and substantial evidence)
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<p><b>Equity Audit (Data Collection and Analysis)</b></p> <p><i>ASTL Learning Outcome 6</i></p> <p><i>IB domains 1.1, 1.2, 2.2, 4.1, 4.2, 4.4</i></p>	<p>Equity audit data is not included and/or no analysis was completed</p> <p><i>0-4 points</i></p>	<p>Data are incomplete and/or attempts were not made to collect all data in every category; Categories were not adapted for relevance to local school; Analysis for each category is limited or not evident; It is not clear how the analysis has considered the data from various perspectives; No data are graphically depicted or is depicted inaccurately</p> <p><i>5-7 points</i></p>	<p>Data may be mostly complete and/or attempts may not have been made to collect all data in every category; Categories may have been adapted for relevance to local school; Analysis for each category is thoughtful; It is somewhat clear how the analysis considers the data from multiple perspectives; One category of data is graphically depicted</p> <p><i>8-9 points</i></p>	<p>Data are complete and/or attempts have been made to collect all data in every category; Categories may have been adapted for relevance to local school; Analysis for each category is thoughtful; It is clear how the analysis has considered the data from various perspectives; One category of data is graphically depicted accurately</p> <p><i>10 points</i></p>
<p><b>Policy Brief</b></p> <p><i>ASTL Learning Outcome 4</i></p> <p><i>IB domains 1.1, 1.2, 1.3, 2.1, 2.2,, 2.4, 3.1, 3.2, 3.3, 3.4</i></p>	<p>Policy brief is not included or more than one section is completely missing</p> <p><i>0-4 points</i></p>	<p>Policy brief may be one page or less; Explanation of why this data matters broadly (beyond local context) may be missing or very weak; Includes little to no use of literature drawn from external sources and/or class readings; Very limited or missing description of what others are doing in schools related to similar data</p> <p><i>5-7 points</i></p>	<p>Policy brief may be 1-2 pages; Explanation of why this data matters broadly (beyond local context), but explanation may be weak; Includes some use of literature drawn from external sources and/or class readings; Includes, but may be vague, description of what others are doing in schools related to similar data</p> <p><i>8-9 points</i></p>	<p>Policy brief is 2-3 full pages; Robust explanation of why this data matters broadly (beyond local context); Includes robust use of literature drawn from external sources and class readings; Clear and thorough description of what others are doing in schools related to similar data, including the historical and current initiatives in place to address the data</p> <p><i>10 points</i></p>
<p><b>Action Plan</b></p> <p><i>ASTL Learning Outcome 7</i></p> <p><i>IB domain 2.4, 3.2, 3.3, 3.4</i></p>	<p>Action plan is not included and/or multiple components of the action plan are severely limited or missing</p>	<p>May not describe what is currently happening in their local context or description may be limited; Description of what will be improved may be missing or not clear; May offer</p>	<p>Describes what is currently happening in the local context (answers the question of why this data indicates a problem for their students and school), but may be vague; May identify but</p>	<p>Thoroughly and with great detail describes what is currently happening in the local context (clearly answers the question of why these data indicate a problem or challenge for their</p>

		what will be done, why, and how, but these may be disconnected or vague; It is not clear how the policy brief informed the action; The following may be missing or severely limited: the action steps and a corresponding timeline, the resources and permissions needed, anticipated obstacles to implementation and proposed solutions	not describe what will be improved; Offers details about what will be done, why (it is somewhat clear that the policy brief has informed intended actions), and how; Includes specific steps and a corresponding timeline; identifies the resources and permissions needed; identifies a few anticipated obstacles to implementation and proposed solutions but they may be cursory	students and school); Describes with specificity <i>what</i> will be improved; Offers in great detail what will be done, <i>why</i> (it is very clear that the policy brief has informed intended actions), and <i>how</i> ; Includes the specific steps and a corresponding timeline; steps are clearly within their sphere of influence; identifies and describes the resources and permissions needed; identifies and describes thoroughly and thoughtfully the anticipated obstacles to implementation and proposed solutions
	<i>0-4 points</i>	<i>5-7 points</i>	<i>8-9 points</i>	<i>10 points</i>
<b>Reflective Narrative</b>  <i>ASTL Learning Outcome 4</i>  <i>IB domain 2.4</i>	Reflective narrative is missing or exceedingly cursory  <i>0-2 points</i>	Reflective narrative indicates limited reflection; Responds to less than three of the prompts; Uses no course readings.  <i>3 points</i>	Reflective narrative indicates thoughtful, but general, reflection; Responds to all three prompts; Uses at least one course reading to support points  <i>4 points</i>	Reflective narrative indicates strong, thoughtful reflection; Responds deeply to all three prompts; Is specific; Uses more than one course reading  <i>5 points</i>
<b>References</b>	There is no evidence of in-text citations or a reference list  <i>0-2 points</i>	There are multiple APA 6 <sup>th</sup> edition errors.  <i>3 points</i>	In-text citations and a reference page are included; references are cited in APA 6 <sup>th</sup> edition style, but may contain some minor errors.  <i>4 points</i>	In-text citations and a reference page are included; ALL references are properly cited in APA 6 <sup>th</sup> edition style ( <b>NO</b> APA errors).  <i>5 points</i>
<b>Overall Writing</b>	Paper is disorganized or may contain unreadable sentences; contains multiple grammatical errors or error patterns that prevent paper being readable.  <i>0-2 points</i>	Paper is generally organized, but may contain several grammatical errors or error patterns.  <i>3 points</i>	Grammatically and stylistically well written but contains a few errors or error patterns.  <i>4 points</i>	Grammatically and stylistically well written; the narrative logically flows from one idea to the next; there are <b>NO</b> grammar errors or error patterns.  <i>5 points</i>

**CRITICAL FRIEND GROUP RUBRIC**

	<b>Unsatisfactory</b>	<b>Competent</b>	<b>Distinguished</b>
<b>CFG Engagement</b>	<p>Rarely or never participates in Critical Friends Group work. Feedback is not meaningful, detailed, and constructive. Discounts critical friends' perspectives and questions</p> <p><i>0-7 pts.</i></p>	<p>Mostly participates in critical friend(s) group work; meets almost all CFG deadlines; provides meaningful, detailed, and constructive feedback OR consistently participates in critical friends groups on time but feedback is not meaningful, detailed, and constructive; there is no evidence that critical friend perspectives have been considered</p> <p><i>8-9 pts.</i></p>	<p>Consistent participation in critical friend(s) work; meets all CFG deadlines; Quality work/questions provided to critical friends for discussion; Thoughtfully considers all perspectives raised by critical friends; Meaningful, detailed, and constructive feedback provided to critical friends</p> <p><i>10 pts.</i></p>

**REFLECTION POINT: EDUC 615 RUBRIC**

	<b>Unsatisfactory</b>	<b>Proficient</b>	<b>Basic</b>	<b>Distinguished</b>
<b>Reflection Point: EDUC 615</b>	<p>May not completely or thoroughly respond to the prompt; May not have been completed on time or at all; may not have been submitted to Core Organization site</p> <p><i>0 pts.</i></p>			<p>Completely and thoroughly responds to the reflection prompt; Completed on time; submitted to Core Organization site</p> <p><i>5 pts.</i></p>