GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
TRANSFORMATIVE TEACHING PROGRAM
EDUC 661 002
Teacher Empowerment and Policy (Credits: 1.5)
Summer 2020
July 27 – August 14

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:
View, J.L. & Gorski, P. (2014, May/June). Whites and *Brown*. Urban Education: Issues and Solutions, Season Five. George Mason University Television. https://vimeo.com/channels/urbaneducation/115079655

Matthews, J. (July 3, 2016). Why so many black, Hispanic and poor kids miss out on gifted education, The Washington Post. http://wpo.st/hUCk1

St. George, D. (June 23, 2016). Civil rights complaint alleges inequity in schools' language immersion programs, The Washington Post. http://wpo.st/BZCk1

Balingit, M. (March 20, 2016). Separate but equal? Wealthy county's plan would concentrate low-income, Hispanic students, The Washington Post.
https://www.washingtonpost.com/local/education/separate-but-equal-loudoun-plan-would- concentrate-poor-hispanic-students/2016/03/20/db6f2cca-e7a8-11e5-b0fd-073d5930a7b7_story.html

Elementary and Secondary Education Act
http://www2.ed.gov/policy/elsec/leg/esea02/index.html

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
- Macro Power Map (Assesses objectives 1, 2 and 3)
    - Guidelines distributed in the EDUC 659 summer session
- Micro Power Map (Assesses objectives 1, 2 and 3)
    - Guidelines distributed in the EDUC 659 summer session
- Personal Antiracist Leadership Profile (Assesses objectives 1, 2, and 3)
    - Guidelines distributed in the EDUC 659 summer session
- Policy Brief – PBA (Assesses objectives 1, 2, and 3)
    - See guidelines below (Section 4: Selected performance-based assessment)

2. Assignment weighting (percentages, points)

Class Participation (5 points per Bb discussion)	10 points
Macro Power Map	20 points
Micro Power Map	20 points
Personal Antiracist Leadership Profile	20 points
Policy Brief	30 points

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

95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
75-79	C
74 and below	F

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 with policy makers during the summer session, 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:

Session	Topics/Learning Experiences/Assignments
Session 1 (July 27 – Aug. 2)	☐ View Urban Education: Whites & Brown https://vimeo.com/channels/urbaneducation/115079655 ☐ Bb Discussion on Urban Education viewing, racial identity development and leadership in school-based policies (see Bb Discussion #1 guidelines) ☐ Due Aug. 2: Macro Power Map
Session 2 (Aug. 3 – Aug. 9)	☐ Read selected antiracist resources introduced in the summer session and any others you find (see original list in Bb EDUC 661 Readings folder) ☐ Bb Discussion on taking a critical stance through antiracist teaching (see Bb Discussion #2 guidelines) ☐ Due Aug. 9: Micro Power Map
Session 3 (Aug. 10 – Aug. 14)	☐ 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 antiracist leadership profile. ☐ Due Aug. 14: Policy Brief; Personal Antiracist Leadership Profile