EDPD 502.6R8: VCET Teacher Leadership and Policy
Fine Arts Focus
Part B, 2 Credits
Fall 2014, Online Course: September 22 – December 18

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COURSE DESCRIPTION:
Prerequisites/Corequisites: EDPD 502 VCET Teacher Leadership and Policy Part A
This course provides advanced professional development for experienced teachers in teacher leadership, educational policy, technology, data driven decision making and effective instructional practices for diverse learners. Offered through the Virginia Center for Excellence in Teaching. Selection process is state-wide and competitive. The course has four versions, each specific to a set of disciplines or to interdisciplinary competence.

The Fine Arts Academy provides a forum to collaborate with other excellent teachers across different levels and art forms to deepen and refine our understanding of how we support, document and assess meaningful learning in the arts. We will also explore how to develop ways to connect our educational practice with cultural institutions such as museums and arts organizations to broaden our students' experiences in the arts. This academy seeks to develop a state-wide community of teachers who support and can advocate for quality education in the arts.

Part B of the Fine Arts Academy will focus on developing teachers' capacity for teacher leadership through implementation of and reflection on a leadership project proposed in Part A.

DELIVERY METHOD:
This course will be delivered online using an asynchronous format 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. The course site will be available on September 29th.

The course will utilize a highly interactive approach that encourages discussion, active learning and thoughtful reflection.

NETIQUETTE:
Our goal is to be collaborative, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. 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. I 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 instructor.

TECHNICAL REQUIREMENTS:
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- 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 the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
    - Adobe Acrobat Reader: http://get.adobe.com/reader
    - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
    - Apple QuickTime Player: www.apple.com/quicktime/download/

LEARNER OUTCOMES or OBJECTIVES:
These outcomes cover Parts A and B of the course. All students will take Part A in summer 2014 and Part B in fall 2014. This course is designed to enable students to:
  (1) Develop increased knowledge of instructional and curricular issues in their fields and/or in interdisciplinary instruction.
  (2) Examine the role of teacher leadership and develop their own capacity for teacher leadership.
  (3) Gain knowledge and skills related to educational policy at the national, state and local levels.
  (4) Gain knowledge and skills in using data for educational decision-making.
  (5) Increase their understanding of diverse learners.
  (6) Use technology as a teacher, learner, and teacher leader.
  (7) Share their increased knowledge, skills, and understandings as teacher leaders with others in their educational communities.

GMU POLICIES AND RESOURCES FOR STUDENTS
  a. Students must adhere to the guidelines of the George Mason University Honor Code (See **http://oai.gmu.edu/the-mason-honor-code/**).
  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 George Mason University 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. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See **http://caps.gmu.edu/**).

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See **http://ods.gmu.edu/**).

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See **http://writingcenter.gmu.edu/**).

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times.

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 http://gse.gmu.edu/.

REQUIRED TEXT:
Hetland, L., Winner, E., Veenema, S., & Sheridan, K.M. (2013). Studio thinking 2: The real benefits of visual arts education (2nd ed). New York: Teachers College Press.

COURSE ASSIGNMENTS AND EXAMINATIONS:
- Blackboard Discussion Board Participation: 20/100 points
  - Students will participate in three monthly Discussion Board conversations. Students will be expected to check in on the discussion and respond to at least two posts generated by other class members.
    - Discussion One: October 20-24
    - Discussion Two: November 10-14
    - Round Three: December 8-12
- Twitter Participation: 10/100 points
  - Students will be expected to tweet a minimum of three times across the semester. Tweets may be based on Discussion Board conversations, the policy presentation, updates about your project in practice, or insights on teacher leadership.

- Policy Implication Assignments
  - Leadership project policy implications (due November 2): 10/100 points
    - Drawing from work with Dr. Earley during the summer session, students will reflect upon the policy implications of their leadership project. This will be a maximum of two pages.
  - Presentation Reflection: 10/100 points
    - Students will write a maximum two-page reflection on the presentation by Virginia's Superintendent of Public Instruction, Dr. Staples (planned for October 2014). Dr. Staples' presentation will be electronic in real time but if you are not able to participate we will have the presentation recorded so you may watch and listen to it at a later time. If Dr. Staples is not available we will substitute another public official. This event is currently being arranged – more information to follow.
- Revised and Updated Leadership Project Proposal (due December 7): 40/100 points
  - At the conclusion of the summer session, you proposed a leadership project. You will update that proposal to include the following:
    - A revision to the statement of the problem, plan of action, and plan for sharing
    - Updated resources
    - Projects may or may not be completed by this time. This final paper should include a reflection on the project as it stands at that time.
- Richmond Panel Symposium
  - A culminating event is tentatively scheduled for Friday, February 21 – Saturday, February 22, 2015 in Richmond. Participants may make final presentations of their projects (details on the presentation format will follow at a later date) and interact with school division, VDOE and other policymakers as well as other students from the four VCET academies.
  - Attendance and presentation at the event is optional and will not be reflected in course grading, but is encouraged.
  - Event details will follow as they become available.

GRADING SCALE:
A+ = 98 – 100%
A = 93 – 97.99%
A- = 90 – 92.99%
B+ = 88 – 89.99%
B = 83 – 87.99%
B- = 80 – 82.99%
C = 70 – 79.99%
F = below 70%

 PROPOSED CLASS SCHEDULE:
The following is the basic schedule of the fall course. Assignment details and rubrics will be provided and announced via Blackboard and email.

Date	Focus	Activities	Assignments
September/October 2014	• Course Expectations • Review Summer Project Proposal	• Project Implementation (ongoing) • Discussion Board One • Online Policy Presentation	• Online Policy Presentation Reflection (due date TBA)
November 2014	• Leadership Project Sharing Plan	• Project Implementation (ongoing) • Discussion Board Two	• Leadership Project Policy Implications (November 2)
December 2014	• Project Analysis and Reflection	• Project Implementation (ongoing) • Discussion Board Three	• Leadership Project Update & Reflection (December 7)
January/February 2015	• Symposium Presentation Preparations (optional)	• Richmond Symposium (optional)	• Presentation (optional) (February 22)