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

EDUC 608.A01
Teacher Leadership for Professional Growth
3 credits, Summer 2019
Online, May 20, 2019 - Jun 22, 2019

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Examines teacher leadership as a vehicle for professional growth and change. Focuses on the role of teacher learning in strengthening school capacity and offers teachers a foundation for enacting teacher leadership in their own school contexts via mentoring, collaboration, and related professional development endeavors.

Course Overview

In this course, teachers will reflect on themselves as professional learners and leaders. Teachers are often at the mercy of top-down mandates and decontextualized professional development that does little for them in their daily context. How might we reposition teachers as leaders of their own professional growth? In this course, teachers will critically examine their school contexts and ask such questions as: What opportunities exist for professional growth for self and for colleagues? How might these opportunities be leveraged for changes in learning and leadership? What is, and can be, my role in such opportunities? Our charge in education is to foster environments and outcomes that are equitable for all students- to ensure equitable opportunity for learning. The same needs to be true for teachers- teachers as professionals requires teachers to be leaders in their school communities to create the conditions necessary for equitable opportunities for professional learning.

Course Delivery Method

This course will be delivered online (76% or more) using 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. After logging in, click on the COURSES tab at the top of the page to see your list of courses, then select EDUC 608, The course site will be available on Tuesday May 14.

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 obtain a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
    - To obtain 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
- 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.
    - You will need to create a personal Google account to use Google Docs. You will not be able to use your district account if you have one.
- 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/

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 one prescheduled synchronous meeting during the course of our class.
- Log-in Frequency:
  Students must actively check the course Blackboard site for communications from the instructor, class discussions, and/or access to course materials *at least* 3 times per week. Students are expected to check GMU email *daily* for communications from the instructor. 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, and participating in course discussions and group interactions.
- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- 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 and in the weekly modules. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.

- 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. 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

This course is designed to enable students to do the following:
1. Define teacher leadership and justify its importance to school change (*ASTL Learning Outcome 1, 5)*;
2. Critically examine their school contexts for leadership opportunities specifically related to teacher learning and development (*ASTL Learning Outcome 1, 2, 4, 5, 7)*;
3. Identify and evaluate teacher leadership activities and plan for their enactment in their school contexts (*ASTL Learning Outcome 2, 4, 5, 7)*;
4. Engage colleagues in professional development (*ASTL Learning Outcome 2, 5, 7)*.

Relationship to Professional Standards

National Board for Professional Teaching Standards (NBPTS)
   National Board for Professional Teaching Standards 1 – Teachers are committed to students and their learning.
   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.

ASTL Core Outcomes

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

Teacher Leader Model Standards
Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning
Domain III: Promoting Professional Learning for Continuous Improvement
Domain IV: Facilitating Improvements in Instruction and Student Learning

Required Texts
No required textbook

Selected readings will be available via Blackboard and through Mason libraries (http://library.gmu.edu/)

Recommended Texts
American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th 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 and/or Examinations**

Course Outcome Alignment	Assignment	Points
	Weekly Class Participation and Engagement	30
	Instructional Teacher Leadership Plan (PBA)	40
	Class Leadership	30
	Total	**100**

Class Participation and Engagement
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 be 'present' in all course activities by actively participating in terms of quantity and quality. You will participate in various flexible groups for discussion throughout the semester. In group discussions, each person is expected to 'listen' carefully and actively, raise questions, and encourage one another to think more deeply and more broadly. *Please remember that y*our responses to others and the expertise you lend to any discussion are as important as what you share about your own work*. See the Weekly Class Participation and Engagement rubric in this syllabus for grading criteria.

Instructional Teacher Leadership Plan (*Course PBA)
This class focuses on teacher leadership with an instructional emphasis. The guiding belief is that you can change and improve your school by strengthening the professional capital of your context (Hargreaves & Fullan, 2012). By taking action, you position yourself as an agent of change who can identify areas of need in your school and enact a plan for addressing those areas by enhancing

the professional knowledge and skills of yourself and your colleagues. For your final project, you will choose one instructional teacher leadership activity and develop a plan for enacting it during the next school year. For this assignment, you must detail your vision, your philosophy, and then research the activity (strengths, challenges, essential considerations). You will also detail the need that exists in your school for such an endeavor and design plans for implementation. Further specific details for the assignment will be provided online. See the Instructional Teacher Leadership Plan rubric in this syllabus for grading criteria.

Class Leadership

You will share what you learn about your selected instructional leadership activity with your classmates. To do this, you will lead the class in a workshop about the leadership activity you research for your PBA. Using a digital technology tool, you will teach the class about the instructional leadership activity, its purpose, benefits, drawbacks, what it can look like, and effective implementation (basically part 2 of your paper). By the end of your workshop, your peers should have a strong foundational knowledge of the leadership activity and ideas for how they could utilize the activity and/or strengthen related activities in their school. See the Class Leadership rubric in this syllabus for grading criteria.

- **Other Requirements**
  A. Class "attendance" is both important and **required**. If, due to an emergency, you will not complete course tasks on time, you must *contact your instructor prior to due dates*. Learners with more than two absences may drop a letter grade or lose course credit.
     a. Students are expected to adhere to a 24-hour turnaround time for emails.
     b. It is expected that you will monitor your participation and be able to complete all tasks on-time without reminder.
  B. All assignments are due no later than **11:59PM EST** 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. Please do not upload written assignments in PDF format. Other editable formats are acceptable (i.e., .doc, .docx, .rtf, .ppt, .pptx, .xlsx, .xlsx). 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 (6th edition), as well as double-spaced, with 1" margins, and 12-point font (Times New Roman, Calibri, or Arial).

- **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/

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.
Note: See BB for specific activities and content for each week.

Week	Weekly Topics	Readings/Assignments due *Readings available on BB
Week 1	<u>**What is Teacher Leadership?**</u> This week we will focus on acclimating to our Blackboard environment. We will spend time diving into what teacher leadership means by examining field-accepted standards, determining definitions, and reading cases. We will also begin the creation of a needs assessment for your school.	• Fairman, J. C., & Mackenzie (2015). How teacher leaders influence others and understand their leadership. International *Journal of Leadership in Education, 18*(1), 61-87. • Hunzicker, J. (2015). Teacher leadership and peanut butter. *AMLE Magazine,* 18-20.
Week 2	<u>**Teacher Learning**</u> What does it mean for a teacher to learn something? What do we know about how teachers learn and how that learning translates into change?	• Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching, 8*(3), 381-391. • Clarke, D., & Hollingsworth, H. (2002). Elaborating a model of teacher professional growth. *Teaching and Teacher Education, 18*(8), 947-967. • Sousa, D. (2009 Online). Brain-friendly learning for teachers. *Educational Leadership,* 66. Report on your needs assessment results; Identification of instructional teacher leadership activity
Week 3	<u>**Context Matters**</u> How do schools as organizations foster and/or constrain teachers' learning? What is the impact of this on school improvement/change? What role does communication play in your facilitation of colleagues' learning and the development of learning communities?	• van Es, E. A. (2012). Examining the development of a teacher learning community: The case of a video club. *Teaching and Teacher Education, 28*(2), 182-192. • Levenson, M. R. (2014). *Pathways to teacher leadership.* Cambridge, MA: Harvard Education Press. (Instructional Leadership chapter) • Feiman-Nemser. S. (2012). *Teachers as learners.* Cambridge, MA: Harvard Education Press. (From Preparation to Practice excerpt) • Teacher Leadership Skills Framework vignettes: http://cstp-wa.org/cstp2013/wp-content/uploads/2018/07/2018-Teacher-Leadership-Framework.pdf

Week 4	**Instructional Teacher Leadership** The next two weeks focus on specific activities of instructional teacher leadership. Each person/partner/group will design and lead a workshop focused on a specific activity.	• Readings as assigned by each group Instructional Teacher Leadership Plan Part 1 Draft Due
Week 5	**Instructional Teacher Leadership** Instructional teacher leadership activities continued **Synthesizing our Learning** Instructional teacher leadership activities continued Connecting our learning: What have we learned regarding instructional teacher leadership? Where do you go next?	• Readings as assigned by each group • **Instructional Teacher Leadership Plan (PBA)** due to tk20 via Blackboard 11:59pm

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 http://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 http://ods.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 or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

CLASS PARTICIPATION AND ENGAGEMENT RUBRIC

30 points	Evolving	Competent	Accomplished
Overall Participation	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.	Most tasks for all weeks are completed on time and demonstrate thoughtfulness. Collaborate sessions, if scheduled, were attended and student somewhat engaged with peers and instructor.	All tasks for all weeks are completed on time and demonstrate thoughtfulness. Collaborate sessions, if scheduled, were attended and student actively engaged with peers and instructor
Discussion Quality	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.	Most discussion posts and most replies are one *hearty* 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; Questions may be posed for further thought and discussion; Some questions from peers may be addressed (there is some evidence that you went back to read discussion replies)	All discussion posts and all replies are one *hearty* paragraph to three paragraphs; Readings and weekly content are integrated to support thoughtful posts (*and explicitly referenced*); Posts utilize and demonstrate learners' prior *and* new knowledge; All replies go beyond superficial responses; Replies build on others' responses to create connected threads; As appropriate, questions are posed for further thought and discussion; Questions from peers are addressed (there is evidence that you went back to read discussion replies).

10

INSTRUCTIONAL TEACHER LEADERSHIP PLAN DESCRIPTION

In this assignment, you'll select one instructional teacher leadership related activity. Activities might include:

- mentoring of a novice peer or preservice teacher,
- peer coaching,
- leading professional development sessions,
- co-teaching,
- leading professional learning communities, or
- guiding a teacher inquiry/action research group of your colleagues.
- other options are possible, speak with your instructor.

Once you choose an activity, you'll investigate related literature and resources to construct a comprehensive plan for implementing the activity in the current or upcoming school year. Your plan will include the following parts:

Part 1: My Teacher Leadership
- **Self-Assessment of My Teacher Leadership Strengths and Weaknesses**
  - Using the Teacher Leader Model Standards and Teacher Leadership Competencies, examine your own leadership strengths and weaknesses at this point.
  - Explain your assessment with examples and clear descriptions
- **Teacher Leadership Philosophy and Vision**
  - What does it mean to be a teacher leader? What are your beliefs about leading from your classroom?
  - How will you embody that philosophy? Who do you want to be as a leader?
  - Your philosophy and vision should very explicitly connect to course readings and resources, as well as your leadership experiences to date

Part 2: [The Activity]
- **Identification and Description of [Activity]**
  - Clearly identify and describe the activity and its origins with explicit explanation of its purpose(s).
  - If the activity has multiple stages, phases, elements, etc., be sure you explain them. Use diagrams as appropriate.
  - After reading this section, it should be very clear what the activity looks like in action.
- **Advantages**
  - These should include both advantages cited in the literature AND advantages you foresee for your specific context given what you know about your context.
- **Challenges and Potential Solutions**
  - These should include both challenges cited in the literature AND challenges you foresee for your specific context given what you know about your context.
  - This section should also include potential solutions for overcoming those challenges.
- **Essential considerations**
  - Given what you just presented above, what must you consider when planning and implementing this activity?

- This section should be a bulleted list of that is clearly drawn from the sections above. Think of it like a take-away cheat sheet for planning and implementing this activity.

Part 3: The Plan
- **Plan: Need**
  - Describe your context and your Needs Assessment results. Explain how and why you see this activity as filling a professional learning need.
- **Plan: Design**
  - Include:
    - Description of activity content with resources listed/linked OR description of process with specific questions/ foci/ elements
    - Steps to planning and enactment (Consider what further information you need to gather, prep work, what human resources and/or approvals you will need, how you will recruit, etc.)
    - Timeline
    - Monitoring plan
      - How are you going to a) monitor the effectiveness of your activity, and b) assess the outcomes of your activity on you and your colleagues' professional learning?

It is expected that you incorporate related literature as you go to support your activity and your plan. As you do so, you will use APA 6th edition formatting.

*Note: You will use the research you gather to lead the class in learning more about your selected activity. See the Class Leadership description and rubric for more information.

INSTRUCTIONAL TEACHER LEADERSHIP PLAN RUBRIC

	Does not meet Standard (Little or no evidence)	**Approaches Standard** (Some evidence)	**Meets Standard** (Clear evidence)	**Exceeds Standard** (Clear, convincing, and substantial evidence)
	0	**1**	**2**	**3**
Self-assessment of TL strengths and weaknesses *ASTL Learning Outcome 4*	Self-assessment is not included or is exceedingly limited; TL standards and competencies may not guide the assessment *0 points*	Self-assessment is overall limited and may not be very reflective; at least one strength and one weakness is identified and described; TL standards and competencies may not guide the assessment *1 point*	Self-assessment is somewhat reflective; More than one strength and weakness are identified and described; TL standards and competencies guide the assessment *2 points*	Self-assessment is thorough and critically reflective; Several strengths and weaknesses are identified and described; TL standards and competencies guide the assessment *3 points*
Teacher Leadership Vision and Philosophy *ASTL Learning Outcome 4*	Vision and philosophy are not included or are exceedingly limited; Literature may not be used at all *0-2 points*	Vision for own teacher leadership is somewhat articulated; Teacher leadership philosophy is not well organized; Philosophy is vague in what, how, and why; Does not include connections to literature OR the literature references are inappropriate *3 points*	Vision for own teacher leadership is articulated; Teacher leadership philosophy is organized; Philosophy has specifics in what, how, and why, but they might be inconsistent; Includes appropriate connections to literature *4 points*	Vision for own teacher leadership is clearly articulated with illustrative examples; Teacher leadership philosophy is well-organized; Philosophy is specific in what, how, and why; Includes frequent and well-placed connections to literature *5 points*
Identification of Activity *ASTL Learning Outcome 7*	Teacher leadership activity is not identified nor described or the description is exceedingly limited *0-2 points*	Teacher leadership activity is identified and vaguely described; Includes the purpose of the activity and its intended outcomes but this may be cursory *3 points*	Teacher leadership activity is identified and described; Includes the purpose of the activity and/or its intended outcomes *4 points*	Teacher leadership activity is identified and thoroughly described in detail; Includes the purpose of the activity and its intended outcomes *5 points*
Advantages and Disadvantages *ASTL Learning Outcome 4*	Advantages and disadvantages of the activity not included or are exceedingly vague	Advantages and disadvantages of the activity are included but may be vague OR only advantages or disadvantages are included;	Advantages and drawbacks of the activity are both identified and described; Reasons for some advantages and disadvantages	Advantages and disadvantages of the activity are both identified and well described; Reasons for all advantages and disadvantages

		Reasons for advantages and disadvantages are noted; Advantages and disadvantages include those at either the general level or the specific level of student's individual context; Literature may not be used	are noted and specific; Advantages and disadvantages include those at both the general level and the specific level of student's individual context; Literature is used but may be limited	are noted and specific; Advantages and disadvantages include those at both the general level and the specific level of student's individual context; Literature is used to support advantages and disadvantages
		0-2 points	*3 points*	*4 points*	*5 points*
Challenges *ASTL Learning Outcome 4*	Challenges to implementing the activity are not identified or are exceedingly vague	Challenges to implementing the activity are identified and described but description may be vague Potential solutions to addressing the challenges are noted; Literature may not be used; Challenges and potential solutions include those at either the general level or the specific level of student's individual context or solutions may not be offered	Challenges to implementing the activity are identified and described; Potential solutions to addressing the challenges are noted and described; Literature is used to support challenges and potential solutions, but may be limited; Challenges and potential solutions include those at both the general level and the specific level of student's individual context	Challenges to implementing the activity are identified and well-described; Potential solutions to addressing the challenges are noted and well described; Literature is used to support challenges and potential solutions; Challenges and potential solutions include those at both the general level and the specific level of student's individual context
	0-2 points	*3 points*	*4 points*	*5 points*
Essential Considerations *ASTL Learning Outcome 4*	Essential considerations are not included or may be exceedingly vague	Essential considerations are noted; It may not be clear how the essential considerations are drawn from what was presented about advantages, disadvantages, challenges, and the student's own strengths and weaknesses in TL	Essential considerations are noted and some may be specific; It is somewhat clear that the essential considerations are drawn from what was presented about advantages, disadvantages, challenges, and the student's own strengths and weaknesses in TL	Essential considerations are noted and specific; It is clear that the essential considerations are drawn from what was presented about advantages, disadvantages, challenges, and the student's own strengths and weaknesses in TL
	0 points	*1 point*	*2 points*	*3 points*
Plan: Need *ASTL Learning Outcome 5*	Needs section is not included or is exceedingly vague	The context is described in terms of need but is limited; There is limited evidence from needs assessment used as support; It may not be clear that the chosen	The context is described in terms of need; There is some evidence from needs assessment used as support; It is somewhat clear that the chosen activity is intended to	The context is well described in terms of need; There is evidence from needs assessment used as support; It is clear that the chosen activity is intended to

		activity is intended to address the identified contextual need(s) *1 point*	address the identified contextual need(s) *2 points*	address the identified contextual need(s) *3 points*
	0 points			
Plan: Design *ASTL Learning Outcome 7* *0-5 points*	No design plan is included or the plan design is exceedingly vague	Plan design is included; Plan design includes description of the following elements but more than one may be missing or very limited: • Description of activity content with resources listed/linked OR description of process with specific questions/ foci/ elements • Steps to planning and enactment • Timeline • Monitoring plan *6 points*	Plan design is included; It contains specifics but they may not be consistent; Plan design includes description of all of the following elements: • Description of activity content with resources listed/linked OR description of process with specific questions/ foci/ elements • Steps to planning and enactment • Timeline • Monitoring plan *7 points*	Plan design is clear; It is thorough and specific; Plan design includes thorough description of all of the following elements: • Description of activity content with resources listed/linked OR description of process with specific questions/ foci/ elements • Steps to planning and enactment • Timeline • Monitoring plan *8 points*
Reference Formatting *0 points*	There is no discernable reference format used	APA 6th edition is followed for references but there are many errors or error patterns *1 point*	APA 6th edition is followed for references but there are minor errors or error patterns *2 points*	APA 6th edition is followed for all references both in-text citations and the reference list; There are NO reference errors *3 points*

CLASS LEADERSHIP DESCRIPTION

You will share what you learn about your selected instructional leadership activity with your classmates. To do this, you will lead the class in a workshop about the leadership activity you research for your PBA. Using a digital technology tool (suggestions provided in class), you will teach the class about the instructional leadership activity, its purpose, benefits, drawbacks, what it can look like, and effective implementation (basically part 2 of your paper). By the end of your workshop, your peers should have a strong foundational knowledge of the leadership activity and ideas for how they could utilize the activity and/or strengthen related activities in their school. See the Class Leadership rubric in this syllabus for grading criteria.

Within your workshop, there should be varied opportunities for peers to engage with the leadership activity. Consider how to use videos and/or vignettes (cases) to help your peers 'see' the activity in action. You might consider implementing a part of the activity in your own context and recording it. And/or finding a video from an online resource if that isn't possible.

Questions to consider include: What information will be most important for peers to know and how will they best learn that information? What reflection on their own contexts and experiences will they do?

It is expected that you will assign a reading to your classmates prior to the week of your workshop.

Essential elements:
- Identification of the activity
- Its purpose
- Benefits and challenges
- What it can look like
- Elements of effective implementation
- Opportunity for reflection on own contexts and experiences
- Collaboration/discussion/active engagement

How you approach these elements is completely up to you, providing you attend to the information above.

CLASS LEADERSHIP RUBRIC

	Does not meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
Content	Workshop is not conducted OR does not contain any of the required elements OR the elements are presented exceedingly superficially; Reading(s) are not assigned prior to session; Technology is not well utilized	Workshop is missing at least one of the required elements; It may not be clear from where the elements are drawn; The content is somewhat well prepared and 'delivered'; Reading(s) may not be assigned prior to session; Technology is used but may not be well utilized	Workshop includes all of the required elements; The elements are presented somewhat thoroughly but there may be gaps in important content; Elements are drawn from robust research and resources; The content is mostly well prepared and 'delivered'; Reading(s) is assigned to class prior to session; Technology is well utilized to communicate the content	Workshop includes the following elements: • Identification of the activity • Its purpose • Benefits and challenges • What it can look like • Elements of effective implementation All elements are thoroughly communicated; Elements are clearly drawn from robust research and resources; The content is well prepared and 'delivered' thoroughly and knowingly; Reading(s) is assigned to class prior to workshop week; Technology is well utilized to communicate the content.
	0-10 points	*11-12 points*	*13-14 points*	*15 points*
Engagement	Workshop is not conducted OR workshop is not designed for engagement in any way; Workshop may be completely lecture	Workshop is not well designed for engagement; One genre/ material is used to present content; There are minimal to no opportunities for classmates to reflect on their own contexts and experiences; There are minimal to no opportunities for classmates to collaborate and/or discuss	Workshop is designed for engagement; More than one genre/ material is used to present content; There are some opportunities for classmates to reflect on their own contexts and experiences, but these may be somewhat limited in depth; There are some opportunities for classmates to collaborate and/or discuss but these may be somewhat limited in depth	Workshop is designed for engagement; Multiple genres/ materials are used to present content; There are opportunities for classmates to reflect meaningfully and critically on their own contexts and experiences; There are opportunities for classmates to collaborate and/or discuss important questions/ topics
	0-10 points	*11-12 points*	*13-14 points*	*15 points*