

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
TRANSFORMATIVE TEACHING PROGRAM
EDUC 659 C01 Teacher Leadership (Credits: 1.5) Summer
2022

July 25 – July 29, 9 AM – 2:30 PM, MTWRF

PROFESSORS:

Names:	Betsy DeMulder, PhD	Stacia Stribling, PhD
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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. Engages learners in data gathering exercises toward articulating a leadership agenda in the context of PK-12 educational environments and other organizations.

LEARNER OBJECTIVES:

This course is designed to enable students to:

1. Reflect on their roles as teacher leaders
2. Better understand the structures and systems that both support and constrain leadership

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:

- Venet, A.S. (2021). *Equity-centered trauma-informed education* (Equity and Social Justice in Education). W. W. Norton & Company. Parts IV and V.
- Safir, S. & Dugan, J. (2021). *Street data: A next generation model for equity, pedagogy and school transformation*. Entire text.
- Earley, P. Education Policy: The good, the bad, & the sometimes silly. Center for Education Policy and Evaluation, George Mason University.
- Education Policy Analysis Archives, available on line (<http://epaa.asu.edu>)

*Please Note: Additional articles, chapters, PowerPoint presentations, and media will be posted on Blackboard as needed.

COURSE ASSIGNMENTS: (aligned with outcomes/objectives)

1. Assignment descriptions

- Antiracist Critical Trauma-Informed Leadership Reflection – PBA (Assesses objectives 1 and 2): See below for specific guidelines (*Section 5: Selected performance-based assessment*).
- Research VoiceThread & Panel Discussion (Assesses objective 1): See guidelines distributed via email & Bb.
- Personal Antiracist Critical Trauma-Informed (ACT) Leadership Profile: See guidelines in Bb

2. Assignment weighting (points)

Class Participation	20 points
Research VoiceThread & Panel Discussion	40 points
Personal Antiracist Critical Trauma-Informed (ACT) Leadership Profile	10 points
Antiracist Critical Trauma-Informed (ACT) Leadership Reflection	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. Other expectations (e.g., attendance, writing requirements)

- The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
- Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend the summer online synchronous class sessions. Absences, tardiness, and leaving early may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog: Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation.
- All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, 7th Edition (APA) style will be followed for all written work. 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.

5. Selected performance-based assessment

Antiracist Critical Trauma-Informed (ACT) Leadership Reflection.

Think through the work you have done as part of this course to build your capacity to exercise ACT leadership, including your reading, study and actions regarding:

- Equity-centered trauma-informed education
- Street data collection and school/organization transformation
- Education policy through an ACT lens, and
- Strategies for building political, cultural, economic and social power (e.g., using action research, personality strengths and power mapping).

For your ACT Leadership Reflection, address the questions below, conceptualizing the connections you've made to course work and your teaching practice and articulating examples of what you have learned. At a minimum, each question response should be the length of one substantial paragraph. The questions include:

- Having read Venet's and Safir & Dugan's texts, what examples do you see in your own school/organization setting of ACT-responsive policies? What examples do you see of ACT-unresponsive policies?
- How might the ACT-unresponsive policies you identified be addressed to re-envision schooling as ACT-responsive spaces?
- How has your leadership course experience influenced your understanding of your role as an ACT leader?
- How might your insights about ACT leadership impact your actions or plans for action in the context of your classroom and school/organization?

VIA PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any Transformative Teaching course with a required performance-based assessment is required to submit this assessment, **Antiracist Critical Trauma-Informed Leadership Reflection**, to VIA through Blackboard. Failure to submit the assessment to VIA (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required VIA submission, the IN will convert to an F nine weeks into the following semester.

GMU Policies and Resources for Students

Policies

1. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
2. Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
3. 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.
4. 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/>).
5. 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://coursesupport.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, please visit our website <http://cehd.gmu.edu/>.

CLASS SCHEDULE		
Day	Topic/Learning Experience	Readings & Assignments
Day 1	<p>Synchronous (9am – 11:05):</p> <ul style="list-style-type: none"> Welcome; Framing the Week: Format & Topics Research Panel Discussions <p>Off-Line (11:05am – 12:30pm):</p> <ul style="list-style-type: none"> Lunch Break Leadership Reflection <p>Synchronous (12:30pm – 2:30pm):</p> <ul style="list-style-type: none"> Introducing leadership and policy activities Personality Preferences, Teaching, Learning, Relationships & Leadership (Myers/Briggs) 	<p>Have Read:</p> <ul style="list-style-type: none"> Venet, A.S. (2021). <i>Equity-centered trauma-informed education</i>. Parts IV and V. Safir, S. & Dugan, J. (2021). <i>Street data: A next generation model for equity, pedagogy and school transformation</i>. Entire text. <p>Have completed: the MBTI; Email Type to Betsy</p> <p>For Tonight: Complete Class Day Reflective Feedback in Blackboard by 9pm.</p> <p>For Tomorrow:</p> <ul style="list-style-type: none"> Have read Dr. Early's Education Policy article Be thinking about a policy issue you want to address beyond your classroom.
Day 2	<p>Synchronous (9am – 9:45am):</p> <ul style="list-style-type: none"> Antiracism: What does it mean to be an ACT Leader and an antiracist educator? <p>Off-Line (9:45am – 10:30am):</p> <ul style="list-style-type: none"> Venet: Policy Review Tool <p>Synchronous (10:30am – 11:30am)</p>	<p>For Tonight:</p> <ul style="list-style-type: none"> Complete Class Day Reflective Feedback in Blackboard by 9pm. Review Dr. Early's article

	<ul style="list-style-type: none"> ● Small group debrief <p><i>Off-line (11:30am – 12:30pm)</i></p> <ul style="list-style-type: none"> ● Lunch Break ● Leadership Reflection <p><i>Synchronous (12:30pm – 2pm):</i></p> <ul style="list-style-type: none"> ● Shifting our Paradigm Toward Street Data: Core Concepts 	
Day 3	<p><i>Synchronous (9am – 10:30am):</i></p> <ul style="list-style-type: none"> ● Anne Holton – Teacher leadership, policy experiences and tips <p><i>Off-Line (10:30am – 11:30am):</i></p> <ul style="list-style-type: none"> ● Break & bring back lunch to eat later ● Leadership Reflection <p><i>Synchronous (11:30am – 2:30pm):</i></p> <ul style="list-style-type: none"> ● Making Change Game 	<p><u>For Tonight:</u></p> <ul style="list-style-type: none"> ● Complete Class Day Reflective Feedback in Blackboard by 9pm.
Day 4	<p><i>Synchronous (9am – 9:30am):</i></p> <ul style="list-style-type: none"> ● Power-Mapping <p><i>Off-Line (9:30am – 10:30am):</i></p> <ul style="list-style-type: none"> ● Work on Macro Power Map <p><i>Synchronous (10:30am – 11:00am):</i></p> <ul style="list-style-type: none"> ● Debrief and Micro Power Map <p><i>Off-Line (11:00am – 11:45am):</i></p> <ul style="list-style-type: none"> ● Work on Micro Power Map <p><i>Synchronous (11:45am – 12pm):</i></p> <ul style="list-style-type: none"> ● Debrief <p><i>Off-Line (12:00pm – 1:30pm):</i></p> <ul style="list-style-type: none"> ● Leadership Reflection <p><i>Synchronous (1:30pm – 2:30pm):</i></p> <ul style="list-style-type: none"> ● Gathering Street Data to make your policy argument 	<p><u>For Tonight:</u></p> <ul style="list-style-type: none"> ● Complete Class Day Reflective Feedback in Blackboard by 9pm. ● Read over EDUC 661 Syllabus and come tomorrow with any questions
Day 5	<p><i>Synchronous (9am – 12:00pm)</i></p> <ul style="list-style-type: none"> ● Using Street Data to Inform Policy: Whole Group Discussion 	<p><u>By Sunday, July 31:</u></p> <p>Due in Bb Assessments & Assignments: Antiracist Critical</p>

	<p>Off-Line (12noon – 1pm):</p> <ul style="list-style-type: none"> Lunch; Faculty Evaluations; Leadership Reflection <p>Synchronous (1pm –):</p> <ul style="list-style-type: none"> Preparation Work for Upcoming Assignments and Online Work 	<p>Trauma-Informed (ACT) Leadership Reflection</p> <p>Due in Bb Assignments: Personal Antiracist Critical Trauma-Informed (ACT) Leadership Profile</p> <p><u>By Monday, Aug 1:</u></p> <p>Complete the Class Day/Summer Session Feedback in Bb</p>
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ASSESSMENT RUBRIC:

The PBA will be assessed according to the professional standards and the specific assignment guidelines using the following rubric:

Antiracist Critical Trauma-Informed Leadership Reflection

Assignment rubric

CRITERIA	Beginning (Does not meet standards) 1	Developing (Meets standards) 2	Accomplished (Exceeds standards) 3	Exemplary (Exceeds standards) 4
Imagination and Creativity (GMU I, TC II)	Beginning to articulate possibilities for antiracist, critical trauma-informed (ACT) teacher leadership	Generates multiple possibilities for ACT teacher leadership	Expresses creative problem-solving possibilities, divergent and convergent thinking, and tenacity as an ACT teacher leader	Metacognitive and innovative thinking about ACT teacher leadership and practice derived from creative problem solving that sparks more questions, possibilities, and creativity for self and students. Overcomes social and material obstacles

<p>Critical Consciousness (GMU V, TC IV, NBPTS 1)</p>	<p>Emergent understanding of personal and/or social power in own experience</p>	<p>Emergent understanding of personal and social power from multiple perspectives in diverse contexts</p>	<p>Consistent understanding of personal and social power from multiple perspectives in diverse contexts and how power connects to perspectives, marginalization, cultural capital, social justice, and achievement</p>	<p>Analyzes personal and social power from multiple perspectives in diverse contexts, including institutional and societal contexts, and how power and privilege connects to world view, marginalization, cultural capital, social justice, and achievement. Uses critical consciousness as framework in formulation of theory and practice in teaching and learning.</p>
<p>Collaboration (GMU IV, TC III, NBPTS 5)</p>	<p>Listens to others and contributes ideas</p>	<p>Listens to others and contributes ideas and theories. Sporadic involvement in planning and implementation of policy work.</p>	<p>Consistently listens to others and contributes ideas and theories. Actively involved in research, planning, creative problem-solving and implementation of policy work.</p>	<p>Listens to others, considers multiple viewpoints, and contributes constructive ideas and theories. Actively involved in research, planning, creative problem-solving and implementation of policy work. Helps others to reach fair decisions and follows through in a timely manner.</p>
<p>Communication Skills (GMU IV, TC III, NBPTS 5)</p>	<p>Expresses minimal ideas about ways to effectively collaborate with others as an ACT teacher leader</p>	<p>Expresses ideas about ways to effectively collaborate with others as an ACT teacher leader</p>	<p>Expresses multiple ideas about ways to effectively collaborate with others as an ACT teacher leader</p>	<p>Expresses multiple complex ideas about ways to effectively collaborate with others as an ACT teacher leader</p>

Conceptualize Connections	No connections between coursework, experience and ideas	Minimal connections between coursework, experience and ideas	Connections between coursework, experience and ideas are clearly supported by evidence	Connections between coursework, experience and ideas are clearly supported by substantial evidence and a clearly articulated ACT leadership agenda
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