

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
SCHOOL OF EDUCATION
Learning Technologies in Schools**

**EDIT 787 001- Teacher Leadership and Advocacy
3 credits, Summer 2022**
Wednesdays, 5:00pm-9:00pm, Mason in Loudoun, Room 208

Faculty

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Prerequisites/Corequisites

Recommended Prerequisite: EDIT 782 and EDIT 783

University Catalog Course Description

Enables PreK-12 teacher leaders to support colleagues in the design of classroom and school-based digital learning. Explores advocacy as a strategy to engage colleagues and communities in the design of school-based initiatives related to teaching, learning, technology.

Course Delivery Method

The nature of course delivery uses a blended delivery approach, weekly combining asynchronous online and in-person instruction. Blended learning is the thoughtful fusion of face-to-face and online learning experiences. Blended learning is not an addition that builds another layer of instruction. Rather, it represents a restructuring of course activities and assignments to enhance engagement and to extend access to a range of web-based opportunities. Blended learning emerges from an understanding of the relative strengths of in-person and online learning to provide learning activities consistent with course goals. Blended learning combines the properties and possibilities of both to go beyond the capabilities of each separately.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Develop a comprehensive understanding of teacher leadership and advocacy as they enable transformation to digital learning;

2. Develop a comprehensive understanding of the connection between teacher leadership and advocacy and professional development and teacher collaboration;
3. Develop a comprehensive understanding of design principles, processes, and patterns for facilitating effective strategies for teacher leadership and advocacy;
4. Develop comprehensive knowledge of technologies that afford effective implementation of teacher leadership and advocacy; and
5. Design learning opportunities for teachers at the intersection of effective design, technology affordances, and teacher leadership and advocacy activity.

Professional Standards

Upon completion of this course, students will have met the following professional standards:

The Designing Digital Learning in Schools (DDLs-CERG) certificate and 6 course core of the MEd concentration (LTS-DDLS) is informed by the International Society for Technology in Education Standards for Educators (<https://www.iste.org/standards/for-educators>) and the International Society for Technology in Education Standards for Coaches (ISTE Standards•Coaches) (<http://www.iste.org/standards/standards-for-coaches>). For the purposes of evaluation of performance-based assignments and program assessment, the ISTE standards have been collapsed and restated to better reflect program goals. Thus, the LTS-DDLS and DDLs-CERG program standard informing this course is:

- Standard 4: Design-Oriented Teacher Leadership - Student demonstrates understanding of the relationship between design and teacher leadership and is able to apply concept to leadership case studies as well as to lead design-oriented professional conversations, to use a variety of technologies to support professional growth and leadership activities, and to lead school-based design teams in solving shared instructional problems.

Required Texts

1. Brown, J. L., & Moffett, C. A. (1999). The hero's journey: How educators can transform schools and improve learning. Alexandria, VA: ASCD. Retrieved from <http://www.ascd.org/Publications/Books/Overview/The-Heros-Journey.aspx>
2. An assigned or selected book from the DDLs Summer Book Club provided on the course Blackboard site.
3. Additional online articles provided on the course Blackboard site.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

- **Assignments**

1. Advocacy Resource Website (40 points)- Students in small groups will design an advocacy resource website. This site will include a number of resources to support the advocacy of students' chosen issue to include at least five "pages:" a front page, a call to action page, a tools for change page, a page for external resources and references page, and marketing and publicity page. This website will present an overview of resources available at the website and links to resources especially the resources they create. (This PBA will be used as part of the accreditation data gathering process.)
 2. Online Leadership Mentoring Modules_(20 points): Students will participate in a fully online Teacher Leadership Academy. Students will complete reading assignments and synthesis activities within each of the 5 modules.
 3. Personal Leadership Plan (20 points): Students will prepare a nine-part personal leadership plan using the guidelines distributed in class. As each part is completed, students will submit and discuss their developing plan with an online mentor.
 4. Online Portfolio (20 points) - Student is required to create and continually revise a professional, online portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. Templates and assistance will be provided during class to assist students in the creation and maintenance of this portfolio. All exhibits in the online portfolio will include a short reflection. At the end of the semester, a comprehensive, semester-wide reflection and supporting samples of work will be added to the portfolio reflecting student learning related the semester's work.
- **Other Requirements**
 1. Participation is mandatory, as discussions, readings and activities are important parts of the course.
 2. Each student is expected to complete all readings and participate in all discussions, both face to face and online.
 3. Each student is expected to participate in and complete all projects.
 4. Students who must miss either online or face to face activities are responsible for notifying the instructor (preferably in advance) and for completing any revised assignments, readings, and activities.
 5. All assignments must be completed electronically. Assignments are to be submitted on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.
 - **Course Performance Evaluation Weighting**

Since this is a graduate level course, high quality work is expected on all assignments. Points for all graded assignments will be based on the scope, quality, and creativity of the assignments. All assignments are due on the date

stipulated in the Schedule of Activities section below. Late assignments will not be accepted without making arrangements with the instructor.

Points will be assigned to all graded assignments using a rubric process. Both course participants and the course instructor will be involved in assessment of graded assignments. Prior to the due date for any assignment, the student will participate in the review and/or development of an assessment rubric. This rubric will provide course objectives and an elaboration of qualities and components associated with excellence in completion of the assignment. See rubric(s) below.

- **Grading Policies**

Requirements	Points
Teacher Leadership Academy	20
Personal Leadership Plan	20
Online Portfolio	20
Advocacy Resource Website	40

Grade	Point Range
A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
F	69-below

Professional Dispositions

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

Class Schedule

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

	Topic	Work to be done before Wednesday 4:30 pm	In-person Meetings
Week 1 Pre-Course 5/19- 5/25	Introduction to Course Overview of Syllabus	Read ASCD Advocacy Guide Think of DDLS topics that you would like to share with colleagues, parents, administrators, etc. Select CoP Book	5/25 The Change Game CoP Blog Introduction to Advocacy Selecting an Advocacy Topic The Advocacy Website Begin Advocacy Design Document Website Skeleton Consider Navigation; Look and Feel Cover Letters
Week 2 5/25-6/1	Advocacy Advocacy Website and Guide Professional Learning, Professional Development/Workshops CoP Blog	Collaborate on Home Page Elements Read CoP Book Start research for Infographic	6/1 Professional Learning, Professional Development/Workshops Collaborate on adding resources to Reference Page Collaborate on Calls to Action Design Infographic Resumes and CVs
Week 3 6/1-6/8	Advocacy Mock Interviews Public Service Announcements	Finish Home Page Finish Calls to Action Work on Infographic Continue to add to Reference page Public Service Announcement Brainstorm PSA ideas with group The Today Show video and PSA examples Read CoP Book	6/8 Mock Interviews PSA Brainstorm PSA ideas with group

Week 4 6/8-6/15	<u>Advocacy</u>	Finish PSA Finish Infographic Continue to add to Reference page Review PD Workshop Resources Read CoP Book Portfolio	6/15 Advocacy Website Work Introduction to The Leadership Academy
Week5 6/15- 6/22	<u>Advocacy</u>	Work on Advocacy Website elements CoP Blog Portfolio	No in-person
Week 6 6/22- 6/29	<u>Advocacy</u> <u>Leadership</u>	Tentative Complete Advocacy Website by June 22, 11:59 pm The Leadership Academy Module 1 CoP Blog	No in-person
Week 7 6/29-7/6	<u>Leadership</u>	The Leadership Academy Module 2 CoP Blog	No in-person
Week 8 7/6-7/13	<u>Leadership</u>	The Leadership Academy Module 3 CoP Blog	No in-person
Week 9 7/13-7/20	<u>Leadership</u>	The Leadership Academy Module 4 CoP Blog	No in-person
Week 10 7/20-7/27	<u>Leadership</u>	The Leadership Academy Module 5 CoP Blog Portfolio	No in-person
7/27-7/31	Finish All Work for EDIT 787 on or before July 31st!		

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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Assessment Rubric

Advocacy Website			
	Exceeds Standard	Meets Standard	Fails to Meet Standard
Design Document	Includes all components of the advocacy website design template and	Includes most components of the advocacy website design template	Fails to include all components of the advocacy website design template
Components of Website Template	Robust implementation of all components	Adequate implementation of all components	Implementation of components lacks detail and technical implementation
Research Support	Presents detailed research	Presents adequate research	Presents inadequate research
Design Principles	Creative design of all components	Adequate design of all components	Inadequate design of components