EDCP318M – Contextual Leadership: Leadership and Education
Spring 2010, Mondays 12 – 2 p.m.
Benjamin 3236

Instructors:
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This course will explore public education policy in the United States, including historical context, No Child Left Behind legislation, the achievement gap, school funding, standardized testing, and alternatives to the current public education system. It will also explore the meaning of leadership in an educational context and advocacy for change within this context.

Course Objectives

- To develop an understanding of national education policy - its history, critiques, and effects on schools and children.
- To gain an understanding of the strengths and challenges associated with a variety of alternatives to the current public education system.
- To engage in direct service in local schools and connect that experience to discussions and readings on policy and educational leadership.
- To explore the meaning of and examples of leadership in an educational context.

This course has been developed through the collaboration and partnership of the Department of Counseling and Personnel Services within the College of Education and The Adele H. Stamp Student Union Center for Campus Life.

Course Format: Creating a Learning Community
This is a seminar style discussion-based course. It will be all of our role (students and instructors) to create an atmosphere that allows for open discussion. Teaching and learning are understood to occur in multiple directions; instructors and students will combine to form the learning community in this class. As such, everyone’s opinions, intellect, passions, and stories will influence the learning environment. Students are expected to participate in the class through engaging in conversation, taking on the role of active listener, and by participating fully in exercises and assignments.
Expectations

Participation in America Reads*America Counts
This course will be using service-learning as a pedagogy for better understanding the course material. As such, a major component of the course is weekly direct service work in local elementary schools. All students enrolled in the course MUST be working 2 days a week with one of the three America Reads*America Counts programs:

America Counts
You must be available 2 days a week (M-Th) from 2-5 p.m. Based on your availability, you will be assigned to an elementary school in Prince George’s county.

America Reads
You must be available between the hours of 8:30 and 11:30am. For at least 2 hours at a time on at least 2 days a week. Based on your availability, you will be assigned to an elementary school in Prince George’s county.

Partners in Print
You must be available at least 2 days a week (Tu/W/Th) from 5:30-8pm.

It is expected that you will maintain the same weekly schedule, be on time for this professional commitment, and attend required AR*AC Trainings (New Mentor Orientation, Primary Training, and 1 Training and Reflection Session). MAKE SURE YOU SIGN IN AND OUT AT YOUR SCHOOL SITES BEFORE AND AFTER EACH MENTORING SESSION—this is how we will track your attendance in the schools.

Participation in Class
Students are expected to come to class prepared for active participation. A quality learning experience in this leadership course rests heavily upon interaction and exchange of ideas. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighed in determining your final grades.

Attendance
Attendance at all class sessions is expected. Unexcused absences from class sessions will impact your participation grade. Absences from a portion of a class session (i.e., late arrivals or early departures) will also be factored into your participation grade. Excused absences will only be provided on a limited basis for illness (self or dependant), religious observations, participation in university activities at the request of university authorities, or compelling circumstance beyond the student’s control. Absences will only be excused with prior notice, in writing, except in case of emergency. For both excused and unexcused absences, students are still responsible for course work missed and turning in assignments on time.

Atmosphere
Class members are encouraged to demonstrate an open attitude toward dealing with views presented by fellow students. Class members are expected to act in a supportive manner with respect to fellow class members’ participation in class activities and discussion. Class members are expected to be open to learning the acceptance of alternate cultural perspectives, values, positions, and lifestyles.
In order to foster an atmosphere of learning free from distractions, students are asked to turn off all mobile phones, personal pager devices, laptops and personal data organizers during class time.

**Religious Observations**

Because we are a diverse community and enroll students with many spiritual beliefs, we will be sensitive to students’ requests for excused absences and requests due to reasons of religious observances. Be mindful that it is the student’s responsibility to inform instructors of any intended absences for religious observances in advance. Notice should be provided as soon as possible.

**Course Cancellations/Delays:**

Please check with 301-405-SNOW or the university website (www.umd.edu) for any cancellations or delays due to inclement weather or emergencies. You may also sign up for the free university text messaging system, UMD Alerts, and receive text messages with alerts such as cancellations or delays. (alert.umd.edu). This course will comply with any university cancellations or delays accordingly.

**Academic Integrity**

In all class work and assignments, we expect the highest personal and professional standards that reflect the objectives of the University of Maryland. Students will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through University of Maryland procedures. Proper citations, paraphrasing and proper quotations are essential in all work. Also, submitting work that implies participation where none occurred, or where more than one individual worked on an individualized project will be viewed as violations of these standards. Any suspected violations of the Code of Academic Integrity such as cheating, fabrication, plagiarism, and facilitating academic dishonesty will be reported to the Student Honor Council and have a direct impact on your grade in this course. More information about academic integrity and the Honor Pledge is available online at www.shc.umd.edu

**Students with Disabilities**

Students with disabilities are encouraged to contact the instructors so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the Office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff are available to consult with students at any time. (www.counseling.umd.edu/DSS). It is the student’s responsibility to notify the instructor at the beginning of the semester of any documented disabilities.

**Other Campus Resources**

The University of Maryland offers a variety of services for students in need of either educational or psychological assistance. **Learning Assistance Services** (LAS) - offers services and programs on writing skills, English as a second language, study and time management skills, math skills, and issues for students over 25 years of age. They also offer a range of handouts, available on-line. If you need other educational services or support, please contact your instructor for additional resources.
If you are experiencing personal stress that is interfering with your ability to succeed, please consider contacting the Counseling Center or the Mental Health Service at the University Health Center for an appointment. The Counseling Center also offers on-line resources on a series of topics.

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<thead>
<tr>
<th>Learning Assistance Services (LAS)</th>
<th>Counseling Center</th>
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<tr>
<td>Susquehanna</td>
<td>Susquehanna</td>
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<tr>
<td>Email – <a href="mailto:Lasinfo@umd.edu">Lasinfo@umd.edu</a></td>
<td>Phone – 301-314-7651</td>
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<tr>
<td>Phone – 301-314-7693</td>
<td>Website – <a href="http://www.counseling.umd.edu">www.counseling.umd.edu</a></td>
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<tr>
<td>Website – <a href="www.counseling.umd.edu/LAS">www.counseling.umd.edu/LAS</a></td>
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University Health Center, Mental Health Service
2nd Floor, University Health Center (across from The Stamp Student Union)
Phone – 301-314-8106
Website - [www.health.umd.edu/services/mentalhealth.html](www.health.umd.edu/services/mentalhealth.html)

**Course Evaluations**
While we hope to create a learning environment in this course that allows students to provide timely feedback to the instructor, there are more formal ways we will engage in evaluation as a class. One of these is the university’s campus-wide online course evaluation system, CourseEvalUM. Your participation in this system will make a real contribution to our academic program. We value this student feedback, and other students will benefit from having evaluation data for all courses readily available. CourseEvalUM will be open for students to complete their evaluations at the end of the semester and can go directly to the website ([www.courseevalum.umd.edu](www.courseevalum.umd.edu)) to do so. Students will be alerted via their official University e-mail account when the website is active for this semester. Students who complete evaluations for all of their courses in the previous semester (excluding summer), can access the posted results via Testudo’s CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate. More information regarding this system is available at [www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml](www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml).

**Required Reading**

*Various articles and chapters – will be posted on ELMS site.*

**ELMS Site**
In the interest of sustainability readings and assignments will be posted and submitted through the course ELMS site. You should be able to view the page by logging into [www.elms.umd.edu](www.elms.umd.edu) and clicking on EDCP318M.

Assignments can be viewed and submitted using the “Assignments” Tab (on the left side of the page). Click on “View/Complete Assignment” at the bottom of the instructions. Follow the
instructions to upload your document. Make sure you PRESS SUBMIT at the bottom after your document is uploaded, or it will not go through.

Course readings can be downloaded using the “Documents” tab.

**Assignments**

**Class Participation** (15%)  
Your participation grade is based on several factors:

1. **Attendance** – Your attendance is vital to your class participation grade. Attendance is approximately half of your class participation grade and will suffer as a result of unexcused absences or tardiness.

2. **Completing assigned readings** – In order to participate fully in class, all assigned readings must be completed. Failure to complete the readings will be obvious during class discussions and will cause your class participation grade to suffer.

3. **Submitting Weekly questions** – Each week, after you have completed the assigned reading for that week, you will submit a question or thought for discussion on the ELMS site in the “Discussion Board” Tab. It should be submitted by 9 a.m. each Monday morning. This can be:
   - i. Something from the reading that stood out to you that you would like to discuss more
   - ii. A question about a topic in the reading you would like to hear others’ opinions about
   - iii. Something you don’t understand that you want to talk more about.

4. **Facilitating a Discussion** – Each of you will have the chance at some point during the semester to facilitate one class discussion about a topic of your choosing (current event in education policy, an experience you had in the schools, etc.).

5. **Participating in Class discussions**, which can include:
   - i. Raising and answering questions.
   - ii. Sharing ideas, observations, and personal experiences.
   - iii. Relating and synthesizing ideas of others.
   - iv. Pointing out relationships to earlier discussions.
   - v. Helping others develop their views and ideas.

You are not expected to have all the “right” answers in every class, nor should you dominate every in-class discussion. You are, however, required to be prepared and contribute regularly to our class discussion. The quality of the discussion in class will depend on how well prepared you are, and how willing you are to share your thoughts with the class.

**Involvement in ARAC** (25%)  
Involvement as an ARAC mentor is a critical part of your participation in this class. You will not be able to pass the class without fulfilling your responsibilities as an ARAC mentor as this experience is linked with the rest of our course material and assignments. Your grade in this area will be determined by your Mid-Semester Observation (completed by your Team Leader(s)), your end-of-semester evaluation (completed by your Team Leader(s) and Site Supervisor) and your attendance record for mentoring sessions and ARAC trainings.
Case Studies – Presentation and Write-Up (15%)
We will explore alternatives to the current public education system in more depth. You will be doing this work in small groups and presenting it to the rest of the class.

Educator Interview (5%)
Each of you will identify someone to interview who has had experience working in public schools. You should come with your interview notes on the assigned day prepared to discuss what you learned.

Reflection Journals (25%)
Reflection Journals are different than typical academic papers. Rather than presenting facts of persuasive arguments, reflection journals should describe the connections you are making between the course topics, readings, your service in the schools, and your personal experiences. It is appropriate and important to explore your feelings about learning new information. Although journals contain personal opinion and perspectives, they are still assigned a grade, not simply a “pass” for completion.

- Quality work is important, including correct spelling, grammar, and good writing style.
- Most importantly, good journaling must go beyond simply sharing observations or a play-by-play of what happened at your school site.
- Agreement or disagreement with the opinions of the instructors is NOT connected to the grading process, although opinions should be explained with evidence and reasoning.
- Instructor will respond to all journals in an on-going conversation.
- All journal content will be confidential.

We recommend the following guidelines, but please refer first to the prompt given for each journal assignment:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>WHAT?</th>
<th>Description of what happened, what you noticed, and experienced.</th>
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</thead>
<tbody>
<tr>
<td>25%</td>
<td>WHAT?</td>
<td>Description of what happened, what you noticed, and experienced.</td>
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<tr>
<td>50%</td>
<td>SO WHAT?</td>
<td>Why did this observation strike you? What you think it means?</td>
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<td></td>
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<td>Did it confirm your assumptions or change your mind?</td>
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<td>How may others have perceived it?</td>
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<td></td>
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<td>How did it make you feel? Why do you suppose you had that reaction?</td>
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<td>What did you learn about yourself because of the experience?</td>
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<td>25%</td>
<td>NOW WHAT?</td>
<td>What will you do with this self-awareness?</td>
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<td>In future experiences, what will you do or how will you think differently?</td>
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There will be five reflection assignments given throughout the semester, 2 pages in length, double-spaced. The topics will be posted on the ELMS site at least a week before the journal is due. Journals are to be submitted by 12:00pm (before class) on the given day to the Assignments tab on ELMS.
Final Project (15%)
Consists of 2 parts:
- **Final paper** (10%) – integrating sources (course readings) and experiences in the schools over the course of the whole semester
- **Presentations of Learning** (5%) – A chance to be creative and present your learnings from the semester in a unique way.

**Course Outline**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
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<tbody>
<tr>
<td>January 25th</td>
<td><strong>Introduction to the Course</strong></td>
<td>- Overview of course and AR*AC timeline/requirements&lt;br&gt;- Review of syllabus&lt;br&gt;- Learning community expectations</td>
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<tr>
<td>February 1st</td>
<td><strong>National Education Policy – Setting the Context</strong></td>
<td>- History of No Child Left Behind&lt;br&gt;- Definition of Terms&lt;br&gt;Come to class prepared to discuss the following reading(s):&lt;br&gt;- Hess &amp; Petrilli – Chapters 1 &amp; 2&lt;br&gt;- Table 9.2 in McGuinn (pp.180-181)</td>
</tr>
<tr>
<td>February 8th</td>
<td><strong>NCLB and The Achievement Gap</strong></td>
<td>- The Achievement Gap&lt;br&gt;- A look at the ARAC schools&lt;br&gt;Come to class prepared to discuss the following reading(s):&lt;br&gt;- Abernathy – Chapter 1&lt;br&gt;- New York Times Article: “‘No Child’ Law is not closing a racial gap.&lt;br&gt;- Many Children Left Behind – pp.53-65</td>
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**Assignment Due:**
- Question about reading submitted to ELMS Discussion Board by Monday Morning at 9 a.m.
- Journal #1 Due by Monday at 12 p.m. to ELMS site
February 15th  
**Standards and Testing**  
- Standards-Based Assessment  

Come to class prepared to discuss the following reading(s):  
- Kohn (WDIMTBWE) – pp.46-61  
- Kohn (TCAST) – pp. 1-19, pp.35-41  

Assignment Due:  
- Question about reading submitted to ELMS Discussion Board by Monday Morning at 9 a.m.  
- Journal #2 Due by Monday at 12 p.m. to ELMS site

February 22nd  
**The Power of Language**  
- Alphabet Soup  

Come to class prepared to discuss the following reading(s):  
- Kozol – Introduction and Chapter 3

Assignment Due:  
- Question about reading submitted to ELMS Discussion Board by Monday Morning at 9 a.m.

March 1st  
**No Class**  
- *(Free class to allow for AR*AC training requirement)*  
- *You should be conducting your educator interviews this week if you haven’t already*

March 8th  
**Implications for Schools**  
- How policy plays out on the ground  

Come to class prepared to discuss the following reading(s):  
- Kozol – Chapter 5  
- Many Children Left Behind – pp.33-50  
- Sherman article about superintendents

Assignment Due:  
- Question about reading submitted to ELMS Discussion Board by Monday Morning at 9 a.m.  
- Interview Notes – be prepared to discuss your interview with a principal or teacher
March 15th

No Class – UMD Spring Break

March 22nd

Educational Privilege and Funding

- Preparation during the early years
- Pre-school and Head Start Programs

Come to class prepared to discuss the following reading(s):
- Kozol - Chapter 2 (pp.39-62)

Assignment Due:
- Journal #3 Due by Monday at 12 p.m. to ELMS site
- Question about reading submitted to ELMS Discussion Board by Monday Morning at 9 a.m.

March 29th

Educational Privilege and Funding

- Funding discrepancies
- Learning to navigate the system
- PGCPS Funding

Come to class prepared to discuss the following reading(s):
- Kozol - Chapter 6 (pp. 135-160)
- Kozol: Pre-pupil Spending graphs (pp.321-324)

Assignment Due:
- Journal #4 Due by Monday at 12 p.m. to ELMS site
- Question about reading submitted to ELMS Discussion Board by Monday Morning at 9 a.m.

April 5th

Alternatives to the Current System

- Case Study Presentations

Come to class prepared to discuss the following reading(s):
- Many Children Left Behind pp. 101-119

Assignment Due:
- Question about reading submitted to ELMS Discussion Board by Monday Morning at 9 a.m.
- Case Study Presentation (if today is your day to present)
April 12th

**Alternatives to the Current System**
- Case Study Presentations

**Come to class prepared to discuss the following reading(s):**
- Kohn (TCAST) pp. 41-66

**Assignment Due:**
- Question about reading submitted to ELMS Discussion Board by Monday Morning at 9 a.m.
- Case Study Presentation (if today is your day to present)
- Case Study Paper Due on Monday by 12 p.m. to ELMS

April 19th

**Advocacy and Change**
- Leadership in an educational context
- Models of Leadership

**Come to class prepared to discuss the following reading(s):**
- Kozol – Chapter 9 (pp. 215-236)

**Assignment Due:**
- Question about reading submitted to ELMS Discussion Board by Monday Morning at 9 a.m.

April 26th

**Advocacy and Change**
- Leadership in an educational context
- Becoming a Change Agent
- Guest Speaker

**Come to class prepared to discuss the following reading(s):**
- Kozol - Chapter 10 (pp. 237-263)

**Assignment Due:**
- Question about reading submitted to ELMS Discussion Board by Monday Morning at 9 a.m.
- Journal #5 Due by Monday at 12 p.m. to ELMS site

May 3rd

**Looking Forward**
- The Obama Education Plan

**Come to class prepared to discuss the following reading(s):**
- The Obama Education Plan (pp.193-219)

**Assignment Due:**
- Question about reading submitted to ELMS Discussion Board by Monday Morning at 9 a.m.
Looking Forward

- Presentations of Learning

Come to class prepared to discuss the following reading(s):
- TBD

Assignment Due:
- Presentation of Learning

Final Paper Due: May 17th by 5 p.m. to ELMS site

Please note that this syllabus is subject to change at any time during this course. All students will be notified if any changes occur.

Required Readings Selected From:

Abernathy, S.F. (2007). No child left behind and the public schools: Why NCLB will fail to close the achievement gap – and what we can do about it. MI: University of Michigan Press.


