EDCP318M – Contextual Leadership: Leadership and Education

Fall 2013, Mondays 12 – 2 p.m.
Benjamin 2101

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 our role as 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 pedagogical tool 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 5:30-8:30pm.

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.

Learning Assistance Services (LAS)  Counseling Center
Shoemaker  Shoemaker
Email – Lasinfo@umd.edu  Phone – 301-314-7651
Phone – 301-314-7693  Website – www.counseling.umd.edu
Website – www.counseling.umd.edu/LAS

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

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) 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.

Required Reading


Note: This book comes with a code to take the Strengths Finder 2.0 Assessment. Make sure you get this book with an UNUSED code, as it is required you take the assessment for this class.

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 CANVAS site. You should be able to view the page by logging into www.umd.instructure.edu and clicking on EDCP318M.

Assignments can be viewed and submitted using the “Assignments” Tab (on the top of the page). 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 in Class** – 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. **Completing the Strengths Finder 2.0 Assessment**

4. **State/Country Education Funding Research**

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 (15%)
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.

Change Agent Discussion Facilitation (5%)
Each of you will have the chance at some point during the semester to offer a brief presentation and discussion about a change agent in education. Ali and Patricia will help identify people for you to choose from.

AR*AC Training and Reflection Presentation (15%)
As a whole group, you will research and present on a topic to the AR*AC mentors as a Training and Reflection Session. Your presentation will be graded based on the quality and delivery of information, level of engagement of session attendees, and demonstration of knowledge gained. The presentation should be cohesive and the effort of each group member should be evenly distributed.

Educator Interview and Summary (5%)
Each of you will identify someone to interview who has had experience working in public schools. Your summary should not be a transcription of the answers to your interview questions, but should highlight key points and perspectives of the interviewee as well as your reactions to those points and perspectives.

Case Studies – Presentation (5%) 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. Your presentation and paper will be graded based on the quality and delivery of information and demonstration of knowledge gained. The presentation and paper should be cohesive and the effort of each group member should be evenly distributed. Points will be deducted for papers that have not been edited for grammar and uniformity in style and information.

Reflection Blog Posts (10%)
Reflection blog posts are different than typical academic papers. Rather than presenting facts of persuasive arguments, reflection blog posts 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 blog posts 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. Remember, these have your name on them and are on the internet for anyone to find!
- Most importantly, good blog posting 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.
- Linking to news articles, blog posts and other websites as well as integrating media content is encouraged.

We recommend the following guidelines, but please refer first to the prompt given for each journal assignment:
<table>
<thead>
<tr>
<th>25%</th>
<th>WHAT?</th>
<th>Description of what happened, what you noticed, and experienced.</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>SO WHAT?</td>
<td>Why did this observation strike you? What you think it means? Did it confirm your assumptions or change your mind? How may others have perceived it? How did it make you feel? Why do you suppose you had that reaction? What did you learn about yourself because of the experience?</td>
</tr>
<tr>
<td>25%</td>
<td>NOW WHAT?</td>
<td>What will you do with this self-awareness? In future experiences, what will you do or how will you think differently?</td>
</tr>
</tbody>
</table>

There will be two reflection blog posts throughout the semester, 4-5 paragraphs long. The topics will be posted on the ELMS site at least a week before the blog post is due. Blog posts are to be submitted by 12:00pm (before class) on the given day to the blog.

**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. Final paper should be 5-7 pages in length, double-spaced with 1” margins.
- **Presentations of Learning** (5%) – A chance to be creative and present your learnings from the semester in a unique way.

**Course Outline**

**September 9th**
**Introduction to the Course**
- Overview of course and AR*AC timeline/requirements
- Review of syllabus
- Learning community expectations
- Sign up for Change Agents

**September 16th**
**Social Change Model and Strengths Based Leadership**
- Understanding Social Change Model
- Understanding and discussing Strengths based leadership & Strengths Finder assessment

**Come to class prepared to discuss the following reading(s):**
- Leadership for a Better World: ch 1 pg 7-36 and ch 2 pg 43-72, (on ELMS)

**Assignment Due:**
- Take Strengths Finder 2.0 assessment
- Identify the section in the U.S. Constitution which refers to a right to education

**September 23rd**
**National Education Policy – Setting the Context**
- History of No Child Left Behind
- Definition of Terms

**Discussion of Strengths Finder 2.0 Assessment**

**Come to class prepared to discuss the following reading(s):**
• Hess & Petrilli – Chapters 1 & 2
• Table 9.2 in McGuinn (pp.180-181)
• Kozol Chapter 1: Dishonoring the Dead

Assignment Due:
• Blog #1 Due by Monday at 12 p.m. to blog site

September 30th

NCLB and The Achievement Gap
• The Achievement Gap
• A look at the ARAC schools

Come to class prepared to discuss the following reading(s):
• Abernathy – Chapter 1
• New York Times Article: “‘No Child’ Law is not closing a racial gap.
• Meier, D. et al: Many Children Left Behind – pp.53-65
• Kozol Chapter 11: Deadly Lies

October 7th

Standards and Testing
• Standards-Based Assessment

Come to class prepared to discuss the following reading(s):
• Kohn (WDMTBWE)– pp.46-61
• Kohn (TCAST) – pp. 1-19, pp.35-41
• http://www.ernweb.com/public/892.cfm

October 14th

Teachers – Training, Unions, and Curriculum
• Teacher Training and Alternate Teacher Recruitment programs
• Teachers Unions

Come to class prepared to discuss the following reading(s):
• Kozol Chapter 8: False Promises
• The Atlantic: The Case for a Teacher Bar Exam
• New Yorker Article: The Rubber Room-Steven Brill
  o http://www.newyorker.com/reporting/2009/08/31/090831fa_fact_brill
• New Yorker Article: Most Likely to Succeed-Malcolm Gladwell
  o http://www.newyorker.com/reporting/2008/12/15/081215fa_fact_gladwell

Assignment Due:
• Blog #2 Due by Monday at 12 p.m. to blog site

October 21st

Educational Privilege and Funding
• Prince George’s County Public School Funding
• State/International Funding Models (California, Texas, New York, Utah, New Hampshire, Louisiana, Connecticut, Florida, Finland, France)

Come to class prepared to discuss the following reading(s):
• Kozol - Chapter 2 (pp.39-62): Hitting Them When They’re Small
• Kozol - Chapter 6 (pp. 135-160) Hardening of Lines
• Kozol: Pre-pupil Spending graphs (pp.321-324)

Assignment Due:
• Educator Interview Summary Due by Monday at 12 p.m. posted to blog site
• State/Country Education Funding Research

October 28th
Planning for ARAC Training and Reflection Session

November 4th
ARAC Training and Reflection Session
• Present on a topic to ARAC mentors

November 11th
Alternatives to the Current System
• Charter Schools
• Vouchers
• Parent Trigger
• Waiting for Superman

Come to class prepared to discuss the following reading(s):
• Kozol – Chapter 9 (pp. 215-236)
• Kozol - Chapter 10 (pp. 237-263)
• Meier, D. et al: Many Children Left Behind pp. 101-119

November 18th
Case Studies
• Group 1 & 2 Present

Assignment Due:
• Case study paper due for presenting groups

November 25th
Case Studies
• Group 3 & 4 Present

Assignment Due:
• Case study paper due for presenting groups

December 2nd
Looking Forward
• Presentation of learning

Assignment Due:
• Presentation of Learning & Final Paper

Final Paper Due: December 9th by 5 p.m. via ELMS.

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 Include Selections 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.


