safe
schools
academy

Engage and Empower: Cultivating Next-Generation Leadership

Number of Credits: 1*

Course Instructor: Jordan Mix

Course Description: The most powerful tool in any classroom isn't a SmartBoard, it's not a computer, or a stack of books, but the collective knowledge, ideas, and imagination of our next generation. As educators, being able to effectively engage our students and empower them to help us lead the way in their education is crucial to developing critical and innovative thinkers of tomorrow.

While traditional teaching practices can have the opposite effect of making students passive in their learning – sponges that simply absorb the information saturating them, pedagogy around teaching is evolving and encouraging students to take ownership of their own learning through relationship and community building, critical inquiry and problem solving, and group discussions.

Allowing and encouraging students to become active participants in their education does more than prepare them for standardized tests and memorizing the proverbial nuts and bolts of core subject areas, but effectively equips them with the thinking and reasoning skills they need to succeed in a world that will look to them to solve global shortcomings.

Learning Objectives: Upon completion of this course, students will be able to:

- Differentiate between student engagement and student empowerment
- Communicate the benefits of student empowerment
- Identify best practices for empowering students in their learning within pre-existing curriculum
- Analyze strategies for amplifying student voice in the K-12 classroom.
- Develop an implementation plan to take new learning back to the classroom.

Resources: <mark>No texts are required to purchase in order to complete this course; all required reading will be provided to you in the modules.</mark>

- Foucault, Michael. *Knowledge/Power.* Vintage Press. 1980.

  Michael Foucault's musings on knowledge and power really build the foundation for the direction of this course. In Knowledge/Power, Foucault asserts that power is established through accepted forms of knowledge. In other words, the two are always tied – to have knowledge is to have power, and power is always a function of knowledge. For Foucault, "every exercise of power depends on a scaffold of knowledge that supports it. And claims to knowledge advance the interests and power of certain groups while marginalizing others. In practice, this often legitimizes the mistreatment of these others in the name of correcting and helping them," (Explainer: The Ideas of Foucault). This course uses these ideas bout knowledge/power to build a foundation on which our ideas, conversations, and commitments to truly expanding student knowledge and by extension, their power, stands.

- Sanfelippo Joe. *Hacking Leadership: 10 Ways Great Leaders Inspire Learning That Teachers, Students, and Parents Love.* Times 10 Publications. 2016.

  In Hacking Leadership, Sanfelippo demonstrates common problems with leadership that prevent students form fully stepping into their potential. Sanfelippo focuses on transforming from a "Leader" to a "Lead Learner," exemplifying many of the shortcomings in creating effective leaders of the next generation. Perhaps more importantly, Sanfelippo stresses the importance of changing the culture of one's learning space to be one oof trust and affirmation. Sanfelippo provides guidance through this course as we look at concrete changes we can make to our school communities to better engage and empower our students.

- Zacarian, Debbie, and Michael Silverstone. *Teaching to Empower*. ASCD. 2020.

  Teaching to Empower helps us consider and analyze the "tough questions" that enable and block access to student empowerment. From understanding student empowerment in diverse classroom contexts to understanding the personal responsibility that comes with social interaction, Zacarian and Silverstone use *Teaching to Empower* to

push educators to really consider the lived experience of the students in their learning spaces, and to effectively use that understanding to cultivate student empowerment for all students.

*Course Requirements: To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

Other Course Information:

Getting Started

- After registering for the course, you will be sent a confirmation email with your course dates. A few days before your course is scheduled to begin, you will receive an invitation from Canvas Instructure to join your course. Please follow the prompts in that email to log in and access your course.
- Access each assignment through the course home page or the "Modules" page in your course. All assignments will be submitted through the Canvas platform.
- Please save a backup copy of all course assignments and completed work.

Participation

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.
- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the "Submit A File" option.
- For all discussions you will be asked to respond to your classmates' posts. If you are the first poster for an assignment, or if there are not yet enough posts for you to respond to the minimum number of posts, you are responsible for returning to lessons you've already completed to ensure you are participating in class discussions. Not doing so may result in losing points. In the event that you are in a course with three or fewer students, your instructor will reach out with further instruction on meeting participation requirements.
- You may work collaboratively and submit *similar* responses on all assignments except for quizzes which must be done individually. **Under no circumstances may you copy/paste the same response as a classmate**, even if you collaborate on the assignment. Copying and pasting your classmates' or colleagues' responses will be treated as plagiarism and may be grounds for failing the course. Please contact your course instructor with any questions.

INTASC Standards that are addressed in this course:

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Check the Iowa Teaching Standards that are addressed in this course:

X	1. Enhance Student Achievement	X	5. Monitoring Student Learning
	2. Content Knowledge	X	6. Classroom Management
X	3. Planning and Preparation	X	7. Professional Growth
X	4. Instructional Strategies	X	8. Professional Responsibilities

Assignment Checklist

Topic/Activity	In Class	Out of Class
Getting to Know the Class; Additional Readings: Get to know the course: Take some time to work through the "getting started" module; watch the welcome video from the instructor, review the Canvas 101 instructions, and peruse the readings for the course under the "files" tab. Before beginning the course participants are required to score 100% on a quiz on the transcript request procedure.		3 hrs
Week 1 – From Compliance to Engagement		
Introductions: Participants will review the week 1 introduction from the course instructor before introducing themselves to their classmates in a discussion post. Participants will need to respond to a minimum of two classmates to fulfill all requirements for this assignment.	.5 hrs	1 hr
Discussion: Moving Away From Compliance-Based Classrooms - In this lesson, participants will hear from educators who have made the shift away from compliance-based classrooms in order to boost student engagement. Participants will be able to identify the components of a compliance-based classroom, and recognize potential shortcomings of teaching and learning in that environment.	1 hrs	1 hrs
Quiz: The Meaning of Knowledge - In this lesson, participants will study philosophical thought on "knowledge," particularly that of Michele Foucault (both from his own writings and a Crash Course video to clarify and synthesize), to understand the complexities of knowledge, thought, and belief. Participants will then ensure their understanding of these definitions through a short quiz.	1.5 hrs	3 hrs
Discussion: The Meaning of Knowledge – Participants will use their understanding of knowledge, belief, and thought as discovered in the previous lesson to consider what knowledge means within the context of student-learning. Additionally, they will listen to an episode of the podcast, *The Mind Online,* "Understanding Cognitive Bias". Participants will share their findings in a discussion post.	1.5 hrs	1 hr
Discussion: Levels of Engagement - Even once we move away from a compliance-based classroom and into an environment that fosters student engagement, engagement levels may vary by student. In this lesson, participants will study Schectly's 7 Levels of Student Engagement and discuss how they play out in the classroom in a discussion post.	2 hrs	3 hrs
Week 2 – From Engagement to Empowerment		
Discussion: What Does an Empowered Student Look Like? - Participants will examine what "ideal" students have looked like over the last century, and compare those depictions with what student empowerment looks like in Chapter 1 of *Teaching to Empower*, "What Does An Empowered Student Look Like?". Participants will then discuss what qualities are found in empowered students and classrooms that offer true student-centered learning.	1.5 hrs	3 hrs
Discussion: Student-Driven and Inquiry-Based Learning - In this lesson, participants will explore what student-driven learning looks like through the lens of inquiry-based and project-based learning. Participants will consider how they can incorporate these approaches to learning into their already existing curriculum as they read Chapter 4 of *Teaching to Empower,* "Self-Directed Learning and Positive Interdependence" and share their thoughts in a discussion post.	1.5 hrs	2 hrs
Discussion: Empowerment Through Adaptation– In this lesson, participants will consider the ways in which educators can adapt their current classroom practices to better facilitate student-driven	1 hrs	3 hrs

learning through things like student-reflection, feedback, and advocacy. Participants will read Chapters 5 and 7 of *Teaching to Empower*, "Student Self-Reflection" and "Self-Advocacy" and also explore how they can extend empowerment to families and communities through Chapter 4 of Hacking Leadership "Flattening the Walls of Your School: Create Partnership With Your Community". Participants will answer a series of discussion questions.		
Discussion: Empowerment in Diverse Classroom Contexts – Through articles on education policy, participants will explore the ways in which historical access to equitable education, and modern-day stereotypes create barriers to empowered education for many students. Participants will reflect on barriers to student empowerment in a discussion post.	1 hrs	1 hrs
Week 3 – Empowered Students and Next-Generation Leadership		
Discussion: Cultivating Student Leaders – In this lesson, participants will use Chapter 2 of Hacking Leadership, "Create C.U.L.T.U.R.E.: Start with School Leaders" to consider and discuss what supports need to look like to cultivate student-leadership, and why it's important to prepare students with skills that will help them lead. Participants will share their findings in a discussion post.	1 hrs	2 hrs
Discussion: Servant Leadership – Participants will challenge traditional notions of leadership by familiarizing themselves with servant leadership, using materials from The Servant Leadership Institute and the Greenleaf Institute. Participants will share their ideas about how servant leadership might change the way we consider ideas of "leadership skills" in a discussion post.	1 hrs	2 hrs
Discussion: When Knowledge is Power and Leadership is Life-long learning – In this lesson, participants will synthesize the materials in this course in one last discussion post that requires them to determine what they think it really means to be a "leader" and what qualities are important to instill in our students, and how this might differ from traditional ideas about leadership and leadership qualities.	1 hrs	2 hrs
Final Assignment: Participants will use the rubric in this syllabus to design a final project that demonstrates what they've learned throughout this course, and how they might implement these ideas into their current professional roles and spaces. Participants will have the freedom to choose the medium by which to submit this assignment.	.5 hrs	3 hrs
Total Class Time	15 hours	30 hours

Coursework: Participants can earn up to 85 points total for the course. The following table depicts the breakdown of points possible for the required coursework.

Activity	Points
1 Quiz (5 Points Each)	5
11 Discussion Posts (5 Points Each)	55
Final Implementation Plan/Paper	25
Total	**85**

Grading Scale – Graduate Credit

100-90% (85 – 76.5 points)	A
89-80% (76.4 – 68 points)	B
79-70% (67 – 59.5 points)	C
69-60% (59.4 - 51 points)	D
59%-Below (<51 points)	F

Grading Scale - License Renewal Credit

100-80% (85 - 68 points)	P
79%-Below (<68 points)	NP

Student Requirements Students are required to:

- Participate in **ALL** discussion forums and quizzes
- Complete a final implementation plan

Americans with Disabilities Act: If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

Statement of Plagiarism: Academic dishonesty results in failure of this course. Give credit where credit is due. Use the MLA or Chicago Publication Manuals found at Purdue OWL to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. Do not submit work for this course that you have done for other courses.

<u>**Grading Rubrics for Individual Activities**</u>

11 Discussions (55 points possible) Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

Grading Rubric for Discussion Forums		Points
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	1
Total Points Possible		5

Final Assignment **(25 points possible)**

The final assignment is a critical part of this course. Participants must complete a two-page final assignment. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the final assignment, but additional details will be provided within the course.

Grading Rubric for Implementation Plan		
		Points
Critical Thinking	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	2
Mechanics	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
Implementation	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		25