**CAMPBELLSVILLE UNIVERSITY**

####  COURSE SYLLABUS

PLEASE TYPE. DATE **August 11, 2017**

ACADEMIC UNIT **Education**

Please check to indicate this course has a service learning component.

FACULTY **D. Schumacher**

Discipline  **C**ourse#

 Section

Title of Course Credit Hours Cross Reference

(if applicable)

 **ED 655 -01 Empowerment for Teacher Leadership 3 --**

TEXTBOOK **XX** Required Not Required

Author **Collay** Title  **Everyday Teacher Leadership**

Publisher **Jossey-Bass** Date of Publication **2011**

WORKBOOK

Author Title

Publisher Date of Publication

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
	1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
	2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
	3. Supplemental reading assignments or outside work required.
	4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: *Beverly Ennis* Date Copy Received

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received

FORM FH-E.2.7A; rev. 12/21/10 Page 1 of 1

*Campbellsville University*

**School of Education**

**G2 2017-18: August 28-October 21, 2017**

**ED 655-02 Empowerment for Teacher Leadership**

# Professor: Dr. Debbie Schumacher

# Phone: Cell 859-230-8262 (text or call)

# E-Mail: dkschumacher@campbellsville.edu

**Information:** 3 credit hours

**Adobe Connect Classroom: Wednesdays, 7:00 – 8:30 pm** (eastern)

**Office Hours**: Professor can be reached anytime by e-mail or by phone (text or leave a message if no answer). Email or text to schedule a time for a face-to-face, telephone or online conference.

**Campus Security**: Office (270) 789-5556, Cell (270) 403-3611

**“Empowerment for Learning”**

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**Textbook:** Collay, M. (2011). *Everyday Teacher Leadership*. San Francisco: Jossey-Bass.

**Pre-requisites**: Graduate standing

**Course Description:** This course introduces candidates to specific teacher leadership skills and examines a variety of leadership styles. It is essential to effective leadership that we know our own capabilities. Candidates will assess their own skills and styles and identify strategies for incorporating these into their leadership professional growth plans and utilizing these in their current classroom and school assignments.

**PROFESSIONAL STANDARDS addressed in this course:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Aligned with** **Assessment** **(point values)** | **Kentucky Teacher Standards** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **SPA Standards****(CEC)** | **CAEP Advanced Standards for Teaching and Learning** |
| **Inquiries (180 pts)** | 3.1, 5.4, 8.2, 9.1-4, 10.1-4 | 2.2, 3.3, 4.2, 5.4, 8.1 | 1.k, 2.l-o, 3.n-r, 6.v, 7.m, 7.0, 9.a-o. 10.l-t | 4.3, 6.1 | 2.1, 6.1, 7.1, 7.3 | 1.A.1 |
| **Discussion Forums (80 pts)** | 3.1, 4.1-2, 5.4, 8.2, 9.1-2, 10.1-4 | 2.2, 3.3, 5.4, 8.1 | 1.h, 1.k, 2.l-o, 3.n-r, 6.t, 7.m, 7.o, 8.d, 9.d-e, 9.m, 10.f, 10.l-t | 4.3 | 1.2, 2.1, 4.1, 5.1, 6.1-2, 6.4, 7.2 | 1.A.1 |
| **Field Experience (100 pts)** | 2.3-4, 3.1-2, 4.2, 7.1, 8.3, 9.1, 10.1-4 | 2.2, 3.3, 4.2, 8.1 | 1.c, 1.h-k, 2.a, 2.l-o, 6.c, 6.l, 6.v, 7.l, 8.d, 9.a-o, 10.d | 4.1, 5.4, 6.2 | 1.2, 2.1, 4.1-2, 5.1, 6.3-4, 7.2 | 1.A.1 |
| **Candidate-Led Discussion (50 pts)** | 9.4 | 3.3, 4.2 | 8.d, 8.f, 8.q, 9.g-o, 10.f, 10.l-t | 6.1 | 6.4, 7.2 | 1.A.1 |
| **Self-Assessment/PGP (50 pts)** | 9.1-4, 10.1-4 | 3.3, 4.2 | 9.a-o, 10.l-t | 6.1 | 6.1, 7.3 | 1.A.1 |
| **Class Participation (80 pts)** | 3.1, 8.2,9.1, 9.4, 10.1-4 | 3.3, 8.1 | 1.k, 2.l-o, 3.n-r, 6.t, , 7.m, 7.o, 9.d, 9.e, 9.m, 10.f, 10.l-t | 4.3, 6.1 | 1.2, 2.1, 5.1, 6.4, 7.1-2 | 1.A.1 |

**Kentucky Teacher Standards (*KTS*) Advanced Level**

Standard 2 Designs and Plans Instruction

 Standard 3 Creates and Maintains Learning Environment

 Standard 4 Implements and Manages Instruction

 Standard 5 Assesses and Communicates Learning Results

Standard 7 Reflects on and Evaluates Teaching and Learning

 Standard 8 Collaborates with Colleagues/Parents/Others

 Standard 9 Evaluates Teaching and Implements Professional Development

 Standard 10 Provides Leadership Within School/Community/Profession

**KTS Diversity Indicators**

KTS 2.2 Uses contextual data to design instruction relevant to students

KTS 3.3 Values and supports student diversity and addresses individual needs

KTS 4.2 Implements instruction based on diverse student need & assessment data

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups

KTS 8.1 Identifies students whose learning could be enhanced by collaboration

**Interstate Teacher Assessment and Support Consortium** (***InTASC***)

 InTASC 1 Learner Development

InTASC 2 Learner Differences

 InTASC 3 Learning Environments

 InTASC 6 Assessment

 InTASC 7 Planning for Instruction

 InTASK 8 Instructional Strategies

 InTASC 9 Professional Learning and Ethical Practice

 InTASC 10 Leadership and Collaboration

**International Literacy Association (*ILA*)**

Standard 4 Diversity

 Standard 5 Literate Environment

 Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (*CAEP*) Advanced**

Standard 1.A.1 Candidate Knowledge, Skills, and Professional Dispositions

**Council for Exceptional Children (CEC) Standards**

Standard 1 Learner Development and Individual Learner Differences

 Standard 2 Learning Environments

 Standard 4 Assessment

 Standard 5 Instructional Planning and Strategies

 Standard 6 Professional Learning and Ethical Practice

 Standard 7 Collaboration

**SPECIFIC OBJECTIVES:**

Upon completion of this course, candidates will have gained an understanding to:

1. Identify and practice teacher leadership skills in the context of a professional learning community (PLC) thereby providing a foundation for personal growth as a teacher leader (*Class Participation, Discussion Forums, Candidate Led Class Discussion, Inquiries, Field Hours Assignment, and Self-Assessment/Professional Growth Plan/PGP*).
2. Examine leadership styles, assess own style, and develop a leadership plan to be incorporated into professional growth plan (*Discussion Forums*, *Inquiries, Self-Assessment/PGP*).
3. Demonstrate scholarship by working collaboratively with appropriate school personnel and colleagues in

(a) identifying a diverse learner;

(b) reviewing the learner’s cumulative folder and all assessment data, as well as observing the learner during class;

(c) analyzing data and writing a case study of the student, with identification of possible interventions and instructional strategies that could meet the student’s diverse learning needs (*Discussion Forums, Inquiries, Field Hours Assignment*).

**COURSE TASKS/Requirements**

A schedule of activities is included on the last page of this syllabus.

**Class Participation (80 points):** In an online course, each week begins on Monday morning and activities occur throughout the week until Sunday evening. The weekly class session requires advance preparation. Candidates will be graded on their attendance in the synchronous class times and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class, i.e., small and large group online discussions, readings, study questions and reflective writing assignments. A rubric for class participation is included in this syllabus. After classes with candidate-led discussions of articles (Weeks 3-7), all candidates are expected to submit feedback for each presenter, using the peer-review rubric, as part of participation for that class. Feedback is due by the end of the week (Sunday midnight).

**Field Experiences-6 hours (100 pts.):** Candidates willwork collaboratively with appropriate school personnel and colleagues in completing the following: (a) identifying a diverse learner; (b) reviewing the learner’s cumulative folder and all assessment data, as well as observing the learner during class; and (c) analyzing data and writing a case study of the student, with identification of possible interventions and instructional strategies that could meet the student’s diverse learning needs. This is designed as providing the basis for an action research project later in the Teacher-Leader program. An optional alternative is provided for those who have already begun or completed their action research. Candidates should begin field experiences as soon as possible and complete activities **by the end of Week 4**. Candidates will document field hours on the field hours summary form and submit as part of the assignment.

 **Discussion Forums (80 points):** Participation in discussion forums includes (1) an initial response to the discussion forum prompt provided by the professor; and (2) responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare candidates for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. **All initial forum responses are due the day BEFORE class**  as preparation for class. No responses posted during class will be accepted. **All responses to classmates are due by the end of the week (Sunday midnight).** C**andidates will not receive credit for discussion postings that are completed late for any reason. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted.**

**Candidate-Led Class Discussion (50 pts):** Candidates will lead their classmates in a discussion of an assigned article utilizing PowerPoint slides. Topics and articles are posted in the course, and responsibilities will be selected/approved in Week 1. The candidate-led discussions will occur during class in Weeks 3-7. Slides must be submitted at least **24 hours before the class** in which they will be used so that the instructor can load them into AdobeConnect.

 **Inquiries (180pts.):**  Candidates will be given choices among end of chapter reflection assignments to complete as assignments (total of six, at 30 pts each). The inquiry in Week 4 includes a reflection on the field assignment. The inquiry assignments with Chapters 5 and 6 are specific to this course (i.e., alternates, NOT the inquiries in the text). All inquiries are due at the end of the week assigned (Sunday midnight).

 **Self-Assessment/Professional Growth Plan (50 pts):** Candidates will submit and reflect on their current self-assessment and professional growth plan (PGP), considering both improved learning for their students and personal goals for developing as a teacher leader, due at the end of Week 8 (Sunday midnight).

**GRADING SCALE:** Total points available: 540

 A 90-100%

 B 80-89%

 C 70-79%

 D 60-69%

 F 0-59%

**EVALUATION**

**Process and expectations.** Candidate work will be evaluated utilizing rubrics and scoring guides. Built into all rubrics are criteria for making connections between the course content and your current practice. In addition, all rubrics contain criteria for adherence to due dates, APA style, and length. All assignments for the course are **due Sunday night at midnight** **eastern** of the week they appear on the Moodle Class.

**Discussion Forums**

Samples of 4-point initial responses and responses to peers are available on the online course. Forum responses will be evaluated using the following criteria:

**Rubric for Initial Response to Discussion Prompt - Worth 4 pts.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| **General Assignment** | **All topics** introduced in the prompt are **fully** addressed. | **All topics** introduced in the prompt are **addressed.** | **Some topics** introduced in the prompt are addressed. | The **prompt is not addressed** in the response. |
| **Length** | **More than 10 complex** sentences totaling over 200 words. | **7-10 complex** sentences totaling at least 120-200. | **4-6** sentences totaling less than 120 words. | **1-3** sentences |
| **Timeliness** | Submitted prior to class time | Submitted by class time  | Submitted within week but after class | Submitted before Sunday (end of week) |
| **Support** | Arguments and/or statements are **logical and supported** by **information cited from the readings** | Arguments and/or statements are **logical** but made with **loose support** from the readings (no citations). | Arguments and/or statements are **logical but no support from readings.** | Arguments and/or statements are **not logical.** |
| **Connections** | Response makes **clear connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **loose connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **little real life connection.** | **No attempt** is made **to connect prompt to real life** situations. |
| **Mechanics** | Response is **free** from grammatical, spelling, or punctuation errors. | A **few** grammatical, spelling, or punctuation errors exist, but **they do not affect the understanding of the reader.** | **Several** grammatical, spelling, and punctuation errors exist. | Grammatical, spelling, and punctuation errors **impede the understanding of the reader.** |

**Rubric for Response to Peer**

**(You must respond to two peer initial responses per discussion forum) -3 pts. each**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** |
| **General Assignment** | Response provides **constructive criticism and/or information which extends or supports the initial comment.** | Response provides **no constructive criticism** or does not extend the initial comment **(merely restates or agrees**) | No **response** to the initial comment or the response is **inappropriate or only states agreement.** |
| **Length** | **More than 5 complex** sentence, totaling at least 75 words. | **3-5 complex** sentences totaling 50-75 words.  | **1-2** sentences or less than 50 words. |
| **Timeliness** | Submitted prior to due date  | Submitted on due date (Sunday midnight) | Submitted late |

**Rubric for Candidate-Led Class Discussion**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 45-50 | 40-44 | 35-39 | 30-34 |
| Preparation/Content | **Well-prepared**. Clear understanding of the content. **Summarizes** key points. **Answers questions confidently** about the article.**Makes connections** between the article and course content and readings. | Well-prepared. Showed a **good** understanding of the text/issue at hand. Makes some key points and provides basic answers. Makes some connections between the article and course content | **Somewhat** prepared. Showed a **partial** understanding of the text/issue at hand. Limited connections made to course content. | **Unprepared. Misunderstood** key elements of the text/issue at hand. Few if any connections made. |
| Organization | **Very well-organized**. Discussion questions and/or activities built on each other to lead class progressively to an **in-depth understanding** of the text/issue. | **Well-organized**. Questions and/or activities led class to a **good understanding** of the text/issue, but some portions of the discussion **might have been better placed**. | **Somewhat** organized. Led class to a **basic understanding** of the text/issue, though the progression was **not always clear**. | **Disorganized**. Questions and activities did not build on each other, **nor was there a logical progression t**hat could be perceived. |
| Questions/Activities | **Excellent and creative questions/activities** that elicited **much** discussion and led students to an **in-depth** understanding of the text/issue. | **Good questions/activities** that elicited **some** discussion and led class to a **good general** understanding of the text/issue. | Presenter **did all of the talking** and/or **read slides** to class. | Presenter did all of the talking and/or read slides to the class. Conversation was **not relevant** to the topic. |
| Graphics/Other Illustrative Materials | Layout of PowerPoint slides is **uncluttered and well-organized**. L**egible** fonts. Excellent use of font sizes and colors for **emphasis**.**Text is simplified and limited (key phrases only**). Slides have correct spelling, grammar, punctuation.  | Power Point slides **illustrated important aspects** of the text/issue but utilized **few** graphics. A **few** grammar, spelling, or punctuation errors exist, but they **do not affect the understanding** of the audience. Too much text. | Power Point slides are **all text, written as if to be used for a script Several** grammar, spelling, and punctuation errors exist. | Did **not include** PowerPoint slide(s), or Grammar, spelling, and punctuation errors **impede the understanding** of the audience. |
| Participation in the Class Discussion | **Made sure** all classmates participated in discussion. **Listened and responded well** to classmates’ questions and answers. | **Provided opportunities** for **all** classmates to participate in the discussion. **Listened and responded** to all classmates’ questions and answers. | **Provided opportunity** for **most** classmates’ to participate. **Listened** to all classmates’ questions and responses. | Was **not receptive** to classmates’ contributions. |
|  |  |  |  |  |
|  |  |  |  |  |
| Timing | **9-10** minutes | **7-8** minutes | **5-6** minutes | **Less than 5**  |
| Delivery | **Speaks loudly, clearly with good articulation, c**orrect grammar and professional terms.Speaks **fluently** with prosody (expression).**Speaks confidently.** (does NOT read slides)Has a **strong ending**. | **Easy to understand** but a few grammatical errors or lack of professional terms. Confident but **reads 1-2 slides**. | **Some audibility issues.** **Relies heavily on simply reading slides.** | **Difficult to understand. Reads the slides**. |

**Rubric for Class Participation**

|  |  |  |  |
| --- | --- | --- | --- |
| **73-80 pts** | **65-72 pts** | **56-64 pts** | **Not acceptable (0 pts)** |
| * Completes thoughtful preparation prior to class
* Logs in on time and attends throughout whole class
* Attends all classes
* Participates actively and frequently
* Includes vocal responses, not just text during class
* Contributes thoughtful remarks and questions
* Comments extend the interactions between candidates
* Participates fully in small groups
* Provides constructive feedback for each presentation by classmates
 | * Present for class for the whole time
* Attends all classes
* Reviewed at least the broad topics prior to class
* Some contributions to discussion
* Primarily texts responses during class
* Participates in small groups
* Provides constructive feedback to most presentations
 | * Present for class but limited advance preparation
* One unexcused absence
* Superficial responses in class
* Some participation in small groups
* Provides feedback to some presentations
 | * Absent from two classes (may be withdrawn from course)
* Minimal advance preparation
* Comments and postings minimal or absent
* Exit slip missing
* Minimal or missing participation in teams
* Provides minimal feedback to classmates
 |

**Disability Statement**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Plagiarism Policy**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**School of Education Attendance Policy**

**Campbellsville University’s Online Course Attendance Policy**

**Bi-term and 8 week terms:** Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact, the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

**Requests for Incomplete**

Candidates may request an Incomplete before Week 8. A grade of “I” can be assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I” grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – twvanmeter@campbellsville.edu. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**Student Academic Progress (SAP)**

U.S. Department of Education federal regulations require Campbellsville University to monitor its students’ academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility.  All students who were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

**Communication Requirement**

Students are expected to activate and regularly use the university provided email domain (studentname@students.campbellsville.edu) for all email communication for this class.

**Dispositions Assessment**

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self-efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc., that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

**References:**

Barth, R. (1999). *The Teacher Leader*. Providence RI: The Rhode Island Foundation.

Barth R. (2000). Building a community of learners. *Principal*, *79*(4), 68-69.

Frost, D. & Durrant, J. (2002). *Teacher-led Development Work: Guidance and Support.* London: David Fulton.

Fullan, M. (2001). *Leading in a Culture of Change.* San Francisco, CA: Josey-Baas.

Hackney, C.E. and Henderson, J.G. (1999). Educating school leaders for inquiry-based democratic learning communities. *Educational Horizons*, *77*(2): 67-73.

Harris, A. & Muijs, D. (2005). *Improving Schools through Teacher Leadership.* Maidenhead, England: Open University Press.

Jazzar, M., & Algozzine, R. F. (2007). *Keys to Successful 21st Century Educational Leadership.* New York City, NY: Pearson Higher Education.

Kentucky Department of Education (2016). *Kentucky Teacher Leadership Framework.* Retrieved at <http://education.ky.gov/teachers/Documents/Kentucky%20Teacher%20Leadership%20Framework.pdf>.

Merideth, E.M. (2007). *Leadership Strategies for Teachers* (2nd ed.). Thousand Oaks, CA: Corwin Press.

National Board for Professional Teaching Standards (2011). Certificates, Standards and Instructions. <http://boardcertifiedteachers.org/certificate-areas> .

National Policy Board for Educational Administration (2015). *Professional Standards for Educational Leaders 2015*. Reston, VA: Author.

Pellicer, L.O. & Anderson, L.W. (1995). *A Handbook for Teacher Leaders*. Thousand Oaks, CA: Corwin Press.

Wilmore, E.L. (2007). *Teacher Leadership: Improving Teaching and Learning from Inside the Classroom.* Thousand Oaks, CA: Corwin Press.

**Readings, Topics, Assignments and Due Dates**

|  |  |  |
| --- | --- | --- |
| **Week/Class** | **Readings and Topics** | **Assignments Due** |
| Week 1Aug 28-Sept 3Class: Aug 30 | **What is Teacher Leadership?** ***Everyday Teacher Leadership (*textbook): Introduction (**pp 1-16)**Week 1 Online Reading**: * **Overview of ED 655 Course** (top of course)
* **Week 1 Objectives and Introduction**
* **Brief articles/video introducing teacher leadership** (Rudd; Wendi; Ferraro)
 | Before class: Initial discussion board: My Journey as a Teacher Leader 9/3 Discussion responses**9/3 Presentation Choices** **9/3 Introduction** |
| Week 2Sept 4-10Class: Sept 6 | **School Leadership v. Teacher Leadership****Chapter 1** (pp 17-46) **Week 2 Online Reading** * **Week 2 Objectives and Introduction**
* **Review of “teacher leadership” literature** (York-Berry & Duke, 2004)
 | Before class Initial discussion board: What I See as “Teacher Leadership” in My School 9/10 Discussion responses**9/10 Inquiry #1**  |
| Week 3Sept 11-17Class: Sept 13 | **Personal Dimensions of Leadership** **Text Chapter 2** (pp 47-74) **Week 3 Online Reading*** **Week 3 Objectives and Introduction**
* **Career Pathways for Kentucky Teachers** (KY Career Pathways video clip; KTFL video clip)
 | Before class: Initial discussion board: My Beliefs About Schools and Teaching **9/13 Week 3 Presentation PPs****9/17 Peer-Review Responses**9/17 Discussion responses**9/17 Inquiry #2** |
| Week 4Sept 18-24Class: Sept 20 | **Teaching is Leading – Multiple Dimensions** **Text Chapter 3** (pp 75-106) **Week 4 Online Reading*** **Week 4 Objectives and Introduction**
* **KTFL** (document introduction pp 1-4)
* **KTLF: Leading from the Classroom**
* **Accomplished Teaching** (National Board for Professional Teaching Standards)
 | Before class: Initial discussion boards: Leading From the Classroom **9/20 Week 4 Presentation PPs****9/24 Peer-Review Responses**9/24 Discussion responses**9/24 Inquiry #3**  |
| Week 5Sept 25-Oct 1Class: Sept 27 | **Collaboration is Leading** **Text Chapter 4** (pp109-146)**Week 5 Online Readings*** **Week 5 Objectives and Introduction**
* **KTLF: Leading to Increase Teacher Voice and Influence**
* **Articles on collaboration** (norms,guidelines, use of time)
 | Before class: Initial discussion board: Collaboration Challenges**9/27 Week 5 Presentation PPs****10/1 Peer-Review Responses**10/1 Discussion responses**10/1 Inquiry #4** |
| Week 6Oct 2-8Class: Oct 4 | **Inquiry is Leading** **Text Chapter 5** (pp 147-172)**Week 6 Online Readings*** **Week 6 Objectives and Introduction**
* **KTLF: Leading Groups and Teams**
* **Community Toolbox: Axner** (facilitation skills)
 | Before class: Initial discussion board: CU Masters Action Research (MARP) **10/4 Week 6 Presentation PPs****10/8 Peer-Review Responses**10/8 Discussion response10/8 **Alternate Inquiry #5**10/8  **Field Summary of Hours** |
| Week 7Oct 9-15Class: Oct 11 | **Partnership is Leading** **Text Chapter 6** (pp 173-200) **Week 7 Online Readings*** **Week 7 Objectives and Introduction**
* **KTLF: Leading to Connect to the Larger Community or World**
 | Before class: Initial discussion boards: External Partnerships **10/11Week 7 Presentation PPs****10/15 Peer-Review Responses**10/15 Discussion responses**10/15 Alternate Inquiry #6**10/15 Request for Incomplete |
| Week 8Oct 16-21Class: Oct 18 | **Teacher Leadership Growth** **Week 8 Online Readings*** **Week 8 Objectives and Introduction**
* **KTLF** (all)
* **National Board for Professional Teaching Standards**
 | Before class: Initial discussion boards: KTLF Self-Assessment **10/18Online course evaluation**10/21 Discussion responses**10/21 PGP-Leadership Reflection****Last day any work is accepted** |