

MURRY STATE UNIVERSITY

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: EDU COURSE NUMBER: 600 CREDIT HOURS: 2

I. TITLE: Introduction to Teacher Leadership

II. COURSE DESCRIPTION AND PREREQUISITE(S): This course is an introduction to the Teacher Leader Masters Degree. It provides an overview of the teacher leader concept and how the teacher can be a powerful force for improving schools. It examines the influences that affect students, teachers, and schools including socio-economic, cultural, language, historic, and political influences. Teachers will examine and reflect on their experiences in the classroom in relation to the teacher leader model. Teachers will research their own schools and community and develop a plan to meet the individual student needs in their classrooms.

Prerequisite(s): Admission to the Teacher Leader Masters Degree program

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS) and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards (KTS), Kentucky IECE Standards (KIS), Interstate Teacher Assessment and Support Continuum (InTASC), and Model Teacher Leader Standards/Domains (MTLS), that are addressed by that objective. Upon successful completion of this class, students will be able to

- A. demonstrate knowledge and understanding of how personal, regional, socio-economic level/status and ethnic culture, and language differences can affect children (KTS #2, 4; KIS #I, II, III, V, VI; InTASC #1; MTLs VII);
- B. demonstrate knowledge and understanding of how historic, economic, social, cultural, and political demographics affect the social emotional, and educational needs of the community in which a teacher teaches (KTS #2, 4; KIS #I, II, VI, VIII; InTASC #1; MTLs VII);
- C. demonstrate practical strategies according to the teacher leader model for building and maintaining trusting and meaningful interpersonal relationships (KTS #8, 10; KIS #VI, VIII, X; InTASC #10);
- D. develop knowledge and skills to facilitate the development, appreciation and understanding of human diversity and community within the classroom and community (KTS #1, 2, 3, 4; KIS #I, II, III, VI, VIII; InTASC #5);
- E. demonstrate the ability to build relationships according to the teacher leader and Professional Learning Community models that are congruent with classroom beliefs, values, and traditions (KTS #8, 10; KIS #VI, VIII, X; InTASC #10; MTLs I);
- F. keep a reflective journal throughout the semester to integrate the teacher leader identity and Professional Learning Community model into his or her current understanding of the role of the teacher (KTS #7; KIS #VII; InTASC #9);

- G. begin to plan two teacher leadership projects – a showcase and a research-based - to support the goals of the school and district. Documents such as the Comprehensive School Improvement Plan and Comprehensive District Improvement Plan will be reviewed to provide project ideas. These projects are to be guided by and approved by the teacher’s principal (KTS #10, KIS #X; InTASC #10; MTLs II);
- H. use resources such as Keys to Council Proficiency, Reaching Out: A K-8 Resource for Connecting Families and Schools, and the Parent Involvement Tool Kit for School Leaders to develop projects and strategies that build relationships and support communication with parents, the community and advisory councils (KIS #VI, VIII, X; InTASC #9; MTLs VI); and
- I. develop a philosophy of teacher leadership by the end of the course based on readings, discussions, projects, reflections, and self-examination (KTS #9, 10; KIS #VI, X; InTASC #9; MTLs III).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to keep a reflective journal to integrate the teacher leader identity.

The EPSB Themes of Diversity and Closing the Achievement Gap are major themes explored in the course through course activities and assignments.

The disposition of *Teacher Leadership* is a focus for the entire course, as through classroom discussion and readings, teachers develop a conceptualization of teacher leadership as a process of *adult development* that through creating *dialogue* and *collaboration* produces *school change*.

IV. CONTENT OUTLINE:

- A. Exploring the Teacher Leader model according to Linda Lambert
- B. Understanding one’s own culture
 - 1. Regional and cultural influence
 - 2. Socio-economic influences
 - 3. Community needs
 - 4. School culture/needs
 - 5. Language differences
 - 6. Interpersonal communication skills and collaborative relationships via the teacher leader model
- C. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES: A variety of instructional activities will be used in this course including inquiry learning, reflective journaling, classroom discussion and presentations.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None

VII. TEXT(S) AND RESOURCES:

Lambert, L. (2003). *Leadership capacity for lasting school improvement*. Alexandria, VA: ASCD.

American Psychological Association. (2010). *Publication manual of the American Psychological Association, 6th edition*. Washington, DC: American Psychological Association.

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- A. College of Education and Human Services Computer Lab
- B. Waterfield Library
- C. Canvas

VIII. EVALUATION AND GRADING PROCEDURES:

Class Requirements include:

1. Students will research demographics of their school community. They will post this information on LiveText and share this information during class with peers and instructor.
2. Participate in an online discussion board throughout the semester (based on text readings, articles, classroom discussion, assignments) as a means to integrate the teacher leader identity into his or her current understanding of the role of the teacher. The time you put into the discussion board takes the place of some of the “seat time” we would have in class. You are to respond directly to my prompt. You are also to respond to at least TWO classmates’ responses, thus, creating a “discussion.” All THREE posts must be completed before the class period in which they are due.
3. Teacher Leader Philosophy
4. PLC Audit – students will complete an audit on the current condition of the Professional Learning Communities in their school
5. APA Quizzes on Blackboard
6. Capstone Attendance and Application Report
7. Students will complete a human diversity project choosing one of the following activities
 - a. A Home visit: Students may choose to visit a home of a student in their classroom. The home visit should be designed to help the teacher learn more about a child and family's unique cultural and/or ethnic background. Reflection from the visit should discuss how the home visit helped them to build a relationship with the family.
 - b. Community cultural event: Students may choose to attend a community event that focuses on a culture different from their own. Students will reflect on what they learned and how attending this event broadened their understanding of diverse cultural experience.
 - c. Diversity observation: Students may choose to observe a special education teacher working with a child with unique developmental needs and abilities or observe an ARC meeting where a child's developmental needs are discussed by the team. Students will reflect on what they learned about differentiated instruction.
 - d. Research political/policy diversity issues and their affects on the school (Examples: NCLB, IDEIA, diversity training, RtI, support for students with LEP, etc.).
8. Leadership Project Idea Development: The teacher should brainstorm ideas for the research-based teacher leadership project required by the end of the program. The teacher should obtain a copy of the school’s Comprehensive School Improvement plan and the district’s Comprehensive District Improvement Plan and analyze these documents to determine school and/or district needs. This analysis should lead to a conversation with the teacher’s principal and/or district administrator about an appropriate project. The planning for the projects will begin in EDU 600 but the project will be designed and implemented over a number of semesters. The completed project is to be posted in the Teacher Leader Portfolio and is required for graduation. Initial preparation of the project will be finished this semester and shared with classmates.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).