

MURRY STATE UNIVERSITY

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: EDU

COURSE NUMBER: 640

CREDIT HOURS: 1

I. TITLE: Exit Seminar in Teacher Leadership

II. COURSE DESCRIPTION AND PREREQUISITE(S):

This course provides culminating experiences for the Teacher Leadership Masters Degree and Endorsement program. Students will reflect on their program experiences and document their professional growth and transformation as teacher leaders.

Prerequisite(s): Completion of all teacher leader core classes.

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), 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. revise the philosophy of teacher leadership to the advanced level (KTS #7, 9; InTASC #9; MTLS I, III);
- B. complete a self-evaluation of teacher leadership qualities and skills and reflect on growth over the course of the program (KTS #7, 9, 10; InTASC #9; MTLS I, III); and
- C. finalize and present the showcase and research-based leadership projects in preparation for publishing on the *Livetext* website (KTS #6, 10; InTASC #9; MTLS V, VII).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by revising the philosophy of teacher leadership and reflecting on the growth and development of teacher leadership skills.

The EPSB Themes – Assessment and Closing the Achievement Gap – are course topics covered in the two leadership projects that work to solve a classroom/school/district problem.

The disposition of *Teacher Leadership* is a focus for the entire course, and through reflection and finalizing of projects, teachers will consolidate their conceptualization as teacher leaders to determine how their skills will benefit their students, schools, school districts, and communities. The elements of adult development, dialogue, collaboration, and organizational change will be reflected in their work.

The two leadership projects are finalized and evaluated in this exit course.

IV. CONTENT OUTLINE:

- A. Revisit the Teacher Leader model according to Linda Lambert
- B. Present leadership projects to professional group
- C. Use the revised leadership philosophy to reflect on individual conceptualization as a teacher leader
- D. Finalize leadership projects and reflect on the impact of the projects on the improving the school and community
- E. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Mentoring
- B. Peer Review
- C. Reflection
- D. Presentation

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.

LiveText User License for Leadership Portfolio

- 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 complete two Current Trends in Education papers.
2. Students will revise the philosophy of teacher leadership to the advanced level.
3. Students will finalize the research-based project and showcase leadership projects.
4. Students will present both leadership projects to a professional audience of at least five people prior to the Capstone presentations. Feedback from the audience will be collected and revisions documented.
5. Students will present both leadership projects at the Capstone Presentation.
6. Students will reflect on the outcomes of their leadership projects and propose a method for continuing the positive effects.

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).