

**UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**CUI 656 – TEACHER AS LEADER
SPRING 2006 SYLLABUS
Mondays 5 – 7:50 PM, Curry Building 225**

Credits: 3

Prerequisites/Co requisites: Prior admission to the M.Ed. in Curriculum and Instruction, CUI 545, CUI 669, ERM 605; or permission of the instructor.

For Whom Planned: This course is designed for students who are nearing the end of the M.Ed. program.

Instructor Information:

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Course Purpose/Catalogue Description: As stated in the *UNCG Graduate Bulletin*, this course involves the “Study of leadership skills and best practices for teachers as leaders working with school, district, state and/or national initiatives and issues.”

Teachers Academy conceptual Framework Mission Statement: The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG’s professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other personnel.

Course Goals and/or Objectives/Student Learning Outcomes: Upon completion of this course, participants will:

1. Understand the many different opportunities for teacher leadership at the classroom, school, district, and national levels and how this leadership potential can be developed.
2. Be able to identify issues requiring the attention of teacher leaders.
3. Initiate a vision for themselves as teacher leaders based on an understanding of their personalities, philosophy of teaching, teaching styles, leadership preferences, individual motivations, and passionate beliefs.
4. Understand different models of leadership.
5. Appreciate the importance of communication, team work, and organization structure in leadership.
6. Understand how their experiences as teacher leaders impact the lives of students, their learning, and their academic achievement.
7. Appreciate how their experiences as teacher leaders influence their interactions with colleagues and administrators within the school setting.
8. Improve their capacity for reflection as professionals and leaders.

Teaching Strategies: This course will be taught primarily in a seminar format, involving class discussion and group interaction in which all students will participate. In addition to group discussion, there will be a significant amount of reading, writing, and reflection. Additional teaching strategies will include book clubs, student presentations, and conferences.

Description of Assignments and Evaluation:

1. **Blackboard discussions (15%):** In response to various readings, you will respond to questions and to each other electronically on Blackboard. These assignments will be made periodically throughout the course and will be evaluated according to reflective thinking, understanding of course content, and clarity of thought. The rationale for the assignment is to engage students in reflective thinking about the course content and to create an opportunity to explore and voice opinions about issues generated by readings and class discussion.
2. **Self exploration assignments (20%):** These assignments will be completed out of class and discussed in class. The rationale for the assignment is to involve participants in thinking about their own experiences as they contemplate further developing their teacher leadership capacity or encouraging the leadership capacity of others.
 - a. **Personal professional leadership vision statements:** Written at the beginning and end of the semester.
 - b. **Leadership autobiography:** A reflective essay in which you describe your own experiences with leadership, both as one who leads and one who is led, in order to come to understandings of how these experiences influence your current beliefs and practices.
 - c. **Assessing your readiness for leadership survey**
 - d. **Assessing your leadership style:**
3. **Book club participation, presentation, and reflection (20%):** You will select a book to read with a small group (4-6) of colleagues in class. Your group will determine the reading assignments based on time period for book club and meet for approximately 20 minutes weekly to discuss the book content and your reactions to readings. As a concluding activity, book clubs will present the important ideas of their book to the class in an interesting and engaging format of their choice (Be creative!). Each book club

member will write a reflective paper (3-5 pages) describing their experiences in book club. This paper should include: (1) A bibliographic reference (APA style), (2) an evaluation of the book, (3) what you learned about leadership from your experiences in book club, and (4) an overall evaluation of the book club experience. Based on my interactions with your book club and self/peer evaluations that members will complete in class, I will determine a participation grade (to include the presentation) for book club.

4. **What does research say? (15%):** Either independently or with a partner, you will select a research article of interest that examines an aspect of leadership and present a PowerPoint presentation of the research and a one-page hand-out that summarizes the study, the significant findings and implications, and your response to the study. Your presentation will include discussion or activity that engages class participants. Suggested time allowance: 10-15 minute PowerPoint presentation; 15-20 minute discussion or activity. Students will sign up for a class time to present their research article.
5. **Leadership project (25%):** Participants will form peer groups (no more than three) or choose to work independently to plan, design, and complete a written group project and a 20-30 minute presentation of your project to the class. Early in the semester we will begin to explore topics and formats for these projects. You will submit a one-page outline detailing the purpose and the design of your project for approval. Some possibilities include:
 - creating a staff development notebook and leading a staff development session at your school or with the class
 - collaboratively writing an article to submit for publication and presenting your ideas to the class
 - analyzing data to determine a need for improvement at your school, researching possible solutions, and developing a professional development plan from your findings
 - researching a need of teachers at your school, organizing a teacher study group, leading the meetings by providing resources and facilitating discussion among participants, and keeping a notebook of resources and a reflective journal of your experiences
 - mentoring a new teacher and journaling about the interactions you have in this relationship
 - conducting a leadership survey of your school, analyzing the results, preparing a resource guide based on the survey and presenting the survey findings and resource guide at a faculty meeting at your school.

The above list is not exhaustive, but included for the purpose of providing examples as guides for your own project designs. Initial outline of project is due Feb. 6. Final projects will be presented on April 24 and May 1. All final projects are due on May 1.

6. **Culminating reflective activity (5%):** This activity will consist of several opportunities for participants to revisit assignments completed earlier in the semester and reflect on them over time. At least one of the pieces of this activity will involve reflecting on the peer group experience this semester. The actual activity will be designed later in the semester. The rationale of the activity is to create an opportunity to pull together thoughts and recognize changes in thinking that may have occurred over the course of the seminar.

Grading Scale:

97 – 100 = A+	77 – 79 = C+
94 – 96 = A	74 – 76 = C
90 – 93 = A-	70 – 73 = C-
87 – 89 = B+	60 – 69 = D
84 – 86 = B	below 60 = F
80 – 83 = B-	

Rubrics will be provided for major projects. Evaluation and grading of your written products will be determined by: (1) quality of explanation and elaboration of assignment topic, (2) evidence of connections with class topics and your learning and understanding of leadership, and (3) quality of writing (i.e., coherence, cohesiveness, and mechanics).

Grades in this class are a product of your progress, diligence, and creativity. It is essential that you demonstrate your proficiency this term through regular attendance, active participation in class discussion, professionalism, reflective practice, and conscientious effort in class assignments and projects.

Alignment of Assignments with State and National Standards:

	NC Advanced Licensure Core Competencies	NBPTS Core Competencies
Blackboard discussions	5	4, 5
Self exploration assignments	1, 5	4
Book club	5	4, 5
What does research say?	1, 5	4, 5
Leadership project	1, 3, and 5 (2 & 4 depending on the topic)	4, 5
Culminating reflective activity	5	4, 5

Additional Information

In keeping with the high standards of UNCG and the advanced level of this graduate course, I hold certain expectations for our conduct and for the products of this course.

- All assignments should be submitted on time, word-processed (1" margin, double-spaced, 12 font), spell-checked, checked for grammatical errors, and appear in APA (American Psychological Association) Handbook (5th edition) guidelines. Late assignments will not be accepted unless arrangements are made with me prior to the due date.
- All participants in this course will abide by the UNCG Academic Honor Code.

- All work submitted should be thoughtful, reflective of your learning, and demonstrate the highest standards of graduate students and educators.
- Our class will be a learning community, which means that in our interactions with each other we will conduct ourselves in a professional, supportive manner.
- As instructor of the course, I will guide, facilitate, and support your learning; however, you are ultimately responsible for your learning.
- Due to the seminar design of this course, attendance and participation are imperative. Absence and tardiness to class without legitimate, documented excuses will adversely affect your grade.
- Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education. Appropriate citation of resources is required in all assignments.

Required Text(s)/Readings/References:

The following texts are required for all participants in the course:

- Gabriel, J.G. (2005). *How to thrive as a teacher leader*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Lieberman, A. & Miller, L. (2004). *Teacher leadership*. San Francisco, CA: Jossey-Bass.
- Electronic E-Reserves available on Blackboard.

One of the following texts will be required reading for book club:

- Ballenger, C. (1999). *Teaching other people's children: Literacy and learning in a bilingual classroom*. New York: Teachers College Press.
- Boreen, J., Niday, D., & Johnson, M.K. (2003). *Mentoring across borders: Helping beginning teachers succeed in challenging situations*. Portland, ME: Stenhouse.
- Fleischer, C. (2000). *Teachers organizing for change*. Urbana, IL: NCTE.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- Hatton, S.D. (2004). *Teaching by heart: The foxfire interviews*. New York: Teachers College Press.
- Lambert, L. (2003). *Leadership capacity for lasting school improvement*. Alexandria, VA: ASCD
- Meyer, R.J., Brown, L., DeNino, E., Larson, K., McKenzie, M., Ridder, K., & Zetterman, K. (1998). *Composing a teacher study group: Learning about inquiry in primary classrooms*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Mills, H., & Donnelly, A. (2001). *From the ground up: Creating a culture of inquiry*. Portsmouth, NH: Heinemann.
- Michie, G. (2004). *See you when we get there: Teaching for change in urban schools*. New York: Teachers College Press.
- Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA: Jossey-Bass.

- Sergiovanni, T.J. (1996). *Leadership for the schoolhouse*. San Francisco, CA: Jossey-Bass.
- Trumbull, E., Rothstein-Fisch, C., Greenfield, P.M., & Quiroz, B. (2001). *Bridging cultures between home and school: A guide for teachers*. Mahwah, NJ: Lawrence Erlbaum Associates.

Recommended Texts and References:

Journals

- *Action in Teacher Education*
- *Educational Leadership*
- *Educational Researcher*
- *Journal of Teacher Education*
- *New Directions for School Leadership*
- *Review of Educational Research*
- *Review of Research in Education*

Handbooks

- *Publication manual of the American Psychological Association* (5th ed.). (2001). Washington, DC: American Psychological Association.

Websites

- <http://www.teacherleaders.org> Subscription is free. Articles on line and updates twice monthly.

Tentative Course Outline:

Tentative means that this schedule is subject to adjustment and change over the course of the semester. In its present form, it provides an overview of the primary topics, assignments, and readings. I reserve the right to modify and adjust this schedule based on the progress we make in the course.

Date	Topic	Reading/Assignments Due
Jan. 9	Introductions and Overview	
Jan. 16	NO CLASS – MLK HOLIDAY	
Jan. 23	What is teacher leadership and why is it important? <ul style="list-style-type: none"> • Sign up for book club • Course project outline 	Lieberman, & Miller (2004), ch. 1 & 2 York-Barr, & Duke (2004) <i>Portfolio Checklist</i> <i>Personal Professional Leadership Vision Statement I</i>
Jan. 30	What are dimensions and models of leadership? <ul style="list-style-type: none"> • Portfolio Workshop 	Gabriel (2005), ch. 1 Crowther, Kaagan, Ferguson, & Hann (2002) <i>Bring in portfolio materials and/or ideas for course project.</i> <i>BB Discussion: What are essential dimensions of teacher leadership?</i>
Feb. 6	Who are teacher leaders and what roles	Lieberman, & Miller (2005)

	do they assume? <ul style="list-style-type: none"> • Portfolio Workshop • Book Club 1 	Silva, Gimbet, & Nolan (2000) Conley & Muncey (1999) <i>Assessing your readiness for teacher leadership inventory on BB</i> <i>Project outline due</i>
Feb. 13	What are qualities of effective teacher leaders? <ul style="list-style-type: none"> • Communicating effectively • Book Club 2 	Gabriel (2005), ch. 2 & 3 Lieberman & Miller (2004), ch. 4 <i>BB Discussion: What qualities do effective teacher leaders demonstrate?</i>
Feb. 20	How are teacher leaders prepared to lead? <ul style="list-style-type: none"> • Book Club 3 	Lieberman & Miller (2004), ch. 3 Garmston & Wellman (1998) Teacher leadership: Switching roles (2003) <i>Leadership Autobiography</i>
Feb. 27	What are the conditions that influence teacher leadership? <ul style="list-style-type: none"> • Project/portfolio workshop • Speaking Center Program 5-6:30 	Gabriel (2005), ch. 4 Lindsey (2004); Barth (2001) <i>BB Discussion: What conditions influence my leadership development?</i>
Mar. 6	UNCG – SPRING BREAK	
Mar. 13	What is your leadership style? <ul style="list-style-type: none"> • Book Club 4 	Goffee & Jones (2000); Goleman (2000) <i>Project check-in</i> <i>Assessing your leadership style</i>
Mar. 20	How do teacher leaders build communities of learners? <ul style="list-style-type: none"> • Book Club 5 	Gabriel (2005), ch. 5 Calderon (1999); DuFour (2004) <i>BB Discussion: What are my school's needs for leadership?</i>
Mar. 27	What influence do teachers leaders have in school-based reform efforts? <ul style="list-style-type: none"> • Book Club 6 	Gabriel (2005), ch. 6 Fullan (2001), ch. 7 <i>Philosophy of Education Inventory posted on BB</i>
Apr. 3	Book Club Presentations	<i>Book club presentation and reflections</i> <i>Project check-in</i>
Apr. 10	NO SCHEDULED CLASS – <ul style="list-style-type: none"> • Blackboard discussion • Voluntary project work sessions 	
Apr. 17	What are the prospects for teacher leadership?	Little (2000) Sergiovani (2004) <i>Personal Professional Leadership Vision Statement II</i>
Apr. 24	Project presentations	
May 1	Project presentations <ul style="list-style-type: none"> • Opening new doors and next steps 	<i>Final projects due</i> <i>Culminating reflective activity</i>

General Class Schedule

5:00 – 6:15 **Overview:** Announcements and introduction to topic of the class meeting. During this time period, we will actively engage in discussion, which may involve interactive activities that relate to the stated topic. We will use the required course readings and other sources to explore these topics.

6:15 – 6:30 **Break**

6:30 – 7:30 **Workshops, presentations, and book clubs:** This time period will include class project and portfolio workshops, presentations of assignments, and book club meetings.

7:30 – 7:50 **Class closure and preview of next class**

Americans with Disabilities Act (ADA) compliance: Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodation for the course.