Western Carolina University
EDCI 413 Teacher Leader in Jamaica
Spring 2008
Mandeville Bay, Jamaica

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as soon as you receive your syllabus. This is worth 5 extra credit points if you do and a
deduction of 5 points if you don’t!

Conceptual Framework

Western Carolina University has a strong and rich tradition of preparing teachers. That
tradition continues today as Western, along with its College of Education and Allied
Professions, has evolved into the eighth largest producer of teacher education graduates of
the forty-seven teacher education programs in the state of North Carolina.

The College of Education and Allied Professionals fulfills its mission by creating and nourishing
a community of learners guided by knowledge, values, and experiences. The guiding principles
of this community include the belief that the best education decisions are made after adequate
reflection and with ethical consideration related to the interest, experiences, and welfare of the
persons affected by the decision; appreciation of and respect for diversity; and the fostering of
the responsible use of technology.

Overview

Teacher leadership, in its current form, is an outcome of the press to improve student
achievement, which in itself demands the ongoing development of teaching practice.
Globally, teachers began to assume more visible leadership roles with the advent of standards
based school reform that began in the 1980s. As the quality of the teacher workforce began to
be more scrutinized and held to more stringent standards, teacher leadership is viewed by
many to be one area in which teachers themselves are empowered to address school reform
in ways that contribute not only to student achievement, but to the quality of the educational
experience of students, teachers, and other participants in the endeavor of schooling.

This course will examine teacher leadership from several perspectives. Teacher leadership
grows in importance as new and veteran teachers try to make sense of new and expanding
work roles. We will examine those new roles and how teacher leaders contribute to teachers’
understanding of them. We will consider teaching from an historical point of view and ask how
cultural factors have influenced teachers’ work. We will also look at teaching within the larger
organizational framework of schooling that places teachers as political actors who potentially
wield or relinquish power within the organization.
This course will also, examine teacher leadership as it currently exists in the Jamaican educational system, as a potentially powerful strategy for the improvement of the teaching and learning process by placing teacher leaders [form teachers, lead teachers, master teachers, senior teachers] in the forefront of efforts to improve instruction, develop professionalism in themselves, and nurture it in their colleagues.

Like the act of teaching, teacher leadership must respond to the context in which it occurs. Despite the attention placed on mandates from the Ministry of Education and Culture (MEOC), and the often highly prescriptive nature of the MEOC responses to educational policies, the work done by teachers varies greatly from region to region, school to school, and from classroom to classroom. Therefore, in this course, we will continually refer to our own experiences as educators to consider issues of practice and question how conceptions of leadership may influence the quality of teaching and learning in Jamaican schools.

**Diversity Statement**

Western Carolina University defines diversity broadly to include “exceptionalities, race, ethnicity, culture, religious background, gender, linguistic differences, socioeconomic level, and any of the other ways our society defines human and group differences, including age, geography, sexual orientation and national origin. Accordingly, "a diverse faculty, staff and student body," can be a catalyst for diversity of thought. At the heart of our scholarly work is the appreciation of the distinction between an event and multiple interpretations. One expression of diversity of thought is a community that not only tolerates but also nurtures discussion of such sensitive topics as politics, religion and race.

My being in Jamaica and having an opportunity to teach and work with Jamaican educators continues to be a very rewarding experience as my conceptual understanding of diversity is continually expanded.

**Course Description**

This course provides a basis for the professional learning of educators seeking to enrich the leadership of their schools. Students will:

- Participate in small group discussions,
- Take the lead position of facilitating small group discussions and presenting to the larger group, the ideas discussed.
- Conduct independent research on teacher leadership and present findings.
- Participate in exercises taken from *Developing Teacher Leaders* (Crowther, F., Kaagan, S.S., Ferguson, M., & Hann, L (2002). Developing Teacher Leaders. Thousand Oaks, CA: Corwin Press). The activities have three common qualities:
  - First, they are experiential – they involve doing, not just reading about, listening to, and critiquing ideas.
  - Second, they involve participants’ analysis of their own thought processes and emotions as part of professional learning.
  - Third, they relate directly to the core concepts of teacher and parallel leadership.

**Course Objectives and Competencies**

At the conclusion of the course, students will be able to:
1. Describe the work of teachers from historical, social, and cultural perspectives.
2. Describe the roles that teachers are asked to assume within the organizational contexts of their regions, schools, and classrooms.
3. Describe the conditions that are necessary to support teachers as they take on new roles and assume responsibility for student learning.
4. Describe the multiple implications of leadership for school improvement.
5. Describe how current leadership models influence the work of teacher leaders.
6. Understand the change process and the aspects of that process that teacher leaders must consider when introducing or managing change.
7. Differentiate the needs of teachers in the instructional process.
8. Describe ways to foster a healthy school environment to facilitate learning.
9. Describe ways to effectively collaborate with colleagues, parents and the community to improve schools.
10. Articulate a vision of teacher leadership that addresses the convergence of leading, teaching, and learning.

Required Textbooks/Reading


Teaching/Learning Methods

Successful class sessions will depend on the combined efforts of students, the instructor, and any guest presenters to make the material understandable and memorable. Typical teaching/learning methods include: interactive lectures, group discussion, group and individual presentations, and independent work.

Course Requirements

1. Attendance: is necessary and expected. Attendance will be taken every class period. Students are permitted one (1) unexcused absence during the semester (e.g. car wouldn’t state, had to attend a meeting, etc.). Excused absences include: death in the immediate family, illness requiring hospitalization or visit to the doctor, religious holidays, and attendance at certain university functions.

2. Class Participation: Whether in small groups or whole classroom, informed discussion is the core of class time together. Everyone is expected to be prepared and to actively (body, mind, and spirit) participate in class discussions and activities.

3. Facilitation discussion of assigned chapter(s) in textbook(s)

4. Discussion Cards (DC): Using 5” X 8” White Index Cards (Ruled);
For every class meeting, you need to prepare in advance, an index card with the following information. DC may be hand written. Be sure that your name and appropriated date, and chapter appear on your cards. [See suggestion below and an example on page 12]

➢ Two question you want to raise and discuss based on Danielson’s book
➢ A "Compare & Contrast" some concept form Danielson & Krovetz/Arriaza. [How are they alike or different]? This will prepare you for a later assignment.

[Suggestion: As you read the chapter, jot down any questions you have and other interesting points. Transfer question and points of interest [quote or informational fact] to your index card. Write your reflection from your question and/or point of interest.

**Discussion Card Specifics**

The purpose of the DC will be for students to communicate with the professor and class, areas of interest based on what they have read. It also solicits responses about a particular topic, from other students in the class. In the event that a student misses class, it is expected that they will submit the DC at the next class session.

The DC will require that all students participate in class discussions, and refrain from private conversations when their colleagues are speaking. The professor or the chapter facilitator will determine who has the floor. After this has been determined, it is the responsibility of all to listen to the person speaking. In the event this condition for class protocol is not established and maintained, then the format of the class will be lecture and exam.

**IMPORTANT:** It is your responsibility to get one of your items on the floor for discussion. Record interesting comments related to your discussion items on the back of the card. DO NOT ASK QUESTIONS THAT CAN BE ANSWERED BY CONTINUING TO READ OR SIMPLY READING THE CHAPTER! We will cover two or more chapters per class session. Cards will be collected at the end of each class session.

5. **Teacher Narratives and Reflective Questions & Essential Questions [one page per exercise]**

   For every class meeting, you need to prepare, in advance: a written:
   ➢ Response to three (3) sets of Teacher Narrative and the corresponding "Reflective Questions" per chapter. [For example, chapter 1 has seven Teacher Narratives and corresponding "Reflection Questions," therefore, you would respond to the "Reflective Questions" of three sets of Teacher Narrative.
      • Select Teacher Narratives that you would like to have discussed in the small group setting.
      • The group facilitator will present the discussed narratives to the larger group.
      OR/
      ➢ Response to all of the “Essential Questions” at the end of the each chapter.

**Reflective Questions Exercises**

Students will use their reflective questions during the small group exercises. This will require that all students participate in class discussions/activities.
The purpose of this exercise is to facilitate small group discussion and consensus on case studies and other problem situations.

6. **Compare and Contrast two (2) chapters from both textbooks.** How were they alike and how were they different. Limited to three double-spaced, typed pages with 1 inch margins. Must have a cover page with the Titles of the chapters that you are comparing and contrasting.

OR/

**Write a reflection on the best chapter from each textbook [Two reflections].** You must explain the importance of the chapters and the related implication(s) for Jamaican education.

NOTE: All written work [Compare & Contrast work and chapter/article reflections] are limited to three double-spaced, typed pages with 1 inch margins. The minimum length is 2 ⅔ pages. No exceptions. The reflections must have a cover page with the Titles of the chapters, articles, authors’ names, publication dates, and your name.

7. **Article Synopsis & Reflections & Presentation.** Two article synopsis & reflections on teacher leadership taken from the Educational Leadership Journal. You must write a brief synopsis (no more than 2-3 paragraphs) and then your reflection. Be sure to discuss relevance or implications to Jamaican education. You will present one reflection to the class.

**Tentative Schedule of Activities/Assignments**

<table>
<thead>
<tr>
<th>Day</th>
<th>Chapter/Exercise</th>
<th>Facilitator(s)</th>
<th>Presentations</th>
</tr>
</thead>
</table>
| 1.  | ❖ Miller's *Teacher Development in the Caribbean*  
❖ Danielson, Part I.1: Leadership Stories & Part I.2:  
❖ Exercise 1: Group Portrait  
❖ Exercise 2: Readiness | 1.  
2.  
3.  
4.  
5. | 1.  
2.  
3.  
4.  
5. |
| 2.  | ❖ Krovetz & Arriaza, Ch 1: Reframing School Culture  
❖ What is Teacher Leadership  
❖ Miller's *Teacher Development in the Caribbean*  
❖ Exercise 3: Oops! | 1.  
2.  
3.  
4.  
5. | 1.  
2.  
3.  
4.  
5. |
| 3.  | ❖ Krovetz & Arriaza, Ch 2: Learning to Lead  
❖ Danielson, Part I.3: What Do Teacher Leaders Do?  
❖ Exercise 4: Creative Tension | 1.  
2.  
3.  
4.  
5. | 1.  
2.  
3.  
4.  
5. |
| 4.  | ❖ Krovetz & Arriaza, Ch 3: Influences Student Achievement  
❖ Danielson, Part 2.6:Teaching & Learning  
❖ Student Achievement  
❖ Exercise 5: The Power of Language | 1.  
2.  
3.  
4.  
5. | 1.  
2.  
3.  
4.  
5. |
| 5.  | ❖ Krovetz & Arriaza, Ch 5: Building Equity in Diverse | 1.  
2.  
3. | 1.  
2.  
3. |
Danielson, Part III:8 Promoting Teaching Leadership  
Exercise 7: The Past | 1. | 1. |  
2. | 2. |  
3. | 3. |  
4. | 4. |  
5. | 5. |  
| 7. | Krovetz & Arriaza, Ch 6: Advocating for Students and Teachers, p. 138-151  
Exercise 8: Barriers  
Exercise 9: Assumptions | 1. | 1. |  
2. | 2. |  
3. | 3. |  
4. | 4. |  
5. | 5. |  
| 8. | Krovetz & Arriaza, Ch 7: Courageous Followers & Leaders  
Danielson, Part I:4 The Skills of Teacher Leadership  
Exercise 10: Parallel Scenarios | 1. | 1. |  
2. | 2. |  
3. | 3. |  
4. | 4. |  
5. | 5. |  
| 9. | Danielson, Part I:4 School Culture  
Danielson, Part II:5 Schoolwide Policies & Programs & Part II:7 Communications & Community Relations  
Exercise 11: Imagine!  
2. | 2. |  
3. | 3. |  
4. | 4. |  
5. | 5. |  
| 10. | Exercise 13: Staff Meeting  
Exercise 14: Six Month Later and Beyond | 1. | 1. |  
2. | 2. |  
3. | 3. |  
4. | 4. |  
5. | 5. |  

Aims of the Exercises:

- The exercises were developed to enhance teachers' ability to become full partners in leadership necessary for an energized school.
- Through the exercises, concepts and action come together, and teacher leadership can be acted out and shaped into strategies that contribute to the education of children and youth.
- The main intent is to focus on leadership development needs of professionals working with one another in a school seeking to revitalize itself.

Cultivating Leadership Consciousness

1. **Group Portrait:** Learn about colleagues' leadership assets. This exercise acquaints participants with each other's views, strengths, and values – and provides an initial basis for trusting professional relationships.

2. **Readiness:** Establish participants' readiness for teacher leadership. This activity provides an indication of participants' individual and collective perceptions of leadership and their readiness for teacher leadership and parallel leadership.
3. **Oops!**: Focus on risk taking as a fundamental requirement for organizational innovation. This exercise promotes the realization that making mistakes is an inevitable outgrowth of risk taking, yet risk taking is essential for organizational innovation.

4. **Creative Tension**: Feel how the push and pull of vigorous interaction produces results. This simulation invites participants to explore the tension between individual action and collaboration, and how this tension relates to the exercise of leadership.

5. **The Power of Language**: Examines how the language that staff members use promotes or inhibits the potential for teacher leadership and parallel leadership. Participants inquire into the language of leadership now in use in the school.

♦ **Building a Base for Schoolwide Leadership**

6. **Spots**: Identify participants' diverse perspective on a teaching and learning challenge they face together, and foster a concerted response. This exercise offers potential teacher leaders and the administrators who work with them an opportunity to explore the range of beliefs about teaching that exists in the school, and the dynamics involved in creating a schoolwide approach to teaching.

7. **The Past**: Place the encumbering aspects of the past in perspective to make room for future productivity. Participants reflect on past interactions that have inhibited the growth of their professional community, and they seek to transcend these to establish mutual trust and a positive environment, one in which leadership can flourish.

8. **Barriers**: Explore the elements that stand in the way of emergent teacher leadership. Participants identify and come to terms with factors and forces that might prevent teacher leadership from flourishing in the school. In addition, participants are encouraged to explore how they might remove or circumvent these barriers in their quest for school revitalization and personal growth.

9. **Assumptions**: Uncover ways of thinking that affect actions and determine possibilities for teacher leadership. Participants examine their developmental work to date against a framework of important assumptions about teacher leadership.

♦ **Actualizing Teacher Leadership for Successful School Revitalization**

10. **Parallel Scenarios**: Explore forms that parallel leadership has taken and might take in the school. This exercise increases participants' understanding of the various forms parallel leadership can take in their school.

11. **Imagine!**: Create a visual image of teacher leadership and parallel leadership in the school. This exercise extends emerging leadership concepts into images that may be used to guide emerging teacher leadership initiatives.

12. **Lights! Action!**: Identify, examine, and assess actions that support the school's vision. Participants' translate leadership capacity built in previous exercises into a set of initiatives responsive to the school's declared vision.
13. Staff Meeting: Demonstrate how teacher leadership can invigorate one of the school’s essential functions. The group uses a particular real-world challenge to assess its own progress in terms of what it has learned about teacher leadership and parallel leadership.

14. Six Months Later and Beyond: Reflect on the impact of leadership development efforts on school improvement and enhanced students' outcomes. This exercise draws participants into a process of tracing and documenting ways in which teacher leadership and parallel leadership have impacted their school.

Whenever possible, relate topics reflections to Jamaican education.

- Schools and Schooling
  - School Organizations
  - Policies and Practices Affecting Students
  - Policies and Practices Affecting Staff
  - Linkages Beyond the School
- Theoretical Perspectives: Approaches to Understanding and Studying Schools
  - Leadership Capacity
  - Parallel Leadership
  - Facilitative Leadership
  - Change Process
  - Changing Role of the Principal
  - Sustaining Leadership
  - Effective Schools Research
  - Ninety, Ninety, Ninety Schools
- Toward Better Schools for All
  - Action Planning
  - Team Planning
  - Learning Support
  - Teaching
  - Collaborative Learning Groups
  - Action Research
  - School Improvement Process/Plan
  - Strategic Planning Process
- Any topic on school teacher leadership
  - Professional Development Leaders
  - Reflective Practice
  - Leadership and Effective Communicative Skills

Evaluation Procedures

- Attendance [2.5]/Participation [DC=9.37] 20% (2.5 x10= 25; 9.37x 8=74.9 pts.)
  [25+74.9=100 pts]
- Reflective & Essential Questions 20% (12.25 pts x 8= 100 pts)
- Chapter Compare & Contrast or/ 20% (14.285 pts x 7 = 100 pts)
  Two Chapter Reflections
- Two Article Reflections 20% (50 pts X 2 = 100pts)
Grading Scale: 500 Points Possible

- 450-500 = A [90] Completed all assignments successfully
- 400-449 = B [80] Completed most assignments successfully
- 350-399 = C [70] Completed some assignments items successfully Not Recommended
- BELOW 70 = D Not an Option
- BELOW 60 = F Not an Option

Sample Discussion Card

Please note that it is not necessary to label your name, the date or the chapter. Just write your name & date on the first line and let me know what chapter you are addressing. Also, it is important to identify the page and paragraph. [Please assume that this index card meets the requirements set forth in this document on page 9.]

Eddie B. McCoy .......... July 29, 2009

Chapter 2: What is Teacher Leadership?

Question #1, p. 12, 1st paragraph: Can trying to mobilize your colleagues create problems between the faculty and administration? How do you get everyone on board?

Question #2, p. 22, 1st paragraph: If these roles (teacher leaders) are really that important, then why aren’t teachers compensated for their efforts?

Compare & Contrast: Both books (Danielsen, p. 3 & Krevetz\Avriaza, p. 4 both use stories of individual to convey the concept of teachers reflecting on their practice as they assume informal leadership roles.

References


**Important links: All links relate to Jamaican Education**

- [http://asp2.wlv.ac.uk/cidt/JAASPPubs.html](http://asp2.wlv.ac.uk/cidt/JAASPPubs.html)
- [http://asp2.wlv.ac.uk/cidt/PDF/changingthefuture.pdf](http://asp2.wlv.ac.uk/cidt/PDF/changingthefuture.pdf)

**Active Role in Leadership in Sustaining School Reform**

**Trends and Issues: The Role of School Leadership**
[http://eric.uoregon.edu/trends_issues/rolelead/selected_abstracts/instructional_leadership.html](http://eric.uoregon.edu/trends_issues/rolelead/selected_abstracts/instructional_leadership.html)

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**Policy on Academic Honesty**

The University policy on academic honesty and plagiarism is spelled out in the Student Handbook. Students are expected to be academically honest. In addition to the specific offenses listed in the Student Handbook, it is not appropriate to submit a paper, project or other work for this class that was completed for another class. If you would like to further develop a topic on which you have previously worked, please submit a copy of the original work along with your proposal and indicate how the project for this class will differ from the original.