Syllabus
EDCI 613: The Teacher Leader

Catalog Description: Students explore the changing roles that teachers have played in American schools, focusing on current formal and informal opportunities for leadership.


Course Objectives
Upon completion of this course, the student will understand this major idea:

To promote teacher leadership, teachers must be identified and supported to be powerful advocates for improved student learning.

Essential questions the student will answer that support this understanding include:
1. Why should we put energy into teacher leadership?
2. Who has the potential for teacher leadership?
3. Why is leadership so complicated?
4. How can a school culture promote or discourage teacher leadership?
5. What do teacher leaders need to learn?

In order to be leaders, teachers must have competency in the following skills:
• Facilitation
• Group Recording and Reporting
• Influencing Others
• Use of research databases
• Deep listening
• Action Research
• Develop Teachable Point of View (TPOV)

Conceptual Framework Statement
The professional education program at Western Caroling University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; (2) appreciation of and respect for diversity; (3) and the fostering of the responsible use of technology.

This course supports these goals by facilitating the learner to examine teacher leadership in educational organizations that result in advocacy for quality education for all students.
Diversity Statement: This course prepares students for complex issues that are directly related to diversity. These issues include: differences based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, and geographic regions in which the students they may teach live.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

Field Experience Component: None

**Course Requirements**

The assignments in this course may be somewhat different than the traditional university course. You will be given separate handouts with guidelines and assessment criteria for each product.

**How Will I Learn?**

This course is face to face. Because knowledge is socially constructed, you will engage in professional dialogue with your class colleagues, share your experiences and observations, and work collaboratively on group projects. You will analyze, synthesize, and apply information from the text, selected readings, and group discussion. You will also apply concepts and strategies in your own work setting as a means of practicing the principles and techniques studied in the course. The assignments will include both individual work and Discussion Group participation. My goal as an instructor is to engage you in learning in a way that enables you to translate theory into practice, so that you conclude this course with the essential skills that will ensure your success.

**Assignments**

1. **Attendance and Participation**
   The course is heavily dependent on interaction of the participants within each session; if you are absent then both you and the members of the class are at a disadvantage. See the assessment rubric for participation below.

2. **Student Reflection/Response to Assigned Readings**
Inquiry, reflection, observation and analysis are all integral components of the University’s conceptual framework for initial licensure programs. Further, it is the reflective process that assists the students in synthesizing knowledge and practice. A guide for reflection will be provided.

3. **Influencing Skills**
To read about leadership skills is helpful, however, this course will require that you demonstrate specific leadership skills. You will develop “A Teachable Point of View” and present it to a small group of class members. The focus for this assignment will be an educational topic you care about. You will develop this using the Sparks and Tichy articles as a model for the concept and the format.

4. **Evidence of Lifelong Leadership**
Part 1: Chronology and artifacts that are evidence of leadership. You will develop the chronology to assist you in the development of the Leadership Paper. You will also use the Chronology to guide your planning of the presentation you will make to the group related your development as a leader thus far. You will use artifacts that are evidence of leadership for the presentation. You will bring this collection to class and make a presentation to a small group during class.

5. Part 2: The Leadership Paper is a reflection about the development of your lifelong leadership up to this point in your life, and how you plan to build your leadership skills in the future. It is to be no more than three pages describing how you see yourself as a leader up this point in time (not limited to education) and how you see yourself as a teacher leader in your present educational context. Identify what steps you will take to build your leadership skill in the future. What will you commit to do? Who will you need to influence? What skills have you learned in this course that you will apply to your future development.

6. **Group Presentations /Discussions**
Small groups will be formed to make presentations and have discussions. The topics will be assigned with directions.

**Evaluation Procedures**
The grades in this course will be determined by a distribution of the points shown below. LATENESS: It is understandable that life situations may affect submission of assignments, but to be fair to all students every late assignment will receive a 5-point reduction for every day the assignment is late. Assignments will be submitted in class and via email so there should be few reasons for the assignments not to be submitted on time.
Assessments Points

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending and Participation</td>
<td>100</td>
</tr>
<tr>
<td>10 points/class (if you are absent, there will be no points given.)</td>
<td></td>
</tr>
<tr>
<td>Reflections on Readings/Chapters</td>
<td>(25 points per reflection)</td>
</tr>
<tr>
<td>The quality of these reflections will be judged by clarity of thought. How well did you elaborate on your thinking? What support/examples did you present?</td>
<td></td>
</tr>
<tr>
<td>Teachable Point of View Paper</td>
<td>200</td>
</tr>
<tr>
<td>Presentation of TPOV</td>
<td>100</td>
</tr>
<tr>
<td>Evidence of Lifelong Leadership Paper/Chronological Notes</td>
<td>200</td>
</tr>
<tr>
<td>Presentations of Lifelong Leadership</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>Approximately 900</td>
</tr>
</tbody>
</table>

Assessment Rubrics

During the course, assignments may vary from this syllabus. Assignments will be assessed in a timely manner. Keep track of your points as the semester advances. To calculate, add your total number of points and divide that number by the total possible points. The percentage you calculate represents one of the grades below.

The A Grade (90-100%)
In addition to accurately and carefully completing all course assignments on time and fully participating in all discussions and activities, the A grade indicates that you demonstrated outstanding leadership skills.

The B Grade (80-89%)
In addition to accurately completing all course assignments and participating in all discussions and activities, the B grade indicates that you acceptably demonstrated leadership skills.

The C Grade (70-79%)
In addition to completing all course assignments and participating in most discussions and activities, the C grade indicates that you marginally demonstrated leadership skills. This grade does not reflect the level of competence expected from a teacher leader.

Course Policies

Academic Honesty. Honesty is expected. The strictest university policy shall be followed in cases of any form of academic dishonesty. (See the Record and the Student Handbook for an elaboration.)