UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION
COURSE SYLLABUS

Course Title: TL 710 The Teacher Leader 3 S. H.
Credit Hours: 3 Hours
Required Text: College LiveText.edu solutions membership (sold at the University bookstore or online at www.livetext.com
Whilmore, E. (2007). Teacher Leadership: Improving Teaching and Learning from Inside the Classroom. Thousand Oaks, CA: Corwin Press.
Journal articles available through Collier Library online.

Instructor:
Office:
Phone:
Email:
Office Hours:

(Note: Occasionally other obligations – University committee meetings, meeting with interns, etc… - may impose upon stated office hours. Special appointments can be made with the instructor by phone or e-mail.)

Term:

Course Catalog Description:
This course provides an overview of the attributes and behaviors of teacher leaders, explores the roles teacher leaders engage in, and examines how the teacher leader is a powerful force for school improvement. Emphasis will be placed on the influences that affect students, teachers and schools.

Course Overview:

A. Vision for Teacher Leadership
B. What Research Says about Teacher Leadership
C. Understanding Yourself and Others as Teachers and Leaders
D. Core Values, Skills, Attributes and Knowledge of Teacher Leaders
E. Learning to Lead and Influencing Others Through Teacher Leadership
F. Building a Culture that Supports Teacher Leadership
G. Equity for All Learners
H. Effective Communication in Schools and Society
I. Professional Enhancement

Course Objectives and Student Outcomes:

Conceptual Framework Ref.	Standard	Description	Assessment	Instrument
1,2,5,6	290-3-3-.52.01(5)(a)2.	Promote instructional teams' understanding of the importance of student preconceptions of new content and facilitate development of questions to surface preconceptions and strategies designed to correct misconceptions.	Vignette	Rubric
1,3,4,5,6	290-3-3-.52.01(5)(b)2.	Lead all stakeholders, including students, parents, educators, and community members to develop learners' capacity to take responsibility for maintaining and monitoring behavior of self and others.	Self Exploration Field Experience Project	Rubric
1,3,4,6	290-3-3-.52.01(5)(c)3.	Model effective questioning skills and facilitate the development of a professional learning community in which adults engage in active inquiry and dialogue.	Leadership Text Inquiry	Rubric
1,3,4,6	290-3-3-.52.01(5)(c)11..	Collaborate with teams of teachers to evaluate, adapt, design, and integrate technological resources routinely into instructional activities to enhance and extend learning opportunities for students and colleagues	Leadership Text Inquiry	Rubric

Course Requirements:

Required Reading Assignments/Reflective Journal (see course schedule) (CF #1, CF #6)
Thoroughly read all course assignments. Highlight important points and write marginal notes that reflect your understandings, reactions, and/or questions to the reading. Always bring a copy of the materials and your notes to class on the designated day for discussing the topic with your learning community; materials are essential to fully participate in scholarly discussions based on the readings.
Complete a reflective journal throughout the course that includes summaries from the literature read, field experiences, case studies, problem solving vignettes, and application projects. Consider how these activities stimulated your growth as a leader, and the application to your professional practice as it relates to the individual, classroom, building, district, and community levels.

Leadership Text Inquiry (CF #1, CF #3, CF # 4, CF #6)
This is an opportunity to participate in an informed discussion about leadership, and to help clarify your thinking about what teacher leaders do and what teacher leaders need to know. Part One. Your group will introduce class members to the thought provoking text you've chosen (from the list provided) with an in-class presentation that integrates technological resources. 290-3-3-.52.01 (5)(c)11.
Part Two. You will lead a discussion and model effective questioning skills about the text with a group of colleagues from your professional learning community (outside class). The purpose of

this part of the assignment is to engage the reading carefully and thoughtfully in a way that will enhance the understanding of it and contribute to the collective inquiry into teachers and leadership. 290-3-3-.52.01 (5)(c)3., Part Three. Individually, you will craft an essay critically reviewing the book. Consider these questions: In what ways does this book contribute to your understanding of teacher leadership? How does this book differ from, or build on the other texts you've read for this course? Be very clear about the connections you've made from the reading to your leadership experience.
Self Exploration Field Experience Project (CF #1, CF #3, CF # 4, CF # 5, CF #6) The goal of this field experience is to help you to think about your own experiences as you contemplate developing teacher leadership capacity in yourself and encourage the leadership capacity of others. 290-3-3-.52.01(3)(c) Part One. Collect artifacts that are evidence of your lifelong leadership, and make a small presentation to the class. Part Two. Consider what small changes you could make in your setting, as a teacher leader, to better meet the needs of all students. Be creative! You must involve colleagues, parents, students and community members in this project. Part Three. Write a final reflective synthesis about your leadership development up to this point in your life, both as one who leads and one who is led, and how you plan to build leadership skills in the future. The paper should include how you see yourself as a teacher leader in your present educational context, and include steps you will take to build leadership skills. These questions should be considered: What leadership challenges have you faced? What do you expect to face? What situations did you find particularly fulfilling? Who will you need to influence? What skills have you learned in this course that you will apply to your future development? Reflect on your own practice in order to become an agent of change, at the individual student, classroom, building, district, and community level by modeling collaborative leadership skills in both simulations and specific field experience assignments. 90-3-3-.52.01 (5)(b)2.
Vignette (CF #1, CF #2, CF # 5, CF #6) Apply case studies/self-assessment activities from class to your own situation and develop a vignette to share in class that considers the importance of student preconceptions of new content. The vignette should include a description, factors considered, options for solving with action steps prioritized, and instructional and curricular strategies appropriate in response to the situation. 290-3-3-.52.01 (5)(a)2., 290-3-3-.52.01(3)(b)

Grade Composition:

Components in Final Grade	Assessment Instrument	Percentage
Reflective Journal	LiveText Rubric	20%
Leadership Text Inquiry	LiveText Rubric	30%
Self Exploration Field Experience Project	LiveText Rubric	30%
Vignette	LiveText Rubric	20%

Grading Scale:

A = 93 - 100%; **B** = 86 to 92%; **C** = 70 to 85%; 69% and Below = **F**

Key Dates and Assignments:

Week	Date	Assignment
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		

***This is a tentative schedule. All changes in the schedule will be announced in class.**

UNA Policy for Students with Disabilities:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.

UNA Attendance Policy:

Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit. Each student is directly responsible to the individual professor for absences and for making up work missed. Other absence policies stated in the official UNA Attendance Policy will be adhered to.

Reminders:

1. All students are held responsible for active, supportive, and respectful participation during class sessions and contact time with students, teachers, parents, and other professionals and community members.

2. Demonstrate professionalism, which is defined as the conduct of qualities that characterize a profession and a professional person. Your actions, appearance, quality of work, and attitude should reflect a high level of professionalism.
3. Keep copies of all your work on disk. Should any problems occur, you may be asked to provide a copy of the assignment. All work, unless otherwise stated, is to be completed independently and not taken from any other source, such as the Internet, textbooks, or other educators.

UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION
CONCEPTUAL FRAMEWORK

Learners,
Inspiring Leaders,
Transforming Lives"

The College of Education's Conceptual Framework, which is continuously evaluated in an outcome-based system, establishes a shared vision in preparing educators to work effectively in P-12 schools; provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability; and is knowledge-based, articulated, shared and consistent with the University of North Alabama's institutional mission:

"Changing lives. Creating futures."

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

"**Knowledgeable Practicing Professionals**"

who:

- Demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;

- Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;

- Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;

- Use technology to support assessment, planning and instruction for promoting student learning;

- Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;

- Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama's College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all candidates to learn.

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Syllabus Contract:

I have received a copy of the syllabus for TL 710. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Signature Date

Personal Information

Name _____

Address _____

Phone # _____

E-mail address _____

Major_____

Mine the Web (Vignettes) Rubric

Instructor Assessment Total Points possible:

41-50 points (TARGET)

Met the following requirements:

Discovered and reported on more than 3 sites.
The sites were of high quality and a rich resource for teacher leadership.
Site summaries were informative, concise, helpful, and noted key learnings. They were written is such a way that I was motivated to visit the site. URL was included.

21-40 (ACCEPTABLE)

Met the following requirements:

Discovered and reported on 3 sites.
The sites were of quality and a resource for teacher leadership.
Site summaries were informative and helpful. They were written is such a way that I was motivated to visit the site. URL was included.

11-20 points (UNACCEPTABLE)

Met the following requirements:

Discovered and reported on 1 site.
The sites were of low quality and did not always pertain to the topic of teacher leadership.

Site summaries were not informative, concise, or helpful. They were not written is such a way that I was motivated to visit the site. URL was not included.

Synthesis of Learning Instructor (Self-Exploration) Rubric

Total Points possible:

91-100 points (TARGET)
Met the following requirements:
Reflection is 1000- 1500 words, is double spaced and includes extensive references.
Writing is thoughtful, concise, and of high quality and follows APA standard. There is evidence of feedback from classmates. Deadlines for drafts were met.
Specific references are made to readings, web sites, and learnings throughout the course
Paper includes a section on applying what was learned to meet student needs. Ideas presented are original and of high quality.

71-90 points (ACCEPTABLE)
Met the following requirements:
Reflection is 1000- 1500 words, is double spaced and includes several references.
Writing is thoughtful, and of strong quality and follows APA standard. There is some evidence of feedback from classmates. Deadlines for drafts were met.
Some specific references are made to readings and learnings throughout the course
Paper includes a section on applying what was learned to meet student needs. Ideas presented are of high quality.

61-70 points (UNACCEPTABLE)
Met the following requirements:
Reflection less than 1000 words, is double spaced and includes limited references.
Writing is lacking in coherence and convention errors distract from the meaning and quality.
Does not follow APA standard. Deadlines for drafts were not met.
Little to no references are made to readings and learnings throughout the course.
Paper does not include a strong section on applying what was learned.

SCORING GUIDE/RUBRIC Leadership Role and Text Inquiry Activity
Capstone Assignment

Instructor Assessment Total Points possible:

91-100 points (TARGET)
Met the following requirements:
Reflection is 1000- 1500 words, is double spaced and includes extensive references.
Writing is thoughtful, concise, and of high quality and follows APA standard. There is evidence of feedback from classmates. Deadlines for drafts were met.
Specific references are made to readings, web sites, and learnings throughout the course
Paper describes a leadership project that was completed or will be completed in the near future.
An assessment of the leadership learning from the experience is included.
71-90 points (ACCEPTABLE)
Met the following requirements:
Reflection is 1000- 1500 words, is double spaced and includes several references.
Writing is thoughtful, and of strong quality and follows APA standard. There is some evidence of feedback from classmates. Deadlines for drafts were met.
Some specific references are made to readings and learnings throughout the course
Paper describes a leadership project that was completed or will be completed in the near future.
61-70 points (UNACCEPTABLE)
Met the following requirements:
Reflection less than 1000 words, is double spaced and includes limited references.
Writing is lacking in coherence and convention errors distract from the meaning and quality.
Does not follow APA standard. Deadlines for drafts were not met.
Little to no references are made to readings and learnings throughout the course.
Paper does not describe a leadership project that was completed or will be completed in the near future.