

# **TCHL 500 FOUNDATIONS OF TEACHER LEADERSHIP**

**3 Credit Hours**

**Western Kentucky University**

**Spring 2015**

## **Syllabus Contents:**

1. Instructor Contact Information
2. Course Information (e.g., objectives, prerequisites, materials)
3. Course Policies (e.g., grading; participation, netiquette, professionalism, critical performances, & assignment overview)

### **1. Instructor Contact Information**

#### **Instructor Bio:**

Dr. Judy Pierce is a Professor in the School of Teacher Education at Western Kentucky University. Along with this course, the instructor teaches the undergraduate courses ELED 407. Prior to the instructor's work in higher education, she has 25 years of experience in public education, mostly as an elementary classroom teacher, but also as a school reading coordinator, elementary supervisor, assistant principal, assistant Superintendent of Curriculum and instruction, two years as Program Coordinator for Social Studies, Reading, and Language Arts for the West Virginia Department of Education. She has worked in West Virginia, Virginia, Tennessee, Virginia, and Kentucky in public education. Dr. Pierce has taught for the Pennsylvania State University and the University of Virginia.

<b>Instructor: Dr. Judy Pierce</b>	<b>E-mail: <a href="mailto:judy.pierce@wku.edu">judy.pierce@wku.edu</a></b>
<b>Office: 1030 Gary Ransdell Hall</b>	<b>Office phone: (270) 745-4435</b>
<b>Fax: (270) 745-6322</b>	<b>Office hours: By appointment</b>

#### **E-Mail.**

Email is the fastest means of reaching the instructor. For the most certain response include "TCHL 500" in the subject line and then add a brief description of the topic, e.g., "TCHL 500 Leadership Project." It is professional behavior and courteous to clearly label your mail. Thank you to those who consistently do this.

The instructor will typically respond within 24 hours during weekdays. During the weekend, the response will be longer if at all as the instructor may have limited access to the internet and will be unable to respond until Monday morning. Please send your inquiries via email throughout the weekend though, but a response may not be sent until Monday. If you have not received a response within three days, resend the email or try another method of communication (i.e., phone message).

#### **Phone:**

(270)-745-4435; Please leave a phone number, name, and a brief message if you call and cannot reach the instructor immediately. Fax: (270)745-6322. Notify the instructor via email to expect your fax.

#### **Mailing Address:** (Always keep a copy of everything you mail.)

1906 College Heights Blvd.  
Gary A. Ransdell Hall 1011  
Bowling Green, KY 42101

#### **Campus Address:**

The instructor's office number is 1030 and is located in the College of Education and Behavioral

Science (CEBS) Building, Gary A. Ransdell Hall (GRH) on the campus of Western Kentucky University. Open this link for more information about CEBS and GRH: <http://www.wku.edu/cebs/> The School of Teacher Education Office (STE) is also located in GRH # 1092. If you need assistance when visiting GRH, an office associate in STE will assist you. Office hours for STE are 8:00 AM-4:30 PM CST.

**Dr. Pierce's Office Hours:**

It is recommended to make an appointment with the instructor to schedule a face-to-face conference or meeting.

## **2. Course Information**

**Prerequisites:**

Admission to a masters or fifth year non-degree program that leads to advanced teacher preparation.

**Course Description:**

This course includes the foundational concepts of leadership, especially as related to the role of teacher leaders in P-12 settings. Includes orientation assessments leading to individualized programs for students.

**Rationale:**

At the direction of the Kentucky Education Professional Standards Board, colleges of teacher education throughout the state redesigned masters and fifth year non-degree advanced teacher preparation programs. The purposes of this course are to: (a) introduce all candidates to the fundamental concepts and skills related to performing leadership roles within schools; (b) orient the candidates to the field of study encompassing teacher leadership; and (c) facilitate intensive self-reflection and self-evaluation to determine strengths, weaknesses and areas of professional growth related to teacher leadership for graduate program candidates.

**Course Objectives and Assessments:**

<b>Course Objectives</b> Upon completion of this course the student will be able to:	<b>Kentucky Teacher Standards (KST) and Framework for Teaching Components (FTC)</b>	<b>Activities</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>
1. reflects on and evaluates teaching and learning.	KTS 7 and FTC 3D Using Assessment in Instruction; 3E Demonstrating Flexibility and Responsiveness	Readings, Discussion Board, Live Chat, Text Reviews	Self-Assessment, Self-Reflections; Additional Evidence	The Individualized Program Assignment; Research Project Final Exam

2. collaborate with colleagues, parents, and others.	KTS 8 and FTC 4D Participating in a Professional Community; 4E Growing and Developing Professionally	Readings, Discussion Board, Live Chat, Text Reviews	Self-Assessment, Self-Reflections; Additional Evidence	Leadership Project Assignment; Final Exam
3. evaluate teaching and implement professional development.	KTS 9 and FTC Participating in a Professional Community; 4E Growing and Developing Professionally	Readings, Discussion Board, Live Chat, Text Reviews	Self-Assessment, Self-Reflections; Additional Evidence	Leadership Project Assignment; Final Exam
4. provide leadership within school/community/profession.	KTS 10 and FTC 4E Growing and Developing Professionally; 4F Demonstrating Professionalism	Readings, Discussion Board, Live Chat, Text Reviews	Self-Assessment, Self-Reflections; Additional Evidence	Leadership Project Assignment; Research Project; Final Exam

### **Online Learning:**

Students who choose to take a class via the World Wide Web accept a higher level of responsibility. They must exercise a higher level of self-motivation to read and search for information. Further, students in web-based classes must be more diligent concerning assignment and exam deadlines. This is an online course with much flexibility. However, you must read and learn the material as if you were teaching yourself. You must be very self-directed and motivated to be successful. This is just the nature of online learning. Email should be checked daily. This policy probably addresses the most frequent problems students confront in an online class. Open this link for orientation information for online learning students.

<http://www.wku.edu/online/orientation/index.php>

### **Required Textbooks:**

Tomal, D., Schilling, C., & Wilhite, R. (2014). *The teacher leader*. Lanham, Maryland: Rowman & Littlefield.

Zepeda, S. (2012). *Professional development: what works*. Larchmont, NY: Eye on Education.  
(Note: The 2008 version of this text is also acceptable for coursework.)

### **Technology Requirements:**

It is important to note that WKU IT recommends the following technology requirements for a successful online learning experience: <http://www.wku.edu/online/orientation/tech-req.php>

### **Blackboard Access:**

Students MUST have access to Blackboard to participate in this course. The course content, communication with the instructor and other class members, and the ability to complete and submit course requirements will be conducted via Blackboard. Students must utilize the WKU email account provided by the university to receive communication from the instructor. Find

information here about logging on to your Blackboard account:  
<http://www.wku.edu/online/orientation/access-bb.php>

### **Email Access:**

The student must maintain and check daily the WKU email account. The instructor will communicate only through WKU email. Find information here about accessing your WKU email account: <http://www.wku.edu/online/orientation/email-login.php>

### **Instructional Methods:**

Your primary source of *course content* will be the required textbooks. You will have the opportunity to deepen your understanding through the Discussion Board forums, Live Chats, Self-assessments, and Research Paper. Primarily, the course is designed around two major projects which are the Individualized Program Assignment and the Leadership Project Assignment. Through the self-assessments and planning associated with these assignments the student will acquire the knowledge needed to demonstrate mastery of the course objectives. The student will be required to complete a plagiarism module, CITI training, quiz, as well as a final exam which is a multiple choice test.

## **3. Course Policies**

### **Special Needs Accommodation:**

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center A-200. The OFSDS telephone number is (270) 745-5004; TTY is (270) 745-3030. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

### **Professionalism:**

TCHL 500 students are expected to display a high degree of professionalism throughout the course both to the others involved in the online learning community as well as the instructor of the course. Read the professionalism guidelines for specific instructions and find the professionalism scoring guide posted in the Course Information folder on the Content page on the course Blackboard site for a better understanding of the standards for professionalism.

### **Technology:**

Students in a web-delivered class accept the responsibility for making certain their computer and internet technology is compatible with WKU's online instructional delivery. Further, students take responsibility their technology is working correctly (and with the WKU technology) at the time of exams and assignments. Students should NOT wait until the final day (or hours) to take an exam or submit an assignment in case a technical problem occurs. Upon discovery of a problem, the student should contact the WKU Help Desk at <http://www.wku.edu/infotech/> or 270.745.7000 to ascertain if the problem is with WKU technology or the student's. Further, the student should email the instructor during the time of the test or assignment to inform the instructor of the actions being taken. Remember, the instructor has no control of the technology used to deliver a class via the WKU servers and Blackboard. Please do not expect the instructor to solve technology problems. Students should keep a copy of all electronic communications with the WKU Help Desk so this may be relayed to the instructor if necessary. Note: these actions do NOT shift responsibility away from the student.

If you have recently purchased a new computer, or upgraded your old one and that computer now uses Internet Explorer 9 as the web browser, please know that IE9 is not compatible with

Blackboard. You must either use Firefox or Google Chrome to avoid frustration with Blackboard. Both are free and accessed through these links:

Firefox: <http://www.mozilla.com/en-US/firefox/fx/>

Google Chrome <http://www.google.com/chrome/>

### **Academic Dishonesty:**

Web-based delivery brings concerns of ethics. Students in these classes should exercise a high degree of academic honesty in completing assignments and participating in evaluations. Each student should make certain that all work submitted is their own and give credit to authors when their words are used. The student should complete assignments individually and not with other class members unless the assignment provides directions for group work. The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure. You will find more information about policies for graduate students here on the CEBS webpage. Open this link and scroll down and find the links for Graduate Students. Open and read Academic Policies and the Code of Conduct: [http://www.wku.edu/cebs/resources/current\\_students.php](http://www.wku.edu/cebs/resources/current_students.php)

### **Plagiarism:**

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Plagiarism will not be accepted and will be given a grade of 0, and the student may face further disciplinary action according to university policy. Student work will be checked using plagiarism detection software, SafeAssign.

### **Cheating:**

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, report, assignment or other project which is submitted for purposes of grade determination. The student is to post only original work and is expected to work independently on discussion boards and quizzes during the online course. Working with other students enrolled in the course or other individuals on any course requirement is strictly prohibited and is considered academic dishonesty unless the instructor has authorized group work.

### **Due Dates:**

Due dates will be observed. Posting assignments late or not at all will result in a loss of professionalism points as well as a loss of points for the specific assignment. The student is to post only original work and is expected to work independently on discussion boards and quizzes during the online course. Working with other students enrolled in the course or other individuals on any course requirement is strictly prohibited and is considered academic dishonesty (see Cheating and Academic Dishonest sections) unless the instructor has authorized group work. Respect for the view of each member of the learning community and the use of professional

standards when communicating with the instructor or other class members is expected and will be adhered to throughout participation in this online course. The student will make every effort to be a contributing member of the online learning community to experience optimal educational and professional growth.

### **Assignment Submission:**

All assignments must be completed using a word processor. APA guidelines will be used for all assignments. All work submitted by students must follow the assignment guidelines or it will not be accepted. Points will be deducted for spelling, typographic, and grammatical errors. You will submit your assignments by uploading them to the Blackboard site. The upload links for each assignment can be found underneath each assignment guideline link. For more information about how to upload an assignment to Blackboard you may view the following video:

<http://www.youtube.com/watch?v=v5D7w3JRXz4&noredirect=1> The student should keep a copy of all assignments. In the event that an assignment is misplaced, lost, or the instructor is unable to open the document when uploaded to Blackboard, the burden of proof that the assignment was completed rests with the student. All assignments will be submitted online via Blackboard and NOT via email unless prior approval by the instructor is obtained.

### **Electronic Portfolio and Critical Performances:**

Two assignments are designated as Critical Performances for this course. As per College of Education and Behavioral Sciences policy, all students must upload the completed Critical Performances before a final grade will be assigned for the course. Students must register with the electronic portfolio system to upload the Critical Performance. The web address for the electronic portfolio system is: <http://edtech2.wku.edu/portfolio/>

The Individualized MAE Teacher Leader Degree Program and the Teacher Leadership Project are the course Critical Performance Assessment Assignments and must be uploaded to the Electronic Portfolio. You should not upload your revised work, but your original work. You may upload it any time after you submit it for grading, since no revision is required. Both assignments must be typed in Microsoft Word or Word Perfect to be uploaded Microsoft Works will not upload to the university's electronic portfolio. An X will be assigned as a final grade until the upload is completed. Once the assignment upload is completed by students receiving the X, the instructor must submit a Change of Grade form for processing. To avoid this complicated and time consuming process, take care of your Critical Performance upload promptly and efficiently! Professionalism points will be deducted if the electronic portfolio is not uploaded and the student receives an X due to this infraction.

### **Grading:**

Grading in TCHL 500 is based on a point system. It is possible to earn a maximum of 500 points. The total point accumulation determines the final grade. See the Tentative Grading Scale below for a breakdown of the points and correlating letter grade. Assignments are graded based upon the scoring criteria specified in the assignment scoring guides.

### **Grade Reporting:**

Students will be required to check Blackboard Grade Center for posting of grades throughout the semester. Open Blackboard, open Tools (button located on the left side of the Home page), then find the My Grades link and open it to find your grades.

### **Instructor Feedback:**

The instructor will leave feedback for assignment submissions throughout the semester. Check the page where the assignment was submitted to find this feedback OR check the Grade Center where the grade is posted for a "view" option.

**Late Assignment Submission:**

Posting assignments late or not at all will result in a loss of professionalism points as well as a loss of points for the specific assignment. Projects, assignments, quizzes, discussion boards, and any online requirement must be completed and uploaded no later than 8:00 AM on the date due. Problems with due dates and exams must be discussed with the instructor prior to the due date.

**Grade Appeal:**

If you do not agree with a grade on an assignment, you may schedule an appointment (phone conference or face-to-face meeting) to discuss the grade with the instructor. You have the responsibility to prove why the grade should be changed; however, the instructor reserves the right to mark any oversights. Grades for assignments returned to students will not be changed after three days. However, students are encouraged to report any computational errors or posting errors in graded work to the instructor immediately. No discussions of point deductions (i.e., grades) will take place via e-mail.

**Incomplete (X):**

As per university policy, "A grade of \_X\_ (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the instructor. A grade of \_X\_ received by a graduate student, with the exception of thesis courses or similar projects, will automatically become an \_F\_ unless removed within twelve (12) weeks of the next full term (summer term excluded). An incomplete must be removed within this twelve-week period regardless of whether the student is registered for additional work in the next term. A student should work with the instructor who assigned the incomplete on an independent basis to complete the necessary assignments. A grade of incomplete is not used under any circumstances as a substitute for \_F\_ or \_W\_. The student must appeal to the instructor for an assignment of an Incomplete (X) prior to the close of the term.

**TCHL 500 Tentative Grading Scale**

Grade	Points
A	465-500
B	425-464
C	380-424
D	350-379
F	Below 350



Tentative Point Values	
May be adapted by the instructor as needed	
Text Exercises (3 @ 10 pts each)	30 points
Scavenger Hunt	5 points
Getting to Know You Blog	5 points
CITI Training	25 points
Plagiarism Certificate	20 points
Discussion Board (2 entries @ 15 points each)	30 points
Becoming a Teacher Leader Live Chat or Discussion	25 points
Research Paper Assignment	70 points
Leadership Project Assignment (narrative)	80 points
Individualized Program Assignment (narrative)	70 points
Self Evaluation Summaries Student, Peer, or Self (2 Evaluations @ 10 points each = 20 pts) Teacher Leader Standards (10 points) Kentucky Teacher Standards (10 points) Additional Evidence (10 points)	50 points
Working Form B/C	20 points
Final Exam	50 points
Professionalism	20 points
<b>Total Points</b>	<b>500 points</b>

### Assignment Overview:

- CITI Training:** This is a program preparation task to make you aware of research and the protection and rights of human subjects and legal issues surrounding the research process. This sets the foundation for your program and capstone course, TCHL 560: Action Research TCHL Leaders. You must score 80% or higher to earn points for this assignment. See assignment guidelines in the CITI folder for detailed information about this important task.
- Plagiarism Module:** All WKU students must abide by the university plagiarism policy. In an effort to increase knowledge and prevent infractions of this important policy, TCHL graduate students are required to complete this plagiarism module.
- Discussion Board:** You will be asked to participate in discussions based on readings in the textbook. Entries are to reflect time, effort, and excellence. You will be asked to agree and disagree with points made by members of our learning community. To score well on your Discussion Board entries you must read the scoring guide carefully and meet the standards explained in this guide.
- Becoming a Teacher Leader Live Chat or Discussion:** A Live Chat will take place once during the semester which the class will discuss together the readings posted about becoming a teacher leader. For students who cannot or do not wish to participate in the Live Chat, an alternate discussion activity will be assigned.
- Research Paper:** Focus of the research is teacher leadership, but can be approached through any aspect or element of teacher leadership. It is purposeful that the topic is open-ended so not to limit the students' critical thinking and research. Some students begin with



a research question, stating it in the first paragraph and then composing the remainder of the paper around that question. This is not a required way to approach the assignment, it is just one example. Refer to the Research Paper Assignment Guidelines and Scoring Guide for specific criteria regarding this assignment.

- **Leadership Project Assignment:** This assignment is a Critical Performance and is to be uploaded to the Electronic Portfolio as well as Blackboard for grading. Requires students to design and implement professional development (PD) for teachers (or individuals who deliver instruction to students in alternative settings), analyze the results, and reflect on the effectiveness. The assignment to be uploaded is a written narrative or summary of the Leadership Project. If you are NOT currently teaching in a school, then you are required to find an alternate setting to complete this assignment. The instructor must approve your alternate setting before you implement your assignment. Here are some suggestions, but your choice is certainly not limited to this short list (remember are seeking a setting of your peers for leadership assignments NOT students, children, or youth): private or public school settings in which you can gain entrance (possibly know a teacher or principal that will help), graduate class, community education classes, civic organizations, faith-based organizations, or others. Professionalism points will be deducted if this assignment is not uploaded to the EP on or before the due date specified in the course schedule.
- **Individualized Program Assignment:** This assignment is also a Critical Performance and is to be uploaded to the Electronic Portfolio as well as Blackboard for grading. Students will design an individualized teacher leader degree program that includes a rationale with teacher leadership connections and is developed using the results of a variety of self-assessments and self-reflections related to the Kentucky Advanced Teacher Standards, Teacher Leader Standards, and other supporting documents (e.g., Professional Growth Plan, Teacher Work Sample, KTIP documents, principal or supervisor documentation, School Improvement Plan, or others). The assignment to be uploaded is a written summary or narrative that provides a rationale for the selections of the courses for the program based upon the results of the self-assessments. Professionalism points will be deducted if this assignment is not uploaded to the EP on or before the due date specified in the course schedule.
- **Self Evaluation Summaries:** Two self-assessments are to be completed and uploaded for grading. The assessments must be from different areas (e.g., one from student, one from peer, but not two from student). Reflection upon the assessment results will be scored based upon time, effort, and thoughtful connections from the self-assessment results and the degree program. You will self assess using the Teacher Leader Standards and the Kentucky Teacher Standards and reflect upon the results which will be scored based upon time, effort, and thoughtful connections from the self-assessment results to the degree program. One piece of additional evidence will be uploaded and considered for the implications to the student's degree program. The additional evidence should be selected based on the amount of information about the student's progress toward professional goals that can be ascertained from it. Some examples could be: KTIP lesson plan feedback, Teacher Work Sample, student teaching lesson plan feedback, school professional goal plan, or principal or supervisor feedback or evaluation. Reflection upon the results will be scored based upon time, effort, and thoughtful connections from the additional evidence and the degree program.
- **Working Form B/C:** The student will complete a degree program based upon the results from the self- assessments. This document is not the same as the official Form B/C that is completed with the student's advisor. It is recommended that the student contact his/her advisor and request a Form C be completed once the Working Form B/C is completed. This form should be uploaded to Blackboard for grading as well as the Electronic Portfolio

website with the Individualized Program narrative.

- **Final Exam:** A final exam worth 50 points will be posted one week before the due date. The course content will be the focus. The instructor will provide more detail and direction before the exam is posted.
- **Professionalism:** Read the professionalism guidelines for specific instructions and find the professionalism scoring guide posted in the Course Information folder on the Content page for a better understanding of the standards for professionalism.

## **Resources**

### **Website Resources for Teacher Leaders:**

Leader in Me: <http://www.theleaderinme.org/>

Teacher Leader Network: Center for Teaching Quality:

<http://www.teacherleaders.org/home>

Center for Teacher Leadership: <http://www.ctl.vcu.edu/>

National Writing Project:

[http://www.nwp.org/cs/public/print/doc/results/results\\_leadership.csp](http://www.nwp.org/cs/public/print/doc/results/results_leadership.csp)

Becoming a Teacher Leader: Edutopia: <http://www.edutopia.org/blog/teacher-leader-definition-role>

Leading from the Classroom:

[http://blogs.edweek.org/teachers/leading\\_from\\_the\\_classroom/2011/06/when do teachers transform from teacher to teacher leader.html](http://blogs.edweek.org/teachers/leading_from_the_classroom/2011/06/when_do_teachers_transform_from_teacher_to_teacher_leader.html)

Teacher Leader Model Standards: <http://www.teacherleaderstandards.org/>

ASCD Teachers as Leaders: <http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/toc.aspx>

### **Key Journals of Use to Teacher Leaders:**

*Academy of Educational Leadership Journal*

*American Journal of Education*

*Educational Leadership and Administration*

*Educational Foundations*

*Educational Leadership*

*Educational Research*

*International Journal of Leadership in Education*

*Journal of School Leadership*

*Journal of Teachers, Learners and Curriculum*

*Journal of Theory and Practice in Education*