

**California State University San Marcos
College of Education
Education 696E:
Teacher Leadership
Summer Semester 2001**

Instructors: Pat Silva, Don Raczka, Karen King, and Carolyn Williams.
Office Hours: Thirty minutes before and after class and by appointment
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Class Meeting Times and Locations:

TWR 0900-1250
PFT Center for Teaching Excellence, 13616 Poway Road, Suite 100

Mission of the College of Education at CSUSM:

The mission of the College of Education community is to transform public education by preparing thoughtful educators and advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners exemplified through reflective teaching, learning and service. We value diversity, collaboration, and professionalism and shared governance.

CLAD Emphasis:

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to this syllabus and are embedded throughout the course.

Course Description:

This three-unit course offered as an elective for the Masters of Arts in Learning and Instruction, involves the study of current issues and topics related to teacher as leader in schools, districts, and in professional educational organizations. In addition to readings and discussions of leadership qualities and strategies, participants will identify an area of professional development in which to develop their leadership capabilities

Course Objectives:

This course is specifically designed to provide reflection on teachers as leaders in the educational community. An historical perspective of teacher leadership, and the specific current avenues for teacher leadership efforts will form the foundation upon which participants will become aware of the professional need for leadership from teachers in shaping the future of education. As a result of this course, participants will have a better understanding of their own interests in educational leadership, complete a project which will enable them to develop their own leadership capabilities, present their leadership projects to the other participants in the class and will be assisted in accessing avenues to present their leadership projects to the broader educational community. Emphasis on the National Board for Professional Teaching Standards (NBPTS) requirements of accomplished teachers for collaboration within the professional community and with students, families and the broader community will enrich this study and provide criteria for leadership projects.

Required Readings:

Fullan, Michael, (2000). The Jossey-Bass Reader on Educational Leadership. San Francisco: Jossey-Bass Publishers.

Institute for Educational Leadership (April 2001). Leadership for Student Learning: Redefining the Teacher as Leader. School Leadership for the 21st Century Initiative: A Report of the Task Force on Teacher Leadership. Washington, D.C.: Institute for Educational Leadership, Inc.

Additional Readings:

Additional journal articles and educational reports will be required to support classroom conversations regarding current educational initiatives, the current status of school leadership, and the role of teacher unions. Project specific research and readings will be an expectation of participant project completion for this course.

College of Education Attendance Policy:

Due to the interactive nature of courses in the College, and the value placed on the contributions of every student, students are expected to prepare for, attend, and participate in all classes. For extenuating circumstances contact the instructor before you miss class, and make arrangements to make up what you have missed.

Accommodations for Disabilities:

Students requiring reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. Located in Craven Hall, Rm. 5025a, they can be reached by phone at 760.750.4905 or 760.750.4909 (TDD users).

Plagiarism:

All work completed for this class should be of your own design. When relying on supporting documents authored or created by others, cite them clearly and completely. Failure to do so may result in your failure in this class.

Grading Policies:

There are four categories of activities that comprise your grade in this course:

- 1) preparation for, and participation in, class discussions and professional conversations (20%);
- 2) development of a written “leadership project overview” statement and “action plan” (20%);
- 3) advocacy essay on teacher leadership as a reflection of the content presented in class and outside readings (10%)
- 4) clearly defined leadership project and detailed action plan (50%)

More details about assignments will follow, but below are brief summaries as an introduction.

Preparation for, and participation in class: This refers to timely completion of (and reflection on) assignments and readings, making thoughtful contributions to class dialogue, working collaborately with classmates in participation in and facilitation of small group professional conversations, and regular and timely attendance.

Development of a written “leadership project overview” statement and “action plan”: The purpose of this assignment is to push you to articulate your preferred leadership role, identify your likely avenue for providing leadership within the professional community and begin to define the steps and approximate time line for completion and dissemination of your leadership project. You will need to define the general educational avenue you will pursue, identify the target content and propose a first draft timeline for project completion and dissemination to the broader educational community. Included in your “overview statement” will be your rationale for the project you intend to undertake, the specific project target and the general range and scope of the focus content. Included in your “action plan” will be a first cut at your reasonable expectations for project completion and dissemination.

Advocacy Essay: The purpose of this assignment is to help you determine your personal position as it relates to teacher leadership and provide a means for you to articulate that position for your own benefit and that of others with whom you might wish to share it. This essay is a reflective piece on your perspectives related to teacher leadership and its impact on the quality of teaching and learning. You will be asked to take a stand relative to teacher leadership and defend your position based on your

reflections, course readings, and class discussions. In addition, you will be expected to project the impact of your position on the future of education and the teaching profession.

Leadership Project and Action Plan: The primary goal of this course is to enable you to identify your personal leadership interests and develop your own leadership project. This is the culminating activity. It will include all content and dissemination aspects of the project you have chosen to develop as well as the rationale and target audience articulated in your “project overview. In this completed form, you will be ready to engage in the leadership role you have identified. Peer review, class content, and readings, as well as your own independent research activities will support your development of this final project. It is expected that all preliminary work related to your dissemination will be part of this assignment. Your action plan will contain detailed information and specific dates related to the researching and writing of your plan, your specific target audience, and the dates, times, and locations for dissemination and follow-up.

Tentative Class Schedule:

June	19	Collaboration within the Professional Community and the NBPTS teacher leadership criteria; Professional Partnerships; Intro. To Facilitation Skills
June	20	Status of Teacher Leadership; Institute for Educational Research findings; Avenues for teacher leadership; Identification of personal pathways to leadership; Facilitation Skills
June	21	Teacher Leadership Perspectives; Facilitation Practice using Professional Dialogue Format; Personal Leadership Projects ... overview and timelines
June	26	Educational Leadership ... Federal, State, County, District ... opportunities and structure; Leadership simulation; Conducting Successful Meetings
June	27	Research Personal Leadership Projects
June	28	Educational Leadership and Teacher Unions and Educational Organizations; Simulation
July	3	Educational Leadership and Professional Writing; Personal Advocacy essays
July	4	School Holiday .. Independent Study and Research
July	5	Educational Leadership and Curriculum Initiatives; Facilitation and Professional Dialogues related to readings and Advocacy Essays; Peer Review of Leadership Project work
July	10	Professional Dialogues and Facilitation Practice related to readings and course generated topics; Leadership skills related to facilitating adult learning; Role of Staff Development in supporting Teacher Leadership
July	11	Presentation of Leadership Projects and Peer Review as support for Implementation of Action Plans during 2001-02 school year
July	12	Presentation of Leadership Projects and Peer Review as support for Implementation of Action Plans during 2001-02 school year

