

CONCORDIA UNIVERSITY, NEBRASKA  
COURSE SYLLABUS

**I. Course Number and Title:**

EDUC 534  
Empowering Teachers as Leaders

**II. Academic Credit:**

3 graduate credits

**III. Course Rationale:**

Expectations of teachers have shifted considerably in the past twenty years. Gone are the days when teachers can close the door to their classrooms and not be affected or questioned by external political forces. Today's teachers are not only expected to be competent professionals who know their content and pedagogy, but also learners and leaders in their classrooms, schools, school systems, local communities, and the larger educational community.

This course is for teachers who want to extend their influence beyond the walls of the classroom, to improve their knowledge and skills in the area of leadership, and who want to develop expertise in leading other educators in curriculum and instructional improvement across subject areas and grade levels.

**IV. Course Description:**

This course introduces the concept of teacher leadership and its value in the field of education today. This course will explore what it means to be a teacher leader in various environments, to be advocates for students, to participate meaningfully in school reform and/or renewal processes, and to articulate knowledge of content, pedagogy, and other teaching/learning.

**V. Place of Course in the Curriculum:**

This course is one in a sequence of 12 courses, and is required of all students seeking an Education Masters degree with an emphasis in Curriculum and Instruction.

**VI. Course Goals and Objectives:**

The goals of this course are:

1. To define the role of leadership in teaching
2. To identify issues, concerns, and questions related to becoming leaders in various educational environments, including classrooms, schools, communities, and the profession
3. To explore leadership needs, roles and opportunities in schools

4. To examine effective leadership approaches and practices in various educational environments
5. To examine ways to participate in various types of school and community educational reform/renewal processes
6. To make informed leadership decisions based on research and knowledge

Students who successfully complete this course will:

- articulate the role of leadership in teaching
- create, implement, and evaluate effective leadership approaches and practices in various educational environments
- apply leadership skills appropriate to various content areas

## **VII. Course Content:**

Unit I What is teacher leadership?

Unit II What research says about teacher leadership

Unit III Building a culture that supports teacher leadership

Unit IV Developing learning communities

Unit V Leading instruction to improve student learning

Unit VI Mentoring and peer coaching

Unit VII Teachers and change

Unit VIII Moving from theory to practice

## **VIII. Methodology:**

Methods of instruction that work well for this course include, but are not limited to:

- A. Lectures
- B. Readings
- C. Written Assignments
- D. Collaborative Group Work
- E. Whole Class and Small Group Discussions
- F. Presentations
- G. Guest Speakers
- H. Videos
- I. Case Studies
- J. Debate
- K. Journaling
- L. Wikis

## M. Blogs

### IX. Student Roles:

1. Read assigned material and be prepared to participate in discussions each week in both large and small groups. Students must be able to support positions with relevant research on topics covered.
2. Written assignments
3. Develop and complete an individual leadership project based on a particular interest. The project should be written using APA format as a publishable paper based on the student's action research and review of literature including an annotated bibliography
4. Keep a leadership log/journal which will include in-class writings and discussions, as well as weekly observations of leadership skills or roles you participate in or witness first-hand.
5. Update portfolio with relevant artifacts in the appropriate teaching standards to demonstrate professional growth and development

### X. Assessment:

Enter the method category and percentage assigned to each method. The total should equal 100%. Specify various evaluation tools which work best for the course: papers, reports, individual or group projects, discussion, participation, tests etc.

Example:

Weekly Discussion	20%
Weekly Journal	10%
Reaction/Reflection Papers	20%
Research Project	40%
Final Exam	<u>10%</u>
	100%

Development of a grading rubric in each category is strongly recommended for objective rather than subjective evaluation.

### XI. Bibliography:

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- Crowther, F., Kagan, S. S., Ferguson, M., & Hann, L. (2002). *Developing teacher leaders: How teacher leadership enhances school success*. Thousands Oaks, CA: Corwin Press.
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- Gabriel, J. G. (2005). *How to thrive as a teacher leader*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Glickman, C.D. (2002). *Leadership for learning: How to help teachers succeed*. Alexandria, VA: Association for Supervision and Curriculum Development.
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- Hall, P. & Simeral, A. (2008). *Building teachers' capacity for success: A collaborative approach for coaches and school leaders*. Alexandria, VA: Association for Supervision and Curriculum Development.
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- Katzenmeyer, M., & Moller, G. (2001). *Awakening the sleeping giant: Helping teachers develop as leaders*. Thousand Oaks, CA: Corwin.
- Kumashiro, K. (2004). *Against common sense*. New York: Routledge Falmer.
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- Lambert, L. (2003). *Leadership capacity for lasting school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Lieberman, A., & Miller, L. (2004). *Teacher leadership*. San Francisco: Jossey-Bass.
- Merideth, E. M. (2007). *Leadership strategies for teachers* (2<sup>nd</sup> ed.) Thousand Oaks, CA: Corwin Press.
- Reeves, D.B. (2004). *Accountability for learning: How teachers and school leaders can take charge*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Sergiovanni, T. (2006). *Rethinking leadership: A collection of articles* (2<sup>nd</sup> ed.). New

York: Corwin Press.

Spillane, J., Halverson, R., & Diamond, J. B. (2001, April). Investigating school leadership practice: A distributed perspective. *Educational Researcher*, 30(3), 23–28.

Villani, S. (2002). *Mentoring programs for new teachers: Models of induction and support*. Thousand Oaks: Corwin Press.

Waters, T., Marzano, R. J., & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. Aurora, CO: Mid-continent Research for Education and Learning.

## **XII. Dates of Initial Approval and Revision:**

Initial Approval:

Revised: June 11, 2010

Reviewed: August 2012

**Recommended Text:**

Marzan, R. J., Waters, T. & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.

**Suggested Resource:**

Katzenmeyer, M., & Moller, G. (2001). *Awakening the sleeping giant: Helping teachers develop as leaders*. Thousand Oaks, CA: Corwin.

**Reference/Resource Materials**[ASCD Educational Leadership Magazine](#)

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**Teachers as Leaders**

## Readers' Round Table

We asked readers to share their stories of teacher leadership. See how teachers have improved instruction in their schools and what they've learned in the process.

[Leadership Characteristics that Facilitate School Change](#)

Leadership to promote and implement educational change has not been uniform. Knowledge about the qualities of the individuals who have successfully implemented such strategies has been minimal. If the educational community has knowledge of successful strategies and programs, why is there limited implementation? Did the leader make the difference? What are the characteristics these people possess that enabled them to change their districts and schools?

[Resources for Teacher Leadership: Mentoring and Coaching](#)

Resources for assisting a colleague who may be new to teaching, the school, the discipline, or to a change in the practices or curriculum recently instituted by the district, school, or department.

[Resources for Teacher Leadership: Reaching Out to the Community](#)

Resources about recruiting and forming partnerships with constituents or stakeholders, such as parents, policy makers, civic leaders, and businesses or industries.