

**University of San Diego**  
**School of Leadership and Education Sciences**  
**Induction Masters Partnership Program**

**EDUC 579: Teacher Leaders in Urban Schools**

Class meeting dates: Wednesdays, Sept. 1 through Dec. 1 in SH 128, 4:30-7:30 pm, and Saturday, Nov. 13, 9am until 3 pm.

Instructor: Mariam True, Ed.D  
Cell: 619 206-1279  
Fax: 858 569-6804  
E- mail: [mtrue@sandiego.edu](mailto:mtrue@sandiego.edu)

**Course Description**

For many years, schools functioned with principals as building managers and teachers whose purview was solely their own classroom. This construct is no longer applicable to the schools of today. In EDUC 579, students will examine the benefits of teacher leadership, the roles for teacher leaders, and the importance of collaborative school leadership. Students will also explore the many facets of teacher leadership, examine their own readiness and strengths for leadership, identify teacher leadership areas most suited to their individual strengths and goals, and gain an understanding of organizational learning. Finally, students will apply their learning to their practice in an educational setting.

**Course Objectives/Candidate Outcomes**

**Outcome I: Academic Excellence, Critical Inquiry and Reflection**

- Understand and explain how effective leadership can support the implementation of change and overcoming obstacles. (CSTP 6.1) (K)
- Evaluate the ways in which teacher leadership contributes to improved student achievement and improved teacher practice. (CSTP 6.1, 6.2) (K, S)
- Identify barriers and challenges to teacher leadership and learn practices for addressing them. (CSTP 6.1, 6.2) (K, S, D)

**Outcome II: Community and Service**

- Identify and implement strategies for communicating and nurturing collaborative teacher leadership in schools. (CSTP 6.3, 6.4, 6.5) (K, S, D)
- Demonstrate the ability to build a positive school community through teacher leadership. (CSTP 6.3, 6.4, 6.5) (S, D)

**Outcome III: Ethics, Values and Diversity**

- Understand and explain the importance of teacher leadership in producing a positive learning environment. (CSTP 2, 6.1) (K, S, D)
- Understand and explain the characteristics and qualities of a good teacher leader. (CSTP 6) (K, S)
- Understand the elements of a learning organization and explain their role in creating and maintaining a learning organization within their school context.

CSTP = California Standards for the Teaching Profession  
K, S, D = Knowledge, Skills, Disposition

## **Textbook**

Katzenmeyer, M. and Moller, G. (2009). *Awakening the Sleeping Giant, third Edition*. Thousand Oaks, CA: Corwin Press.

Various articles will also be provided.

## **Course Requirements**

### **Participation and Attendance**

Since participation is essential to the success of this course, students are expected to attend and participate in every class meeting. Students are expected to come to class prepared by reading all required readings, bringing required materials, and completing assignments on time. Points will be subtracted for late or incomplete assignments. Students are expected to participate fully in class discussions and small group activities. Throughout the class, students will be asked to reflect upon readings, the work of other participants and on class assignments. Reflective practice is one of the foundations to becoming a thoughtful teacher leader. It is a way for participants to make meaning of their reading and to apply their learning to their practice.

Students will engage in three additional hours of work outside the classroom over a period of several weeks. The assignment is in addition to required readings, presentations, and classroom attendance and will be carried out as part of an action research simulation. The assignment begins in class on October 6<sup>th</sup> and concludes November 3.

### **IMPP Attendance Policy**

Since participation is integral to the learning process, it is imperative that graduate students attend every class. If a student is late to class or needs to leave class early, s/he must **inform the instructor at least 24 hours in advance**. If a student misses a class for personal reasons, s/he has the obligation to make up the work that was missed and to ask a colleague to collect materials that were distributed in the class they missed. The class participation grade may be lowered.

There may be occasions when, in the course of meeting the requirements of an IMPP student's teaching assignment, a class session must be missed. Examples of these occasions include Open House, parent conference days, or high school graduation exercises. Should such an occasion arise and the student must miss a class session, the student is expected to **inform the instructor two weeks in advance (minimum)** and is required to complete a make-up assignment. The student's class participation grade will not be lowered.

If any absences, late arrivals or early departures exceed 25% of the total class time, and the missed work has not been made up, the student will fail the class. Should this occur, the student would have to repeat the course the following year. This will result in a delay of the issuance of the degree. In addition, when the student re-registers for the class, s/he will bear the full cost of tuition for that class.

Reminder: A grade of "F" will adversely affect the student's grade point average, which must stay at or above a 3.0

### **Disability Services**

Students with disabilities who believe that they may need accommodations in the class are encouraged to contact Disability Services in Serra 300 (tel. 260-4655) as soon as possible, to better ensure that such accommodations are implemented in a timely fashion.

**Academic Integrity\***

At USD, we take the code of academic integrity very seriously; forms of academic dishonesty, including but not limited to cheating, plagiarism, fabrication, or facilitating academic dishonesty, are not tolerated in the Masters program or this class. Violations of the policy may result in suspension or expulsion from the university. If you are unfamiliar with USD's policy, it is your responsibility to read and understand its elements. In summary, any assignment that you turn in for class must be written in your own words, exemplifying your own thoughts and ideas, and you must clearly identify any references you used in completing your work using the format of the APA 5th Edition Style Manual.

*\*This statement was adapted from a statement written by Dr. Athena Perrakis*

**Reading assignments, class discussions/written responses**

Throughout the course, there will be readings assigned from the textbook, and from assorted teacher leadership articles and books. Students will discuss the readings in small group settings, using study questions related to the reading, through written responses, etc. For some chapters/readings, groups will be asked to make presentations following directions that will be provided by the instructor. These presentations will be assigned to you in class. Assignments should be submitted on or before their due dates. Written assignments should be carefully proofed and free of mechanical errors.

**Assessment Plan/Grading Criteria**

Participation/Attendance/Listening	25 points
Group Presentations	40 points
Internationalization Requirement: Students will prepare a three to five-page paper summarizing and reflecting on their internationalization experiences in the IMPP coursework, including implications for teacher leadership.	30 points
Final Project: Students will prepare a portrait of their personal journey as teacher leaders. Individual portraits will include: <ol style="list-style-type: none"> <li>1. A description of your journey as a teacher leader.</li> <li>2. Information on the people, resources and experiences that have influenced your growth and development as a teacher leader.</li> <li>3. A description of the challenges and/or barriers you've had to overcome and or expect to overcome in the future and how you plan to overcome them.</li> <li>4. A short review of the literature on one aspect of teacher leadership as it relates to your own experiences.</li> <li>5. A reflection on where you are now as a teacher leader and where you hope to be in five years.</li> </ol>	45 points
<b>TOTAL</b>	<b>140 POINTS</b>

**Points to Grade Transfer:**

	<u>From:</u>	<u>To:</u>
A	140	134
A-	133	127
B+	126	120
B	119	113
B-	112	106
C+	104	99
C	98	92
C-	91	85
D+	84	78
D	77	71
D-	70	64
F	Below: 64	0

**COURSE OUTLINE**

**Class #1: September 1, 2010**

Review syllabus,

Explore readiness for Teacher Leadership and Assumptions

Assignments for September 8:

- Read Chapter 1 of text
- Review the Teacher Leadership Framework developed proposed by Crowther, Kaagan, Ferguson, and Hann

**Class #2: September 8, 2010**

Orientation to the USD Library

Compare and contrast definitions of teacher leadership

Assignment for September 15:

Research assigned element of the definition of teacher leadership for class on September 15

**Class #3: September 15, 2010**

Presentation Preparation

Teacher Leadership Presentations

Prepare questions for the teacher leader's panel

Assignment for September 22:

- Read Chapter 2 in text

**Class #4: September 22, 2010**

A panel of teacher leaders will discuss their role and it's impact on their schools and district.  
Organizational development activity; understandings systems thinking

Assignment for September 29:

- Read chapter 3 of the text; take and score the Teacher Leadership Self-Assessment. Bring your scored assessment to class

**Class #5: September 29**

Effective communication activity

Adult development

Assignment for October 6

- Read chapter 4 of text
- Research assigned adult development concept and prepare a 15-minute discussion/activity for class October 6

**Class #6: October 6, 2010**

Discussion and presentations on stages of adult growth and development

Teacher Leadership Portraits

Design AR Questions

Assignment for October 13

- Read article *Trust in Schools: A Core Resource for School Reform*

**Class #7: October 13, 2010**

Trust in Schools, Guest Lecturer, Barbra Balser

Assignment for October 20

- Read chapter 5 of the text
- Begin teacher leadership interviews

**Class #8: October 20, 2010**

Networks for Teacher Leaders

National Board for Professional Teaching Standards presentation

Last Word Protocol with *Teacher Leader* article by Roland Barth

Assignment for October 27

- Complete teacher leadership interviews

**Class # 9 October 27, 2010**

Difficult Conversations

Prepare questions for Principal Panel

**Class #10: November 3, 2010**

Principal Panel on Teacher Leadership

Analyzing teacher leadership interview data

Library Research/group chapter presentation preparation

Assignment for November 13

- Read Chapters 6 and 7 of the text

**Class #11 November 13, 2010 (Saturday 9-3)**

Chapter 6 presentation: Liliana and Laura

Chapter 7 presentation: Shoshana and Rachel

Exploring organizational development and teacher leadership through simulation

**Class #13: November 16, 2010**

Teacher Leaders as Coaches and Facilitators, guest lecturer, Bonnie Schindler

Assignment for December 1

- Read chapter 8 of the text

**Class #14: December 1, 2010**

Chapter 8 presentation

Class Summary

**Statement on Plagiarism**

Students are responsible for knowing what plagiarism is and avoiding it. Students who commit plagiarism are subject to penalties that may include suspension or expulsion from the university. Plagiarism occurs when individuals present the words and/or ideas of others as if they are their own. To avoid plagiarism, you must give credit to your source whenever you use: another person's idea, opinion, or theory; any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge; quotations of another person's actual spoken or written words; or a paraphrase of another person's spoken or written words. If you wish more information on what plagiarism is and how to avoid it please see <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>.