TCHL 500
FOUNDATIONS OF TEACHER LEADERSHIP
Fall 2011

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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 Assessment:

KTS7: The teacher reflects on and evaluates teaching and learning.	The Individualized MAE Teacher Leader Degree Program; Self-Assessment and Self-Reflection Module; Quizzes; Final Exam
KTS8: The teacher collaborates with colleagues, parents, and others.	Teacher Leadership Project; Teacher Leadership Module; Professional Development Module; Quizzes; Final Exam
KTS9: The teacher evaluates teaching and implements professional development.	The Individualized MAE Teacher Leader Degree Program; Self-Assessment and Self-Reflection Module; Teacher Leadership Project; Teacher Leadership Module: Professional Development Module; Quizzes; Final Exam
KTS10: The teacher provides leadership within school/community/profession.	Teacher Leadership Project; Teacher Leadership Module; Professional Development Module; Quizzes; Final Exam

Required Textbooks:
Lieberman, A. & Friedrich, L. (2010). *How teachers become leaders.* New York: Teachers College Press

Zepeda, S. (2008). *Professional development: what works.* Larchmont, NY: Eye on Education.

Esquith, R. (2007). *Teach like your hair is on fire.* New York: Viking Press.

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.

Time: Any times mentioned throughout the term are for the Central Time Zone.

Communication:
Required: 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. When emailing the instructor include the course identification (TCHL 500) in the subject line as the instructor is teaching multiple courses and identifying the course in which the student is enrolled will assist with a prompt reply. If leaving a phone message on the office phone, the student should include a return phone number, name, and the course identification. Email may gain a quicker response as the instructor could be away from the office, but is able to check email while away. The instructor will make every effort to reply to student communication within 24 hours. If the student does not receive a reply from the instructor, please make an additional attempt at the communication as the lack of reply could be due to circumstances beyond the instructor's control (i.e., technology trouble).

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. Email and Announcements on Blackboard should be checked daily. This policy probably addresses the most frequent problems students confront in an online class.

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 any 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-base 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.

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, Turnitin.com.

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.

Professionalism: 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.
- 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.

- 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 professor.

Electronic Portfolio and Critical Performances

Two assignments are designated as Critical Performances for this course. As per College of Education and Behavioral Science 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. They 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, an official Change of Grade form must be completed. The instructor will complete the Change of Grade form and forward it to the Director of the School of Teacher Education for final approval. At that point the form will be sent to the Office of Registrar. To avoid this complicated and time consuming process, take care of your Critical Performance upload promptly and efficiently!

Grade Reporting:

Students will be required to check Blackboard for posting of grades throughout the term. Student inquiries regarding grades must be addressed through a requested meeting with the instructor. No discussions of point deductions (i.e., grades) will take place via e-mail. However, students are encouraged to report any computational errors or posting errors in graded work to the instructor immediately.

Evaluation and Grade Assignment:

- 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 4:00 PM on the date due. After five days, late assignments will not be accepted without great extenuating circumstances and prior approval from the instructor.
- If you do not agree with a grade on an assignment, you may schedule an appointment 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 papers returned to students will not be changed after three days.
- Problems with due dates and exams must be discussed with the instructor prior to the due date.
- Grading in TCHL 500 is based on a point system. It is possible to earn a maximum of 400 points. The total point accumulation determines the final grade.

TCHL 500 Tentative Grading Scale

Tentative Grading Scale	
Grade	Points
A	372-400
B	340-371
C	304-339
D	280-303
F	Below 280

Tentative Point Values	
May be adapted by the instructor as needed	
Getting to Know You Blog	10 points
Online Live Chats Or Content Summary	2 chat or summary participations at 15 points each = 30 points
Discussion Board	2 entries at 15 points each =30 points
Chapter Quizzes	4 quizzes at 10 points each = 40 points
"Teach Like Your Hair is on Fire" Assignment	Event Attendance OR Book Review Paper = 20 points
Research Paper Assignment	40 points
Teacher Leadership Project	90 points
The Individualized MAE Teacher Leader Degree Program (Individualized Program Narrative 20 pts, 2 Student, Peer, or Self Evaluation 5 pts each-10 pts, Additional Evidence 5 pts, Working Form B/C 20 pts, Teacher Leader Self Assessment 10 pts, KY Advanced Teacher Standards Self Assessment 10 pts = 75 pts)	75 points
Final Exam	40 points
Professionalism	25 points
Total Points	**400 points**

Resources
Website Resources for Teacher Leaders:
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
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
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