

TCHL 559 – ACTION RESEARCH FOR TEACHER LEADERS

Spring 2020

First Biterm (Jan. 27-Mar. 20)

Tentative until the first day of class

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Office hours:	By appointment

Course Prerequisite

TCHL 555

Required Textbooks Note: You can buy these as a bundle at the bookstore and will use them for TCHL560 as well.

American Psychological Association. (2019). *Publication Manual of the American Psychological Association: The official guide to APA style (7th ed.)*. American Psychological Association. ISBN-13: 978-1433832178; ISBN-10: 1433832178.

Levin, B. B. & Schrum, L. (2016). *Every teacher a leader: Developing the needed dispositions, knowledge and skills for teacher leadership*. Corwin Publications. ISBN-13: 978-1506326436; ISBN-10-1506326439.

Schwartz, B.M., Landrum, R. E., Gurung, R.A.R. (2017). *An Easy guide to APA Style*. Thousand Oaks, CA: SAGE Publications.

Tomal, D.R., Schilling, C.A. & White, R.K. (2014). *The teacher leader: Core competencies and strategies for effective leadership*. NewYork: Rowman & Littlefield

Weston, A. (2009). *A rulebook for arguments*. Indianapolis, IN: Hackett Publishing.

Course Description:

Fundamental principles of action research in educational settings. Students will conduct the preliminary work necessary to submit their teacher leader capstone project proposal. Course should be taken the next to last semester of the program.

Student Disability Services:

Students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (Room 1074 of the Downing Student Union or via phone at 270-745-5004). Please do not request accommodations directly from the instructor without a letter from the Student Accessibility Resource Center.

Plagiarism:

Each student should make certain that all work submitted is their own and give credit to authors when their words are used. To represent written work taken from another source as one's own is plagiarism. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Plagiarism is a serious offense. 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. WKU makes use of a plagiarism-detection software called SafeAssign. **If the project upload indicates similar content from other uploads or the Internet, the student could receive an F on the project, an F in the course, or even be removed from the program.**

Academic Dishonesty:

“Students who commit an act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal.”

Technology and Communication:

- * Students **MUST** have access to and be familiar with Blackboard to participate in this course.
 - * Students must utilize the WKU email account provided by the university to receive communication from the instructor.
 - * All emails to your instructor must be in the following format: **TCHL 559, last name, topic**
Emails without this format will be returned to you to revise. This policy is for your benefit. Because of the high volume of emails I receive, my email program will sort emails into a folder for me to easily locate and quickly respond.
 - * Students must make certain their technology is compatible with the WKU technology and working during all requirements of this online class. In addition, students must take *personal responsibility* for submitting assignments by the dates due.
 - * If leaving a phone message, student should include a return phone number, name, and the course number. The instructor should return your call within 24 hours. If not, please email the instructor, as she could be away from her office.
 - * 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.* Students should keep a copy of all electronic communications with the WKU Help Desk so this may be relayed to the instructor if necessary.
- *Please do not expect the instructor to address your technology problems or send assignments by email.**

Deadlines

There is a **10% penalty for late work for up to one week.** After one week, the assignment will receive a 0. Discussion boards must be done by the due date. No credit will be given after the due date. Students might receive an “X” for the class if all their work is completed but their Teacher Leader Prospectus has not been approved by the professor. Please contact the professor by phone or email to set up time to discuss your leadership project near the start of the course if you are struggling with what will work in a semester long class (TCHL 560).

Times

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

Types of Instruction:

The instructor will offer multi-media lecture and information to guide students through the concepts and skills to be learned in this course via the World Wide Web through a variety of assignments, exams, and learning activities. The instructor will serve as a coach and resource as students participate in group assignments, individual research and projects, and as students participate in exploratory learning. Most instruction will be delivered via the class text book and instructor offered MS PowerPoint presentations. Additional readings and methodologies of delivering instruction might be utilized. Assignments and information will be posted on the class Blackboard website. Assignments will be submitted to the instructor via the class Blackboard "Assignments" tool.

Course Objectives:

1. Develop a capstone teacher leadership project prospectus that meets the standards of the Kentucky Teacher Leadership Framework.
2. Explore teacher leadership as part of a school improvement strategy for a school, classroom, or community.
3. Analyze and explore current topics in education research.
4. Integrate theoretical and experiential knowledge of teacher leadership.
5. Frame questions appropriate for classroom and school inquiry.

Unit Objectives – At the end of the unit students will be able to...	Activities that Allow You to Meet those Objectives	Assessments that Allow You to Demonstrate You Met the Objectives
Develop a capstone teacher leadership project prospectus that meets the standards of the KY Teacher Leadership Framework	Watch video Readings and Discussion	Teacher Leader Project Prospectus
Explore teacher leadership as part of a school improvement strategy	Readings and Discussion	Reflection on teacher leadership
Analyze and explore current topics in education research	Readings and Discussion	Activities plan
Integrate theoretical and experiential knowledge of teacher leadership	Readings and Discussion	Activities plan Literature quiz
Frame questions appropriate for classroom and school inquiry	Watch video Readings and Discussion	SMART goals worksheet

Major Course Experiences	Course Objectives	Teacher Leader Standard(s):	KY Teacher Performance Standards
Capstone leadership project, Background research for capstone project	<p>Obj. #1:</p> <p>Develop a capstone teacher leadership project prospectus that meets the standards of the Kentucky Teacher Leadership Framework.</p>	<p>Depending on the project, it covers one of the following:</p> <p>Domain III: Promoting professional learning for continuous improvement.</p> <p>Domain IV: Facilitate improvements in instruction and student learning</p> <p>Domain V: Promote the use of assessments and data for school and district improvement</p> <p>Domain VI: Improving outreach and collaboration with families and community</p>	<p>Standard 10: Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to: a. take responsibility for student learning; b. collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and c. advance the profession.</p>
Reflections, school climate survey, Course readings	<p>Obj. #2:</p> <p>Explore teacher leadership as part of a school improvement strategy for a school, classroom, or community.</p>	<p>Domain I: Fostering a collaborative culture to support educator development and student learning.</p>	<p>Standard 9: Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners,</p>

			families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.
Reflections, Discussion Board, Background research for the capstone project	Obj. #3: Analyze and explore current topics in education research.	Domain II: Accessing and using research to improve practice and student learning.	Standard 9: Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.
Discussion board, reflections, Quizzes, Capstone project	Obj. #4: Integrate theoretical and experiential knowledge of teacher leadership.	Domain II: Accessing and using research to improve practice and student learning.	Standard 9: Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

<p>SMART Goals assignment, Activities plan</p>	<p>Obj. #5: Frame questions appropriate for classroom and school inquiry.</p>	<p>Domain II: Assessing and using research to improve practice and student learning</p>	<p>Standard 10: Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to: a. take responsibility for student learning; b. collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and c. advance the profession.</p>
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Kentucky Teacher Standard(s) Assessed: Standard 10 – Provides Leadership within School/Community/Profession

Framework for Teaching Component(s) Assessed: 4A – Reflecting on Teaching; 4D-Participating in a Professional Community

Evaluation and Grade Assignment: Grading in TCHL 559 is based on a point system. **The total points accumulated determine the final grade.**

Assignment Description	Due Date	Points
Introduction Discussion Board: Students will participate in the discussion board by introducing themselves and replying back to at least two classmates. START HERE	Jan. 28 th	5
Scavenger Hunt: A scavenger hunt is provided for students to get to know the syllabus and calendar. START HERE	Jan. 28 th	5
Track Changes in Word: Students need to understand how to track changes in Word and see comments provided by the instructor. START HERE	Jan. 28 th	5
TCHL 559 Lecture: Listen to the TCHL 559 lecture for your introduction to this class. Take the quiz based on the lecture. TEACHER LEADER FRAMEWORK	Jan. 28 th	10
Teacher Leader Framework Quiz: Read the KY Teacher Leader Framework and take the quiz. TEACHER LEADER FRAMEWORK	Jan. 28 th	10
Topic 1 Discussion: Students will share their ideas about what type of leader interests them. This should be a start to thinking about your project for TCHL 560. Where do you want to grow and develop as a teacher? DISCUSSION BOARD	Jan. 30 th	5
Skills, Knowledge and Dispositions: Read Chapter 1 in <i>Every Teacher a Leader</i> and fill out the skills, knowledge and dispositions table. TEACHER LEADER FRAMEWORK	Feb. 3	10
Roles and Responsibilities of Teacher Leaders: Read Chapter 1 in <i>Every Teacher a Leader</i> and fill out the table on roles and responsibilities of teacher leaders. TEACHER LEADER FRAMEWORK	Feb. 3	15
The Teacher Leader: Read Chapter 1 in the Tomal Leadership book and take the quiz. TEACHER LEADER FRAMEWORK	Feb. 4 th	10
APA Formatting Quiz: Students will become familiar with the APA manual by answering quiz questions. USING RESEARCH	Feb. 6 th	15
APA Citations Quiz Students will become familiar with the APA manual by answering quiz questions. USING RESEARCH	Feb. 6 th	10
Using Research: Read the three Pan chapters on searching, retrieving and evaluating and interpreting literature and take the quiz. USING RESEARCH	Feb. 6 th	10
School Culture Review: Use Appendix B in the <i>Every Teacher a Leader</i> book and give 10 school culture reviews to other teachers/administrators. Write a reflection. USING RESEARCH	Feb. 6 th	30
School Culture Review Surveys: Upload surveys to Blackboard. USING RESEARCH	Feb. 6 th	20
The Teacher Leader: Read Chapter 2 in the Tomal Leadership book and take the quiz. LEADERSHIP CHARACTERISTICS	Feb. 11 th	10
The Teacher Leader: Read Chapter 5 in the Tomal Leadership book and take the quiz. LEADERSHIP CHARACTERISTICS	Feb. 13 th	10
Lai Teacher Leadership and Change: Read the Lai article on teacher leadership and change and take the quiz. LEADERSHIP CHARACTERISTICS	Feb. 14 th	10
Riveros Teachers to Teacher Leaders Article: Read the Riveros article on teachers to teacher leaders and take a quiz. LEADERSHIP CHARACTERISTICS	Feb. 15 th	10
Types of Teacher Leaders: Read Chapter 2 in <i>Every Teacher a Leader</i> . Use the Center for Strengthening the Teaching Profession website to take the teacher leader self-assessment and school and district capacity tool. Cite the results from these surveys and chapter 2 to think about what type of leadership project you would like to create. Write a two-page reflection. LEADERSHIP CHARACTERISTICS	Feb. 17 th	25
Teacher Leadership Vision: Read Chapter 3 in <i>Every Teacher a Leader</i> . Write a reflection based on the focus of your capstone project. Cite the articles in this folder.	Feb. 20 th	30
Reflection on Leadership Characteristics: Discuss the leadership characteristics that most align with your personality and style.	Feb. 21 st	5

DISCUSSION BOARD		
Every Teacher a Leader: Fill out the table on the informal, formal, and outside of school opportunities you have had for teacher leadership.	Feb. 21 st	10
TYPES OF LEADERSHIP		
Every Teacher a Leader: Read Chapter 4 in the Levin and Schrum book and write a 3-5 page reflection on your personal theorizing process.	Feb. 22 nd	15
TYPES OF LEADERSHIP		
Teacher Leadership at your school: Discuss what leader you would like to learn more about in TCHL 560. What supporting information from this class will help guide you in developing into this type of leader?	Mar. 3 rd	5
DISCUSSION BOARD		
SMART Goals Assignment: Students will create the SMART goals for their leadership project.	Mar. 5 th	50
PROJECT CREATION		
Activities Plan: Students will use peer reviewed literature to show how their activities will help them develop into their chosen type of leader. This will be the steps needed to complete their leadership project.	Mar. 10 th	50
PROJECT CREATION		
Teacher Leader Project Prospectus: Students will use the information from their Reflection paper, SMART Goals, and Activities assignments to write their prospectus.	Mar. 12 th	100
PROJECT CREATION		
Upload Teacher Project Prospectus to the Electronic Portfolio	Mar. 12 th	10
Total Points		500

Grade	Points
A	465-500
B	415-464
C	365-414
D	315-364
F	314 and below

Key Journals of Use to Researchers:

Bilingual Research Journal-It is the journal of the Center for Bilingual Education and Research, ASU, and the National Association for Bilingual Education. This site offers full text articles in various formats.

Canadian Journal of Environmental Education- This journal is meant as an introduction to Canadian environmental education issues. It contains abstracts and full text commentaries.

CEO Forum on Education - It was founded in 1996 to help ensure that America's schools effectively prepare all students for the 21st Century.

Current Issues in Education - Published by the College of Education at Arizona State University, the journal allows you to view full text articles.

Early Childhood Research & Practice (ECRP)- Published biannually by the ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign.. Full text articles are available.

The Educational Technology Journal - Educational Technology for Engaged Learning Educational Technology enabling students to make up their own mind.

Gifted Child Quarterly – provides research on the needs of gifted students

Harvard Education Review - Article abstracts online, as well as, other educator resources.

Health Education Research - The site also contains links to other Oxford University Press journals related to health

Journal of Technology Education - The Journal of Technology Education provides a forum for scholarly discussion on topics relating to technology education.

Journal of Research in Science Teaching - The Official Journal of the National Association for Research in Science Teaching

JRME Online- Web-based version of the Journal for Research in Mathematics Education. It is an official journal of the National Council of Teachers of Mathematics.

Mathematics Teacher - It is an official journal of NCTM and is devoted to teachers of Mathematics from 8th grade through 2 year and teacher education colleges.

Practical Assessment, Research and Evaluation (PARE) - PARE is Peer-Reviewed and is an on-line journal published by the ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE) and the Department of Measurement, Statistics, and Evaluation at the University of Maryland, College Park.

Philosophy of Education Yearbook - Published by the Philosophy of Education Society University of Illinois, Urbana-Champaign. The yearbook allows you to view full text articles.

Physics Education - A journal meant to stimulate those involved in Physics and Education.

PsyInfo – this is a database of articles published in the social sciences

Reading Online - Published by the International Reading Association, the site has full text versions of its articles. The site also provides other educational resources.

Science Education - A leading journal in science education.

The Source - Published by the University of Southern California, Rossier School of Education. You'll find full text versions of articles on a wide variety of topics here.

Technological Horizons in Education (T.H.E. Journal) T.H.E. Journal is the largest and oldest educational technology

Websites That Might Be Helpful:

ERIC - A digital library of education-related resources, sponsored by the U.S. Department of Education, consisting of 1.1 million bibliographic records describing journal and non-journal literature from 1966 to 2003, with over 107,000 full text non-journal documents added. <http://www.eric.ed.gov>

Citation and Style Guides: APA - <http://library.concordia.ca/help/howto/apa.pdf>
APA – [Purdue OWL APA](#)

Statistical Resources on the Web - Includes hundreds of statistical files from a variety of primarily governmental sources arranged under 24 topics, such as education, foreign economics, foreign trade, government finances, health,

science, and weather. <http://www.lib.umich.edu/govdocs/stats.html>

American Demographics Online - An excellent search engine allows the user to locate authoritative statistical data on a wide scope of demographic topics from a range of sources. <http://www.demographics.com/>

FedStats - Comprehensive source for government statistics produced by more than 70 federal agencies. Search via broad topic areas, regions, alphabetical keyword index, or federal agencies. <http://www.fedstats.gov/index.html>

What Works Clearinghouse – Governmental website that publishes research, reviews, and reports on best practices in education. This is a great site to find evidence-based practices. <https://ies.ed.gov/ncee/wwc/>