

## TCHL 500 – Foundations for Teacher Leaders Fall 2020

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### Course Prerequisite

Admissions to a Master's Degree of Fifth Year Non-Degree program that leads to advanced teacher preparation.

### Required Textbooks

Tomal, D.R., Schilling, C.A. & White, R.K. (2014). *The teacher leader: Core competencies and strategies for effective leadership*. Rowman & Littlefield.  
Zepeda, S. (2019). *Professional development: what works*. Routledge. ISBN 9781138230156

### Course Description

This course includes the foundational concepts of leadership, especially as related to the role of teacher leaders in P-12 settings. It includes personal orientation assessments leading to individualized growth plans for students.

### Rationale:

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 candidate 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.

### Student Disability Services

If you have a documented disability that requires accommodation, you must notify the professor in writing during the first week of classes with a letter of accommodation from the Office for Student Disability Services. The office is located in Downing University Center, A-200 and can be reached at the following phone number: 745-5004; TTY is 745-3030.

### 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.

### **Assignments**

Please save your assignments using your last name and title of the assignment. It makes it easier to track and make changes.

### **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.”

### **CoVID-19 Statement**

*Out of respect for the health and safety of the WKU community and in adherence with the CDC guidelines, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations to face coverings must be determined by the Student Accessibility Resource Center and documented before a student may attend class.*

### **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 560, 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. **Any links to assignments must be checked to be sure that they will work the first time I attempt to open them. Failure to gain access will result in an automatic zero.**

- \* 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

**Unless arrangements have been made from the instructor prior to an assignment deadline LATE WORK IS NOT ACCEPTED.** Students will NOT receive an incomplete in the course unless most of the work is completed. The instructor determines whether a student can receive an incomplete for the course. The Graduate School has created a policy where students can repeat a course and replace the prior grade in the course. Therefore, incompletes are rarely given to students.

## Times

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

## Course Outcomes

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 and Outcomes

Objectives: "I can..."	Activities	Assessment
Use self-reflection for personal growth	Big 5, Color test activities, Readings, Personal Reflection	
Understand key concepts of leadership.	TED talks leadership library collaboration, Lecture, Readings, Leader Characteristics Reflection	
Provide leadership within my school/community/profession	Readings, KY Teacher Leader Framework, Discussion	Leadership Vision Video
Reflect on and evaluate teaching and learning	Admin interview, Student survey, Readings, Personal	Individualized Degree Growth Plan

	growth reflection	
Collaborate with colleagues, parents, and others	Colleague teaching survey, Readings,	PD SMART goals and activities
Evaluate teaching and implement professional development.	Data analysis, Lecture, Readings	Leadership Assignment Project

Major Assignments	KTS Standards Addressed	KY Teacher Leader Standards Addressed
Leadership Vision Video	6, 9, 10	3, 4
Individualized Degree Growth Plan	9, 10	3, 4
PD SMART goals and activities	9,10	3, 4
Leadership Project	6,9,10	3, 4

#### Kentucky Teacher Standards Assessed:

Standard 6. Assessment.

Standard 9. Professional learning and ethical practice.

Standard 10. Leadership and collaboration.

#### KY Teacher Leader Standards Assessed

Standard 3. Promote Professional Learning for Continuous Improvement.

Standard 4. Facilitate Improvements in Instruction and Student Learning

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

Assignment Description	Due Date	Points
<b>Week 1</b>		
<b>Syllabus Scavenger Hunt</b>	<b>10/15</b>	<b>5</b>
<b>Introduction Blog</b>	<b>10/15</b>	<b>5</b>
<i>Readings:</i>		
<i>Ky Teacher Leadership Framework</i>	10/18	
<b>Color Test Reflection</b>	10/18	20
<b>Big 5 Personality Reflection</b>	10/18	20
<b>Week 2</b>		
<i>Readings</i>		
<i>Tomal Chapter 1,2</i>		

<i>READ Individualized Program Assignment Instructions</i>		
<b>Teacher Leader Standards Self-Assessment</b>	10/25	20
<b>Framework for Teaching Self-Assessment</b>	10/25	20
<b>Student Evaluation Reflection</b>	10/25	50
<b>Peer Evaluation Reflection</b>	10/25	50
<b>Additional Evidence</b>	10/25	20
<b>Week 3</b>		
<i>Readings:</i>		
<i>Tomal Chapter 5,6</i>		
<i>Leading from the Front of the Classroom</i>		
<i>Read <u>ALL</u> Leadership Project Files</i>		
<b>Discussion</b>	10/29	20
<b>Discussion Board Reflection Assignment</b>	11/01	20
<b>Program of Study Assignment</b>	11/01	20
<b>Leadership Vision Video</b>	11/01	100
<b>Week 4 - ending</b>		
<i>Readings:</i>		
<i>Zepeda Chapters 1-4</i>		
<b>Leadership Project SMART Goals</b>	11/08	50
<b>Individualized Program Assignment</b>	11/08	100
<b>Week 5 - ending</b>		
<i>Readings:</i>		
<i>Zepeda Chapters 6, 7</i>	11/15	
<b>Week 6 - ending</b>		
<i>Readings:</i>		
<i>Zepeda Chapters 8 &amp;10</i>	11/22	
<b>Communication Reading1</b>	11/22	
<b>Communication Activity</b>	11/22	50
<b>Week 7 – ending Thanksgiving break</b>		
<i>Readings:</i>		
<i>Tomal Chapter 7</i>	11/29	
<i>Communication Reading 2</i>	11/29	
<b>Week 8 - ending</b>		
<b>Leadership Project Reflection</b>	12/06	200
<b>Total Points</b>		<b>770</b>

Grade	Percentage
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A	90-100
B	80-89
C	70-79
D	60-68
F	67 and below

## MAJOR ASSIGNMENT DESCRIPTIONS:

**Individualized Degree Program Assignment:** Students will design an individualized teacher leader degree program that includes a rationale with teacher leadership connections and is developed using the results of a variety of self-assessments and self-reflections related to the Kentucky Advanced Teacher Standards, Teacher Leader Standards, and other supporting documents (e.g., Professional Growth Plan, Teacher Work Sample, KTIP documents, principal or supervisor documentation, School Improvement Plan, or others). The assignment to be uploaded is a written narrative that summarizes the rationale for the selection of the courses for the program based upon the results of the self-assessments.

**Leadership Project Assignment:** Requires students to design and implement professional development (PD) for teachers or individuals who deliver instruction to students in alternative settings, analyze the results, and reflect on the effectiveness. The assignment is to be uploaded is a written narrative that summarizes the Leadership Project. If students are NOT currently teaching in a school, then they are required to find an alternate setting to complete this assignment. The instructor must approve the alternate setting before beginning the assignment. Please note the following suggestions, but the choice is not limited to this short list: private or public-school settings in which the student can gain entrance (possibly know a teacher or principal that will help), graduate class, community education classes, civic organizations, faith-based organizations, or others. Students are seeking a setting of their peers for the Leadership Project NOT students, children, or youth.

**Evaluation and Grade Assignment:** Grading in TCHL 500 is based on a point system. **The total points accumulated determine the final grade.**

### 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.

[The College Quarterly](#) - This journal is meant for the improvement of college level education. It offers

full text of many of its articles.

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

**[Distance Education - An International Journal](#)** - It is the journal of The Open and Distance Learning Association of Australia Inc.

**[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.

**[Education Review: A Journal of Book Reviews](#)**- Before you buy another textbook, look here for a complete review

**[The Educational Technology Journal](#)** - Educational Technology for Engaged Learning Educational Technology enabling students to make up their own minds

**[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.

**[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>

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>