

SYLLABUS

Beyond the Content: Teacher Leadership Strategies Drake University School of Education

Term:
Course Dates:
Credit Hours: 3 semester hours

Instructor: Jim Verlengia
vincent.verlengia@drake.edu
515-499-6490 (cell)

Course Description: This course is designed to explore the field of ideas relating to leadership, human modes of communication, and personal relationships in the shaping of our social and professional relationships as educators. Teachers who work with students, parents, colleagues, community members and board members will discover the leader within them and learn how to communicate more effectively, and persuasively, with confidence and authenticity. In an eight-week format, Participants are guided through various activities including reading, viewing, reflection, and investigations to further increase their knowledge and awareness of topics related to strategies for teacher leaders within our schools.

Course Objectives:

- Identify issues related to leadership in a contemporary educational setting.
- Establish a personal leadership vision.
- Apply Leadership Strategies to the REACH Model for teacher-leaders.
- Understand and apply knowledge to the role of the teacher leader in improving student achievement, extending one's own learning, collaborating for school improvement, and supporting a shared vision and values.
- Apply community sharing leadership within a school in order to energize educational endeavors and improve student achievement.
- Identify the possibilities that leadership and communication create within the educational setting.
- Develop and implement leadership experiments to organize engage and coach others positively impacting the educational setting.
- Identify lessons learned and how these will be used to support continuous improvement as a successful leader.

Required Textbook: Merideth, E. (2007). *Leadership Strategies For Teachers*. Thousand Oaks, CA: Corwin Press.

Educational Resources: The readings from the course textbook form the core of foundational information. In addition, Participants are encouraged to research additional information using the online resources available through Cowles Library and resources available locally.

Course Assignments:

• Complete Personal Introduction Blog <i>Module 1</i>	<i>Participation</i>
• Teachers as Leaders Blog <i>Module 1</i>	15 Points
• Critical Leadership Skills Journal Entry <i>Module 1</i>	20 Points
• Case Study 1 Small Group Work <i>Module 2</i>	15 Points
• Teacher Leadership Reflective Blog <i>Module 2</i>	15 Points
• Critical Goal Review <i>Module 2</i>	<i>Participation</i>
• Critical Goal Review Response Blog <i>Module 2</i>	15 Points
• REACH Leadership Analysis	<i>Participation</i>
• Case Study 1 Blog <i>Module 2</i>	15 Points
• Coaching Reflection Blog <i>Module 3</i>	15 Points
• Live Chat Teleconference about Professional Dev Plan	<i>Participation</i>
• Synopsis/Annotated Bib <i>Module 3</i>	20 Points
• Stress Reducing Blog <i>Module 4</i>	15 Points
• Change and Control OR Force Field Analysis Activity	<i>Participation</i>
• Change and Control OR Force Field Analysis Paper	15 Points
• Change and Control Blog <i>Module 4</i>	15 Points
• Case Study 2 Small Group Work <i>Module 5</i>	15 Points
• Communication Journal Entry <i>Module 5</i>	20 Points
• Case Study 2 Blog <i>Module 5</i>	15 Points
• Reach Behaviors Exercise <i>Module 5</i>	<i>Participation</i>
• Communication Tool <i>Module 5</i>	15 Points
• OZ Principle Blog <i>Module 6</i>	15 Points
• Current Learning Environment Journal Entry <i>Module 6</i>	20 Points
• Creative Wave Exercise <i>Module 6</i>	10 Points
• Coaching Analysis <i>Module 6</i>	15 Points
• Case Study 3 small group <i>Module 7</i>	15 Points
• Live Chat Teleconference <i>Module 7</i>	<i>Participation</i>
• Leadership Comfort Zone Journal Entry <i>Module 7</i>	20 Points
• Teacher and Administrator Interview <i>Module 7</i>	15 Points
• Situational Leadership Planning Strategy <i>Module 7</i>	10 Points
• Professional Organization/Publication Review <i>Module 8</i>	10 Points
• What Matters Most Core Values Blog <i>Module 8</i>	15 Points
• Vision Blog <i>Module 8</i>	15 Points
• Professional Development Plan <i>Module 8</i>	40 Points

Total Points Possible

440 points

Points and Letter Grades:

90-100 %	(396 – 440 points)	A
80-89 %	(352 – 395 points)	B
70-79 %	(308 – 351 points)	C
60-69 %	(264– 307 points)	D
Below 60 %	(below 263 points)	F

Statement of Plagiarism: The penalty for plagiarism, cheating, and other forms of academic dishonesty will vary from incident to incident, depending upon the scope and magnitude of the offense and the circumstances in which it occurred. Give credit where credit is due. Consult the SOE Governance, Appendix II, Page 30 for definitions and additional policies regarding plagiarism, cheating, academic dishonesty, and the appeal process at the following link:

http://www.drake.edu/media/collegesschools/soe/documents/soe_governance_%209222015.pdf

Accommodations Clause: If you have a disability and will require academic accommodations in this course, please contact your instructor at the beginning of the course or prior to the first official day of class. Accommodations are coordinated by Michelle Laughlin. Jean Hansen may assist as well. Their contact information is listed below:

Michelle Laughlin
Director of Student Disability Services
(515) 271-1835
michelle.laughlin@drake.edu

Jean Hansen
School of Education
Senior Instructional Designer
(515) 271-3906
jean.hansen@drake.edu

Again, please be sure to make arrangements for accommodations prior to the start or at the beginning of the course.

Course Outline:

Module I: The Character of a Leader

Learning Goals:

- Participants will gain a deeper understanding of teacher-leadership and its application to their work.

Module II: Teachers as Leaders

Learning Goals:

- Participants will understand the concept of teacher-leader.
- Participants will identify those actions that characterize a teacher-leader.
- Participants will understand and apply the REACH model.
- Participants will understand and apply strategies for managing conflict.

Module III: The Art of Coaching

Learning Goals:

- Participants will understand what coaching is and isn't and how to apply it.
- Participants will understand the role of leader as coach.
- Participants will understand the benefits of coaching and its powerful impact on performance.

Module IV: Teacher-Leaders and Change

Learning Goals:

- Participants will understand the change process.
- Participants will apply their understanding of the Stages of Change.
- Participants will apply their understanding of the relationship between stress and performance.

Module V: Teacher-Leaders Improving Student Achievement

Learning Goals:

- Participants will understand and apply the concept of teachers as learning leaders.
- Participants will understand and apply strategies of effective communication with numerous stakeholders.
- Participants will understand and apply strategies for focusing on student achievement.

Module VI: Teacher-Leaders Extending Their Own Learning

Learning Goals:

- Participants will clarify and solidify their professional and classroom practice.
- Participants will understand and apply the concepts of self-description and self-direction.
- Participants will experience and understand a classroom-based development model.

Module VII: Teacher-Leaders Collaborating for School Improvement

Learning Goals:

- Participants will understand the importance of collaboration.
- Participants will apply the Situational Leadership Planning Strategy.
- Participants will understand and apply the concept of teacher as situational leader.
- Participants will identify their “comfort zone” within the REACH model framework.
- Participants will understand and apply strategies to constantly improve and achieve school improvement goals.

Module VIII: Teacher-Leaders Supporting Shared Vision and Values

Learning Goals:

- Participants will understand the concepts of vision and values.
- Participants will understand the concept of a shared vision.
- Participants will identify their personal core values and their importance to their leadership style.