[Institution]
Teacher Leader II Spring
e-m [Instructor Information]

Required Materials
>Crowther, F, Ferguson, M., & Hann, L. (2009). *Developing teacher leaders: How teacher leadership enhances school success* (2nd ed.). Thousand Oaks, CA: Corwin Press.
>Yendol-Hoppey, D., & Dana, N. F. (2010). *Powerful professional development: Building expertise within the four walls of your schoo*l. Thousand Oaks, CA: Corwin Press.
>Course packet - available in Bookstore
>Other materials available on Black Board

Catalog Description
>This course will serve as the capstone course in the Master's Program in Curriculum & Instruction. It requires the synthesis and application of all learning and coursework in the program. Teacher leaders will present a culminating and comprehensive professional portfolio of learning and leadership evidence reflective of the standards and field applications.

Course Description
>The purpose of this capstone course is to deepen and broaden your concept of and skill base for teacher leadership. This purpose will be assisted through your synthesis, application, and extension of the knowledge you have gained through courses and field experiences in which you have participated. There are two main aspects of the course (1) exploring the notion of teacher leadership and its implications to your role a teacher and (2) engagement in a project that will allow you to plan a process into formal and informal teacher leadership to address a school wide concern/issue.

Course Goal
The intent of this course is to
1. deepen and broaden your understanding of and skills for teacher leadership
2. examine personal attributes, skills, and dispositions and your contributions as a professional in relation to school or district goals
3. refine skills to select and facilitate approaches to working with colleagues
4. refine skills and abilities to network for collaboration
5. increase awareness of school or district wide issues
6. plan and develop a strategic plan linked to school or district goals that shapes a focus for your teacher leadership

Teacher Leader Model Standards alignment to the Conceptual Framework

Teacher Leader Model Standards	
Domain I *Fostering a Collaborative Culture to Support Educator Development and Student Learning* The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning.	Professional Responsibility
Domain II *Accessing and Using Research to Improve Practice and Student Learning* The teacher leader understands how research creates new knowledge, informs policies and practices and improves teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development.	Planning and Preparation Instruction Facilitator of Learning Professional Responsibility
Domain III *Promoting Professional Learning for Continuous Improvement* The teacher leader understands the evolving nature of teaching and learning, established and emerging technologies, and the school community. The teacher leader uses this knowledge to promote, design, and facilitate job-embedded professional learning aligned with school improvement goals.	Planning and Preparation Professional Responsibility Facilitator of Learning
Domain VI *Facilitating Improvements in Instruction and Student Learning* The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results. The teacher leader works collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission, and goals**.**	Planning and Preparation Instruction Classroom Environment Professional Responsibility Facilitator of Learning

Domain V *Promoting the Use of Assessments and Data for School and District Improvement* The teacher leader is knowledgeable about current research on classroom- and school based data and the design and selection of appropriate formative and summative assessment methods. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies.	Planning and Preparation Instruction Classroom Environment Facilitator of Learning Professional Responsibility
Domain VI *Improving Outreach and Collaboration with Families and Community* The teacher leader understands that families, cultures, and communities have a significant impact on educational processes and student learning. The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system and expand opportunities for student learning.	Planning and Preparation Instructions Classroom Environment Professional Responsibility Facilitator of Learning
Domain VII *Advocating for Student Learning and the Profession* The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning, and serves as an individual of influence and respect within the school, community, and profession.	Planning and Preparation Instructions Classroom Environment Professional Responsibility Facilitator of Learning

Students who need accommodations – Academic support services

If you are registered with Academic Support Services [Larrance Academic Center, 2nd floor, 309 E. School Street] to receive support services you will bring me a letter that indicates the accommodations suited to you. To assure your confidentiality please present this to me privately. If you have not registered, but either wish to or want to talk with someone to assist you, please contact this office. For additional information [Link to academic support]

If you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me during the first week of

the course.

Attendance

Regular and punctual class attendance is expected. Attendance will be taken. Students who know they must be absent from class or are tardy for class should notify the departmental office or me as soon as possible. Courtesy requires that students speak to the instructor. If absences during the term are excessive, they will endanger your scholastic standing. Excessive absences will be reported to the Dean of Graduate and Continuing Education Programs for dispositions.

Method of Course Evaluation

Formal evaluation occurs at the end of the term. The college approved evaluation form will be utilized.
Informal evaluation will occur throughout the term.

Method of Student Evaluation

The final grade for the course will be based on the following:

Participation	
First Assignment	5%
Participation (Class whole and small group discussions, weekly recap)	10%
Development of questions from reading or SPUNKI	15%
Teacher Leader Reflection Paper	20%
Service Project	
School improvement plan analysis	10%
Needs Assessment	10%
Service Project Full Report	30%

Grading Scale		
A	93—100	C+ 77 - 79
A-	90—92	C 73 - 76
B+	87—89	C- 70 - 72
B	83—86	D 60 - 69
B-	80—82	F 59 - 0

Resubmission Policy

Projects (with the exception of the Service Project Full Report) receiving a C+ or lower grade may be resubmitted once for re-evaluation. Resubmission is to be within the given due date which will be noted on each returned project. Hand in your revision with the original graded project and scoring sheet. Your original score and the resubmission score will be averaged. The average will be entered into the grade book/spread sheet.

Academic Integrity

All students are expected to have read and abide by the regulations and guidelines in the NCC Student Handbook. For courses, students should know what constitutes plagiarism (pages 19-20) and the resulting disciplinary actions under the section "Responsibility to the Integrity of One's Education[Link to department handbook]

Course Activities and Assignments
There are several course activities in which you will engage. The activities are designed to involve you in various aspects of teacher leadership.

First Assignment - Reaction to two articles on teachers and teacher leadership.

Participation — Your active participation is important. Students sharing ideas, considering new perspectives, reflection, and active listening are key components and essential for learning.

Weekly Recap – see page 8 of this syllabus

Questions on the Readings or response on the SPUNKI form- It is natural that when you read to come away with understanding important concepts, developing general impressions, developing academic vocabulary, and having questions. As you read, you will either be asked to develop questions on the assigned reading (submit these prior to class) or respond to areas on the SPUNKI form to capture your ideas. (This is time sensitive — check Black Board for the open period to send questions prior to class. See the course calendar for dates.).

Discussions – Occasionally, after you have read the designated reading, you will post one original comment based on the discussion prompt you will find in Black Board. Five points will be awarded for this original posting and four points for you responses to two classmates' original posts. This results in a total of nine points for the discussion.

Teacher Leadership Reflection Paper - Student will develop the reflection paper for the program's culminating portfolio, reflecting on how research and experiences from throughout the program relate to the Teacher Leadership Model Standards and functions.

Service Project
Phase I - This involves an examination of and reflection on your school district's school improvement plan. You will also select a goal/objective from this plan as the focus of your service project.

Phase II - This phase will involve you in conducting and reporting the findings of a need assessment of colleagues related to the focus of your service project.

Service Project Full Report - You will develop a plan of action in which you take the leadership role to involve your colleagues in a process/strategy/set of activity to achieve your selected goal/objective. This will also result in a proposal that will communicate you intent to an administrator, colleagues, and/or parents.

References

Barth, R. S. (1995). *Improving schools from within: Teachers, parents, and principals can make the difference*. San Francisco, CA: Jossey-Bass.
Barth, R. S. (2001). *Learning by heart*. San Francisco, CA: Jossey-Bass.
Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco: CA: Jossey Bass.
Danielson, C. (2006). *Teacher leadership: That strengthens professional practice*. Alexandria, VA:

Association for Supervision and Curriculum Development.

Lieberman, A., & Miller, L. (2004). *Teacher Leadership*. San Francisco, CA: Jossey-Bass Press.

Stone, R., & Cuper, P. (2006). *Best practices for teacher leadership: What award-winning teachers do for their professional learning communities*. Thousand Oaks, CA: Corwin Press.

Weekly Recaps

You will present a 15-minute recap of the material covered in the previous week (or date indicated on the course calendar). This recap can include games, quiz questions, demonstrations or whatever you feel sufficient to demonstrate the concepts. As you plan for your recap incorporate experiences that fit two of the multiple intelligences.

There are several links on Black Board to information on multiple intelligences. The peer grading rubric for this is listed below.

Assessment Criteria for Weekly Recap

Name(s)

Week covered

Points	
5—4—3—2—1	Thoroughness of the topic coverage
5—4—3—2—1	Accuracy of the information in the presentation
5—4—3—2—1	Ability to demonstrate the concept (inclusion of two multiple intelligence approaches)

Peers will also provide written feedback (this will be aggregated)

Strength of the recap (What helped me as a learner?)

Suggestions (What would have helped me as a learner?)

Calendar

Date	Class Preparation	Course Events	Due Dates
3/28—Week One What does it mean to lead as a teacher?		− First Assignment discussion − Introduction to course − Introduction to Phase I of Service Project	First Assignment
4/4—Week Two Teacher leadership from the classroom & what is professional development really?	1. Read Course Packet pp. 27-48 2. Read course packet, 49-58 3. Read Crowther pp. 1-46 – post an original response	− Introduction to Teacher Leader Reflection paper − APA Headings and Citations − Crowther – conditions for revitalizing the profession of teaching	• Crowther - Post an original response to Blackboard on reading. Then later in the week respond to two classmates' original posts
4/11—Week Three Teacher leadership and the greater school community	1. Read course packet 7-15 2. Read Bond – Teacher Leaders as Professional Developers Course packet 103-109 – prepare a SPUNKI	− Developing needs assessment − Introduction to Phase II of Service Project	• Phase I • Bond - SPUNKI
4/18—Week Four Job-embedded professional development	1. Read Yendol-Hoppey & Dana pp. 1-22 – prepare a SPUNKI 2. Read Crowther pp. 47-68 Submit two questions to Black Board		• Yendol-Hoppey & Dana SPUNKI • Crowther - Questions due in Black Board by 9:00 am the day of class • Recap 1 (for 4/11/17) _____ • Teacher Leadership Reflection paper Due via e-mail by Friday, 4/21/17
4/25—Week Five Teacher leadership as the architect	1. Read Yendol-Hoppey & Dana pp. 23-51, Prepare a SPUNKI 2. Read Crowther pp. 69-94 – submit one question to Blackboard		• Yendol-Hoppey & Dana SPUNKI • Recap 2 (for 4/18/17) _____ • Crowther - Question due in Black Board by 9:00 am the day of class

Date	Class Preparation	Course Events	Due Dates
5/2—Week Six Stadium Room 304	One-On-One – come at assigned time to STAD 304	Come in at your assigned time to talk about the results of your needs assessment and the direction/insights you gained.	• Phase II • Web Links Critique - Post an original response to Blackboard in the Discussion area on web links.
5/9—Week Seven Teacher leadership as the architect	1. Read Yendol-Hoppey & Dana pp. 54-88, 105-116 – prepare a SPUNKI 2. Read course packet pp. 83-101, *Focusing on adult learning: Releasing the conditions for professional growth*– post a response 3. Read Course Packet pp. 17-22	Service Project Full Report introduction.	• Yendol-Hoppey & Dana SPUNKI • Recap 3 (for 4/25/17) _____ • Post an original response to Blackboard on the Zepada reading. Then later in the week respond to two classmates' original posts.
5/16—Week Eight Teacher leadership as the architect	1. Culminating Portfolio – walk through 2. Read Yendol-Hoppey & Dana pp. 129- 157 – SPUNKI		• Yendol-Hoppey & Dana SPUNKI • Recap 4 (for 5/9/17) _____ • Culminating Portfolio due in the department of education by 5:00 PM Friday, May 19, 2017.
5/23—Week Nine Stadium Room 304	One-on-one – draft of service project STAD 304	Come at your assigned time – need rough draft of your service project and questions you want to ask.	
5/30—Week Ten	1. Grant opportunities – funding aspects of your service project. 2. Presentation of your service project		• Service Project Full Report

Image location: http://extension.illinois.edu/bulbs/springbulbs.cfm