

Introduction to Teacher Leadership

GRADES K–12

This course is designed for K–12 classroom teachers, lead teachers, curriculum coordinators, special education teachers, reading specialists, and subject teachers.

Introduction to Teacher Leadership is a graduate-level course developed for K–12 teachers. Upon successful completion, participants will be awarded three semester-hours or five quarter-hours of credit, based on the particular system practiced by the educational institution. This course introduces the concept of teacher leadership and its value in the field of education today. Teachers will self-assess, analyze, and cultivate the dispositions and attitudes of a teacher-leader for the purpose of effecting positive change in their learning communities. They will learn the critical importance of expanding their knowledge of educational research and theory to guide leadership decisions that will effectively address today's educational challenges. The primary emphasis in this course will be on teachers' self-examination and self-perceptions with regard to teacher leadership.

COURSE TOPICS

- Foundations of leadership
- Theories of leadership
- Understanding teacher leadership
- The skillful leader
- Leading through change
- Roadblocks to becoming a teacher-leader
- School organization
- Organizational culture
- Finding ethical solutions

COURSE OUTCOMES

By the end of the course, educators will:

- Explore research on leadership theories and their applicability to educational settings, in general, and their school, in particular
- Examine the characteristics of leaders, including the values, beliefs, and behaviors leaders must embody in order to be successful and the activities, roles, and assumptions that characterize teacher leadership
- Explore the benefits that teacher leadership brings to the profession
- Develop a greater depth of understanding of teacher leadership by interviewing a teacher-leader
- Construct a personal definition of teacher leadership
- Identify roadblocks that may prevent teachers from leading and define possible strategies for overcoming these roadblocks
- Analyze what differentiates and characterizes teachers who lead and examine their skill set against the research on teacher leadership
- Develop a plan for continuous acquisition and improvement of teacher leadership skills
- Explore systems thinking and organizational theory
- Analyze the structural, political, human resource, and cultural aspects of an organization that is changing
- Assess their personal readiness to lead change and their organization's readiness to undergo change, and propose strategies that could reduce resistance to change, if needed
- Examine the connection between school culture and teacher leadership, and explore the roles leaders play in reshaping or reinforcing culture
- Analyze a school's culture in terms of its receptivity to improving student learning
- Apply ethical considerations in teacher leadership situations
- Examine the research on a particular problem or situation and propose possible ethical solutions

COURSE ASSESSMENT

This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

→ **Discussions**

Participants engage in discussions that stimulate professional dialogue among colleagues regarding the content presented. Discussion summaries require participants to make connections among key ideas and synthesize their learning through thoughtful written responses.

→ **Activities**

Activities help participants explore concepts and make connections during the course. Some activities are graded assessments; others are ungraded and are preparation for other assignments.

→ **Application Assignments**

Participants personalize course content and plan how they will apply the theories, concepts, and strategies in their teaching practice.

→ **Quizzes**

Several multiple-choice quizzes assess students' knowledge of the theories, concepts, and strategies presented in the course.

→ **Reflection Paper**

Participants summarize their course learning from a more global perspective in a final reflection paper that exhibits the knowledge and insights gained from the course material.

COURSE FORMAT AND MATERIALS

This course is offered in two distance-learning formats: print & DVD and online. Participants choose and enroll in one format.

PRINT & DVD FORMAT

Participants in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The participant must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and solicit for feedback. It is not necessary for the study partner to be enrolled in the course. Participants enrolled in the print & DVD version should have Internet access in order to connect with the many Web sites that are offered as learning resources. Assignments are submitted via email or through the mail. Participants will receive:

- The print study guide
 - *Introduction to Teacher Leadership*
- The DVD
 - Laureate Education, Inc. (Executive Producer). (2009). *Introduction to teacher leadership*. Baltimore: Executive Producer.
- The course textbook(s)
 - Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- The other required readings

ONLINE FORMAT

Participants in the online version access the course content through an online learning management system. Teachers are required to participate in virtual discussions via a discussion board with fellow educators with whom they interact. Course texts, Web sites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. The online course includes:

- Access to the online classroom for
 - *Introduction to Teacher Leadership*
- Access to the video programs in the online classroom as well as a back-up DVD
 - Laureate Education, Inc. (Executive Producer). (2009). *Introduction to teacher leadership*. Baltimore: Executive Producer.
- The course textbook(s)
 - Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Access to the other required readings

SYSTEM REQUIREMENTS FOR THE ONLINE COURSE:

- Operating system for PC: Windows® XP or Windows Vista®
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 2.0 or higher
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft® Word, Adobe® Flash® Player 7 or higher (free), Adobe® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

Note: If you are using a Macintosh®, please be sure to download the latest version of Firefox® from Mozilla®. It's free and the download should take only a few minutes at <http://www.mozilla.com/en-US/firefox/firefox.html>.

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- Mozilla and Firefox are registered trademarks of the Mozilla Foundation.
- Adobe, Flash, and Reader are registered trademarks of Adobe Systems Incorporated in the United States and/or other countries.

EDUCATION EXPERTS

Roland S. Barth, Ed.D.

Dr. Roland Barth is a consultant to schools, school systems, state departments of education, universities, foundations, and businesses in the United States and abroad. Dr. Barth served as a public school teacher and principal for 15 years and was a faculty member at the Harvard Graduate School of Education for 13 years.

Linda Lambert, Ed.D.

Dr. Linda Lambert is professor emeritus at California State University at East Bay and president of Lambert Leadership Development. She has served as a teacher, principal, district director, and coordinator of leadership academies. Dr. Lambert's major areas of research involve constructivist leadership, leadership capacity, teacher leadership, school and system improvement, and women in leadership.

Gayle Moller, Ed.D.

Dr. Gayle Moller is associate professor, retired, in the Department of Educational Leadership and Foundations in the College of Education and Allied Professions at Western Carolina University. Formerly, she was executive director of the South Florida Center for Educational Leaders, which served large urban school districts and provided staff development for school leaders.

Edward O'Neil, Ph.D., M.P.A.

Dr. Edward O'Neil is a professor in the Department of Family and Community Medicine and Dental Public Health in the School of Nursing at the University of California at San Francisco. He also serves as the Director of the Center for the Health Professions, a research, advocacy, and training institute created to respond to the challenges of educating and managing the health care workforce. Dr. O'Neil is the principal investigator for the Robert Wood Johnson Executive Nurse Fellows Program, the California Workforce Initiative, and the CHCF Health Care Leadership Program. He has published numerous articles, chapters, and books.

Nancy Stanford-Blair, Ph.D.

Dr. Nancy Stanford-Blair is professor of leadership studies at Cardinal Stritch University in Milwaukee, Wisc. A former teacher and school administrator, she currently teaches at the master's and doctoral levels, and consults in the areas of leadership formation and sustainability, organizational development and culture building, and creating learning organizations. Her latest work, *The Coherent Leader: Universal Lessons from Leaders Around the World*, summarizes her research findings in leadership formation and sustainability and coherent leadership behavior.

Robert J. Starratt, Ed.D.

Dr. Robert Starratt began his work with school administrators in 1973 at Fordham University after working in secondary schools as a teacher and high school principal. He has served as chair of the educational administration departments at both Fordham University and at Boston College, where he is a professor in the Lynch School of Education.



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ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 30 years later, has helped more than 270,000 educators address the most critical issues in education through proven programs delivered through distance-learning.

FOR MORE INFORMATION

For more information regarding Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

ABOUT ACCREDITED UNIVERSITY PARTNERS

Canter offers its courses in partnership with highly-respected institutions, allowing you to benefit from Canter's quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university. Course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through a partnering university that assesses student work. Credit may be applicable for certification renewal and/or salary advancement.* Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

The selection of a partner university is dependent on the state in which the teacher works. Some courses are not available through all partner universities.

Walden University

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org; 1-312-263-0456. Canter and Walden University are both subsidiaries of Laureate Education, Inc.†

Andrews University

Andrews University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org; 1-312-263-0456. The teacher preparation and school personnel programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org; 1-202-466-7496.

Cardinal Stritch University

Cardinal Stritch University is accredited by The Higher Learning Commission and is a member of the North Central Association, www.ncahlc.org; 1-312-263-0456. Stritch's College of Education is also accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org; 1-202-466-7496.

Indiana Wesleyan University

Indiana Wesleyan University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org; 1-312-263-0456. IWU's education unit is also accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org; 1-202-466-7496.

Marygrove College

Marygrove College is accredited by The Higher Learning Commission and is a member of the North Central Association, www.ncahlc.org; 1-312-263-0456.

Olivet Nazarene University

Olivet Nazarene University is accredited by The Higher Learning Commission and is a member of the North Central Association, www.ncahlc.org; 1-312-263-0456. ONU's School of Education is also accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org; 1-202-466-7496.

University of New England

The University of New England is accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC), www.neasc.org; 1-781-271-0022.

*It is a student's responsibility to check with their state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.

†Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6320 or prof.educ@k12.wa.us to determine whether Walden's programs in the field of education are approved for teacher certification or endorsements in Washington State. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.