

Introduction to Teacher Leadership

GRADES K–12

GRADUATE CREDIT: 3 SEMESTER HOURS

Educators investigate the concept of teacher leadership and its value in the field of education today. They self-assess, analyze, and cultivate the dispositions and attitudes of teacher leaders to effect positive change in their learning communities. Educators learn the critical importance of expanding their knowledge of education research and theory to guide leadership decisions that will effectively address today's educational challenges. They also concentrate on self-examination and self-perceptions with regard to teacher leadership.

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

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 compared to 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.

INTRODUCTION TO TEACHER LEADERSHIP

METHODS OF ASSESSMENT

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

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Study Team Discussions (print & DVD) or Dialogue Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion, and then describe how their understanding of the topic has been enhanced or expanded.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- **Quizzes** provide educators with instant feedback (online only) on their understanding of the course material. There are three quizzes, each reviewing several sections of content.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

COURSE MATERIALS AND FORMAT

Course texts, websites, 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. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

PRINT & DVD FORMAT

Educators 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 educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

- 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

Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. 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 backup 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

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SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- 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® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® 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 Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at www.mozilla.org.

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- Mozilla and Firefox are registered trademarks of the Mozilla Foundation.
- Adobe, Flash, and Acrobat 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 is the author of *The Constructivist Leader, Who Will Save Our Schools?*, and *Building Leadership Capacity in Schools*. Her 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 an 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 healthcare 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 a professor of leadership studies at Cardinal Stritch University in Milwaukee, Wis. 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 Boston College, where he is a professor in the Lynch School of Education.



ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, 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 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

FOR MORE INFORMATION

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

ABOUT OUR PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter's quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which 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.

Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

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

*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 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.

[†]It is each student's responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.