

NIAGARA UNIVERSITY  
COLLEGE OF EDUCATION  
Department of Educational Leadership & Counseling  
Spring 2008

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Textbooks:

Murphy, Joseph. (2005). **Connecting Teacher Leadership and School Improvement**.  
California: Corwin Press

Danielson, Charlotte. (2006). **Teacher Leadership that Strengthens Professional Practice**  
Virginia: Association for Supervision and Curriculum Development.

Additional Readings provided on-line by instructor.

**A. Course Number and Title**

EDU 639A: Seminar/Issues Ed Leadership - Supporting teacher leadership

**B. Number of Credits**

Three (3) Credit Hours

**C. Course Description**

This course is designed to give the participants a background in the planning, designing and implementation of various curriculum and educational programs.

**D. Method of Teaching**

This course is framed within a constructivist perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open ended inquiry, critical thinking and reflection and social interaction. Instructional methods will include whole class and small group discussion, individual and cooperative activities, presentations by instructors and classmates, internet and library searches, observations of Instruction videos, field experiences and research.

## E. Philosophical Framework

The philosophical framework of the program includes the following:

<b>ELCC STANDARDS</b>	
Candidates who complete the program are educational leaders who promote the success of all students by:	
	<b>Standard 1:</b> Facilitating the development, articulation, implementation and stewardship of a school or district vision of learning that is shared and supported by the school community.
*	<b>Standard 2:</b> Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
	<b>Standard 3:</b> Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.
	<b>Standard 4:</b> Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
*	<b>Standard 5:</b> Acting with integrity, fairness, and in an ethical manner
	<b>Standard 6:</b> Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
	<b>Standard 7:</b> The Internship provides significant opportunities for candidates to synthesize and apply the knowledge and skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
<b>NEW YORK STATE ESSENTIAL CHARACTERISTICS OF EFFECTIVE LEADERS</b>	
*	1. Leaders know and understand what it means and what it takes to be a leader
	2. Leaders have a vision for schools that they constantly share and promote.
	3. Leaders communicate clearly and effectively.
*	4. Leaders collaborate and cooperate with others.
	5. Leaders persevere and take the "long view."
*	6. Leaders support, develop and nurture staff.
*	7. Leaders hold themselves and others responsible and accountable.
	8. Leaders never stop learning and honing their skills.
	9. Leaders have the courage to take informed risks.
<b>COLLEGE OF EDUCATION MISSION - ORIENTATIONS</b>	
*	Candidate-Centering Through Constructivist Practice
*	Process-Product Orientation
*	Reflective Practice
<b>EDUCATIONAL LEADERSHIP DEPARTMENT - DISPOSITIONS</b>	
*	1. Professional Commitment and Responsibility
*	2. Professional Relationships
*	3. Critical Thinking and Reflective Practice
*	4. Knowledge Creation

## F. Course Objectives

The candidate will:

1. Become knowledgeable about recent research in current literature in the field of teacher leadership
2. Analyze leadership skills as they apply to teacher leadership
3. Identify administrative skills, strategies, behaviors and dispositions that support teacher leadership.
4. Understand the role of diversity in teacher leadership
5. Identify and analyze system and cultural variables that support teacher leadership

#### **H. Course Requirements**

Attendance at all classes and on-line interactions as assigned  
Participation in all class and group activities/assignments  
Satisfactory completion of all projects and assignments  
Preparation for class and on-line activities in readings and assignments

### **Types of Course Assignments**

#### **ONLINE SMALL GROUP DISCUSSIONS WITH PROFESSOR**

You will schedule an on-line discussion of articles (posted) with me in small groups. The time and dates will be determined during the first Saturday class.

#### **ONLINE POSTING**

You will be required to complete postings on the Blackboard Discussion Board. You will be expected to respond to at least 2 classmates' postings for each required Discussion Board posting.

#### **POWERPOINT PRESENTATION**

Your group will create a Powerpoint presentation on a book related to teacher leadership. This Power Point will be e-mailed to me and graded. After I have received all of the Power Point presentations I will post them on Blackboard.

#### **REFLECTION PAPERS**

You will be required to write several reflection papers on articles and discussions on-line. These papers (APA style) should be 3-5 pages double spaced and include a bibliography page. See rubric for more information.

#### **PROJECT**

**Presentation:** In groups set up during the first class prepare a presentation to the class on a topic related to teacher leadership. Your group must check with me first regarding the topic. The presentation should be in the form of a workshop. For example, pretend that you are a principal preparing a workshop for colleagues. The presentation must be activities-based so that your classmates are actively involved. You must provide copies of your presentation to me and your classmates including: Part 1 A Summary of the Information; Part 2 A discussion of applications and Part 3 List of resources/websites/bibliography. See rubric for more information.

#### **J. Attendance & Participation**

Course work should involve learning from many sources. You will learn from me. You will learn from assigned readings, class activities, writing assignments. An additional learning resource is the class. Interactions with classmates can provide different experiences and perceptions on the course content. Discussions and group activities can be powerful learning opportunities that revise or reinforce knowledge frameworks. To that end you cannot interact with classmates or me if you are not here. Points will be deducted for absences from Saturday classes and on-line discussions. It is your responsible to assure you are able to participate in the on-line activities. If you have computer problems at home then you will need to come to campus to use a computer in the St. Vincent's Lab.

I reserve the right to add additional points at the end of the course based on exceptional participation in class activities and discussions. Participation is expected. Additional points for exemplary participation will be added to the total at the end of the course.

### **K. Grading**

Points are based on a total possible of 100 points. All class assignments that meet the requirements will receive 80% of total points assigned. To receive an “A” you must demonstrate that your work is exemplary (A level work). Any work turned in prior to the end of the course that is less than “B” or 80% may be rewritten once.

<b>POINTS AND GRADE DISTRIBUTION</b>	
Points	Grade
98 - 100	A+
92 – 97	A
88 – 92	A-
85 – 87	B+
82 - 84	B
78 - 81	B-

### **L. Student Disclosure**

#### **Academic accommodations**

Candidates with documented disabilities in need of academic accommodations, or who have any emergency medical information, or need special arrangements in the event of an evacuation, should make an appointment with their professor as early as possible in the semester, preferably no later than the first week. Students must also register with Diane Stoelting, Coordinator of Specialized Support Services (286-8076, [ds@niagara.edu](mailto:ds@niagara.edu)) in order to facilitate the provision of needed accommodations.

#### **Niagara University Academic Honesty Policy**

The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence. The principle violations of academic honesty are cheating and plagiarism.

Cheating includes the unauthorized use of certain materials, information, or devices in writing examinations, or in preparing papers or other assignments. Any student who aids another student in such dishonesty is also guilty of cheating. Other possible forms of cheating include submitting the same work in more than one class without permission.

Plagiarism is the presentation of ideas, words, and opinions of someone else as one’s own work. Paraphrased material, even if rendered in the student’s own words, must be attributed to the originator of the thought.

Please refer to the undergraduate catalogue for Niagara University’s policy on cheating, plagiarism, procedures and penalties.

#### **Niagara University Counseling Services and Academic Support**

The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. The staff of the office of counseling services in the lower level of Seton Hall and the Academic Support staff in the Learning Center in Seton Hall are here to

help students manage the stresses of university life. All private consultations are confidential and free of charge. Appointment can be scheduled by calling 286-8536 (Counseling) or 286-8072 (Office of Academic Support).