Graduate School of Education

EDUC 566 – Leadership for Teaching and Learning, Spring 2014

Description: This course is designed to introduce students to the current research and thinking about the critical leadership roles that teachers play in contributing to student and school success. The course is structured to examine seven standards for teacher leadership including an exploration of culture, research, professional learning, instructional improvement, assessment and data analysis, collaboration, and advocacy. Students will examine a school improvement opportunity in their own community.

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Classroom Environment: SOE faculty and staff are committed to serving all enrolled students. We intend to create an intellectually stimulating, safe & respectful class atmosphere. In return we expect each of you to honor and respect the opinions and feelings of others.

Accommodations: If you are a student with a disability and wish to request accommodations, please notify me by the second week of class. You are encouraged to contact the Office of Services for Students with Disabilities (SSD) at 777-2686 (LH-B51). This office makes recommendations regarding necessary and appropriate accommodations based on specifically diagnosed disabilities.

Blackboard: Course handouts and information will be posted on Blackboard (BB). A portion of the course will be conducted on-line and Blackboard will be used for that part of the course.

Required Text: There is no required text. Required readings will be posted on Blackboard for all.

Course Goals:

- Students will explore strategies to increase the effectiveness of teacher leaders.
- Students will understand the tools (knowledge and skills) needed for effective teacher leadership.
- Students will understand the importance of framing the “right questions.”
- Students will share insights and action steps to support and build a professional learning community of teacher leaders.
- Students will identify what powerful teacher leadership looks like.
- Students will understand that teacher leaders have a direct and measureable impact on student achievement.
- Students will understand that teacher leaders can influence change through participation in action research.
- Students will be reflective learners, aware of the connections they are making across class tasks and materials and between course content and their own knowledge and experiences.
Course Expectations:
Our expectations of you are as follows:

1. Participation in Blackboard discussions and assignments is critically necessary for the completion of the hours required for this course. You are expected to be a thoughtful participant in this on-line component.
2. Assignments are expected to be submitted on time. If a problem occurs that will prevent you from turning in an assignment on time, please talk to me and we can negotiate a new date.
3. Assignments that are not completed satisfactorily may be marked “Redo” with the expectation that you will revise your work after discussion with me.
4. Students are expected to maintain high levels of academic standards. Unethical behaviors such as plagiarism will result in severe penalties.

COURSE ASSIGNMENTS – Please see Blackboard for details

<table>
<thead>
<tr>
<th>Points</th>
<th>Due</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>By May 31</td>
<td>On-Line Discussion of Reading Assignments</td>
<td>On three occasions you will respond to a prompt concerning the reading assignments. The responses will be in the form of either Blackboard discussion or 2-3 page reflection papers. The goal is to complete the readings before the three days of class at the end of May.</td>
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<tr>
<td>70</td>
<td>July 19</td>
<td>School Improvement Plan</td>
<td>This is your opportunity to put it all together and explore an issue facing you in your position. You will develop a plan that aligns with the seven model standards for teacher leadership to address an instructional improvement goal in your school.</td>
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Grades:  

Websites of Interest:
- “Preventing Plagiarism”- [http://library.lib.binghamton.edu/instruct/plagfaculty.htm](http://library.lib.binghamton.edu/instruct/plagfaculty.htm)
- “Graduate Level Writing Skills and Tasks”- (a tutorial with 21 modules- 6 hrs.)  
  [http://gradschool.binghamton.edu/ps/orientation/writing.asp](http://gradschool.binghamton.edu/ps/orientation/writing.asp)  
  ID: guest@binghamton.edu  
  Password: guest