University of Connecticut  
Neag School of Education  
January 2012

EDLR 5015: Teacher Leadership and Organizations

Thursday-4-6:30

Professor: Richard L. Schwab Ph.D.  
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Office: Gentry 230  
Office Hours: To be announced

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Description: This course is designed to prepare future teachers to become effective leaders within their schools. Course content will translate research on school governance and control, educational reform, organizational effectiveness, and teacher leadership theory into practice. In addition to on campus class work students will be required to be engaged in a meaningful school improvement project.

Goals: The long-range goal of this course is to assist students in acquiring the knowledge, skills, and orientation to act as teacher leaders and change agents in their future schools. The immediate goals of the course are to (a) understand the span of influence a teacher leader has (b) develop an awareness of collaborative leadership strategies for teachers (c) explore the positive aspects of engaging in leadership roles (d) and using teacher leadership strategies to enhance parent engagement.

Objectives: Students who successfully complete this course will:
• Develop an understanding of the complex nature of educational control at the national, state and local level.
• Develop an understanding of how effective Professional Learning Communities work.
• Generate a robust understanding of “teacher leadership” informed by research, theory, and experience.
• Develop a personal theory of what an effective school is, and the role teacher leadership plays in building a learning community that supports a positive learning experience for all students.
• Identify formal and informal leadership structures in schools.
• Develop strategies for active and meaningful engagement of parents and community in school improvement.
• Develop a working knowledge of how to use data to help inform school and classroom decisions.
• Develop an understanding of one’s leadership style, strengths and weakness.
• Develop coping mechanisms to survive and thrive as a teacher leader.
• Develop cooperative learning and collaborative work skills.
• Strengthen oral and written communication skills.

**Demonstration of Objectives:**
Your grade will be determined by the quality of your work, in and out of class. We will use a contract grading process.

1. **Class participation:** Substantial preparation is required for each class. As an active participant in this class, you will be expected to prepare for each class session. Your attendance and participation will be evaluated for each class session, whether in person or online. Regular attendance is expected. If you are going to miss a class, please inform me via email or phone in advance.

**Readings**
There is one required textbook for the course:


**Grading**
We will use contract grading in this course. Your final grade will be based on the following components:

**For an A (minus or plus discretion of Professor)**
• Active attendance and participation in class
• Pass mid-term exam with score of 90 or above
• Complete an approved group or individual project from the following options:

A. **Participate in a Professional Learning Team** in your placement school (Present a portfolio of activities that you engaged in during the semester).
B. **Inquiry into Teacher Leadership in Placement School:** In this assignment, you will gather data through interviews, observations, and, if you desire, surveys to examine the state of teacher leadership in your placement school. You will analyze your findings in relation to prior research and theory and present these findings in a short paper.
C. **Case Study:** Case study or profile of an effective teacher leader that you identify and describe using observation and interviews.
D. **An individual or group project that you design regarding teacher leadership**
Note: You must have signed off approval of your paper/project/portfolio by the end of the third class (2/2) and the final product must be submitted by, to receive full credit.

For a B (minus or plus discretion of Professor)
• Active attendance and participation in class
• Pass mid-term exam with score of 85 or above
• Completion of class assignments on time (i.e. Criteria of Effective Schools List) Active attendance and participation in class

For a C (minus or plus discretion of Professor)
• Active attendance and participation in class
• Pass mid-term exam with score of 70-85
• Completion of class assignments on time (i.e. Criteria of Effective Schools List) Active attendance and participation in class

For a D/F (minus or plus discretion of Professor)
• Poor attendance and lack of participation in class
• Mid-term exam below 70
• Poor quality or lack of completing class assignments on time (i.e. Criteria of Effective Schools List)

Notice of Revisions to Course Syllabus
This syllabus may be revised during the semester. Students will be notified of revisions in a timely manner.

Schedule of Activities

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<tr>
<th>Date</th>
<th>Details</th>
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<tbody>
<tr>
<td>1/19</td>
<td><strong>Introductions, expectations, Course overview</strong></td>
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<td>Introduction of Dr. Paul Freeman, Superintendent of Guilford Public Schools, Student Introductions, Create list and submit a personal list of Characteristics of Effective Teacher Leaders, Give contract grading direction with A project overview</td>
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<tr>
<td>1/26</td>
<td><strong>State and Federal Control of Schools</strong></td>
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<td>Date</td>
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| 2/2    | Governance of American Education - Local Control and State and National Reports  
Lecture, discussion and time for meeting to approve A projects  
Work group assignment- Analysis of 6 major national reports on school reform. |
| 2/9    | Achievement Gap and International Measures  
Lecture and activities |
| 2/16   | Midterm and feedback  
Midterm first part of class then individual meetings to go over exam |
| 2/23   | Teacher Leadership- Research on the role of Teacher Leaders and Professional Learning Communities  
Book due, discussion, lecture and activities |
| 3/1    | Characteristics of Effective Schools and the role of teacher leadership in those schools and Strategies for Building Group Consensus  
Activities, discussion of research, consensus building |
| 3/8    | CommPACT Schools as a national model for school reform  
Dr. Michelle Femc-Bagwell Director CommPACT Schools and Lisa Kent, Site Facilitator Bridgeport Public Schools |
<p>| 3/15   | Spring Break |</p>
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<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>3/22</td>
<td>Guest Seminar- Teacher Unions and Associations view of teacher leadership and school reform</td>
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<td>Guests- Mary Loftus Levine- Executive Director of the CEA and CommPACT Schools Board of Directors</td>
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<td>3/29</td>
<td>Stress and the Teacher Leader- Preventing Job Burnout</td>
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<td>4/5</td>
<td>Parent/Community Engagement</td>
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<td>Research, Activities and Strategies Guest Speaker</td>
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<td>4/12</td>
<td>Using Data to Improve Practice - Common Core State Standards and Individual School Data- Guest speaker- Dr. Anne Keene</td>
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<td>4/19</td>
<td>Moving Connecticut Forward</td>
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<td>Discussion of major reform efforts statewide and guest speaker- Commissioner Stefan Pryor (pending confirmation)</td>
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<td>4/26</td>
<td>Group sharing of A Projects, Course Review</td>
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<td>Course evaluation</td>
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<td><strong>Final assignment due</strong></td>
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**Academic Integrity**
Student behavior shall be consistent with conduct delineated in the University of Connecticut statement on Academic Integrity in Graduate Education and Research contained in the May 2001 edition of the University of Connecticut Responsibilities for Community Life: The Student Code. Students are responsible for the understanding: (a) forms of academic and scholarly misconduct described in the statement, and (b) procedures to be followed by an instructor, the Graduate School, and a student in the event of alleged misconduct.

**Observance of Religious Holidays**
After reviewing the syllabus carefully, please contact the instructor if you foresee a conflict between the due date for an assignment and your religious observations.
**Reasonable Accommodation**
The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and preferences known as soon as possible. Please contact either a course instructor or the Center for Students with Disabilities if you feel you may be qualified.

**Civility**
In order to conduct a class that demonstrates mutual respect I am requesting that all cell phones be turned off and put away before class and that computer use be directly related to the task at hand. Since all of the students in this class aspire to be teachers I also expect that discussions, social media interactions, and written communications to be respectful and demonstrate the professional expectations we hold for you as future educators.

**References**


