

Course 1: A Foundation for Teacher Leadership

Course Description

A Foundation for Teacher Leadership is designed to provide and extend candidates' knowledge of the leadership process by examining theory and research relating to leadership, motivation, facilitating change, communicating effectively, team building, and creating and sustaining professional learning communities. Candidates will explore, discuss, and apply theory and research through assignments and activities.

Outcomes/Competencies: The competencies addressed in this course are those identified by the Professional Standards Commission for the Teacher Leader Endorsement Program (505-3-.73) and are correlated to the Georgia School Keys and the Standards for Advanced Programs in Educational Leadership approved by the National Council for Accreditation of Teacher Education (NCATE). A matrix of the competencies addressed in this course and the corresponding activities/assignments can be found at the end of this syllabus.

Candidates will:

1. Lead the development of a shared vision that promotes the success of all students based on appropriate data and research; Georgia School Keys: Planning and Organization 1.1; Assessment 1.1; NCATE: Standard 1.1
2. Articulate the components of the vision and the leadership processes necessary to implement and support the vision; Georgia School Keys: Planning and Organization 2.1; NCATE: Standard 1.2
3. Lead the development and implementation of a mission, strategic plan, and action plans driven by the shared vision; Georgia School Keys: Planning and Organization 2.1; NCATE: Standards 1.3, 1.4.
4. s educational vision; Georgia School Keys: Planning and Organization 2.1: Student, Family and Community Involvement 1.1, 2.1; NCATE: Standard 1.5
5. Promote the development of a positive school culture that is pervasively academic, focused on improvement and that fosters a sense of belonging and cooperation; Georgia School Keys: School Culture 1.1, 1.4; NCATE: Standard 2.1
6. Apply best research-based practices to improve instruction for all students; Georgia School Keys: Instruction 2.1; Assessment 1.4; NCATE: Standard 2.3
7. Design comprehensive professional growth plans that apply proven, systematic processes for improvement through analyzing human performance, planning for improvements, and designing, developing, and supporting implementation of solutions to close performance gaps; Georgia School Keys: Professional Learning 2.4; NCATE: Standard 2.4
8. Promote accountability by strategically planning, measuring, monitoring, organizing and managing systems and processes necessary to improve student achievement and organizational effectiveness; Georgia School Keys: Assessment 1.1; Leadership 1.4; NCATE: Standard 1.4

Prerequisites: None. This is the first in a series of three courses.

Teacher Leader Websites:

www.edweek.or/edsearch.cfm

www.nationalforum.com/TERRYte8e3.html

<http://www.iel.org/programs/21st/reports/teachlearn.pdf>

<http://www.teacherleaders.org/>

<http://www.newhorizons.org/trans/raichle.htm>

<http://www.teachermagazine.org/>

[http://www.cbu.edu/arts/ed/teacher as leader.html](http://www.cbu.edu/arts/ed/teacher_as_leader.html)

<http://shop.ascd.org/ProductDisplay.cfm?ProductID=104150>

<http://jmm.aaa.net.au/articles/8528.htm>

<http://www.nationalforum.com/Electronic%20Journal%20Volumes/Terry,%20paul%20M.%20Empowering%20Teachers%20As%20Leaders.pdf>

<http://www.nsd.org/blog/>

http://www.academicleadership.org/emprical_research/412.shtml

http://www.cehs.wright.edu/academic/educational_leadership/teacherleader/index.php