

Course 3: Teacher Leadership in Action

Course Description

Teacher Leadership in Action is a performance-based course that provides Candidates opportunities to practice under the supervision of a practicing teacher leader. Candidates will apply theory and research through completing a list of required activities associated with teacher leaders.

Outcomes/Competencies: The competencies addressed in this course are those identified by the Professional Standards Commission for the Teacher Leader Endorsement Program. 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. Work effectively and collaboratively with the Board of Education, building leaders, staff parents, students, and community members to achieve the system's educational vision.
Georgia School Keys: Planning and Organization 2.1: Students, 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. Provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards using research-based instructional

strategies to design effective models of instruction that will enhance and accelerate teaching and learning.

Georgia School Keys: Instruction 1.1

NCATE: Standard 2.2

7. Apply best research-based practices to improve instruction for all students.
Georgia School Keys: Instruction 2.1; Assessment 1.4
NCATE: Standard 2.3
8. 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
9. 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:** Completion of A Foundation of Teacher Leadership and Working with Teachers to Improve Instruction.

Required Texts

Pellicer, L. O. 2008. *Caring enough to lead: How reflective practice leads to moral leadership* (3rd ed.). Thousand Oaks, Calif: Corwin Press.

Fullan, Michael 2008. *The six secrets of change: What the best leaders do to help their Organizations survive and thrive*. San Francisco, CA.: John Wiley & Sons.

Teacher Leader Websites:

http://www.landmarkeducation.com/display_content.jsp?siteObjectID=153&bottom=116&mid=80&top

<http://preilly.wordpress.com/2007/04/20/118/>

<http://www.amazon.com/New-Meaning-Educational-Change/dp/0807740691>

<http://practicaltheory.org/serendipity/index.php?/archives/994-Why-Educational-Change-is-Hard.html>