

**EDCI 616**

*Advanced Studies in Teacher Leadership in Jamaica*

**Eleanor J. Blair, Ph.D. (Dr. Ellie)**

**Western Carolina University**

**School of Teaching & Learning**

**Reid 102**

**Cullowhee, NC 28723**

**Office: 828-227-3545**

**Cell: 828-507-7507**

**\*Please note that I cannot answer calls from Jamaican numbers**

**WhatsApp: Ellie Blair**

**E-Mail: [ejblair@email.wcu.edu](mailto:ejblair@email.wcu.edu)**

**WELCOME TO SPRING SEMESTER 2022!**

**OFFICE HOURS:** Any day or time by appointment. Please feel free to call me if you have questions or concerns.

**CATALOGUE DESCRIPTION:** *Interdisciplinary study of teacher leadership within the historical, social, cultural and philosophical context of diverse communities. Issues related to teaching, learning and leading in 21<sup>st</sup> century schools are considered. This is a capstone course that occurs in the latter part of a student's program and requires the completion of an action research project.*

**Students explore the changing roles that teachers have played in Jamaican schools, focusing on current formal and informal opportunities for leadership.**

### **JAMAICAN RELEVANCY**

*Recognizing that limited resources are a common issue in Jamaican schools and classrooms, students in this class are encouraged to explore how teacher leaders can build leadership capacity in schools by involving all major stakeholders in attempts to address the needs of ALL students, but particularly those with mild disabilities (learning disabilities, ADHD, slow*

*learners, poor readers, etc.). All Jamaican educators are faced with addressing the needs of a diverse and challenging group of students with multiple learning and emotional needs. Jamaican educators assuming roles as teacher leaders provide important support to other teachers, administrators, and community members. Students will be expected to implement strategies discussed in class and report the benefits and/or difficulties encountered when implementing these approaches in their schools and classrooms. The final evaluation for the class will include a question related specifically to whether the information presented during the course was 'relevant to Jamaican schools.'*

## CONCEPTUAL FRAMEWORK STATEMENT

"The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are inspired to be lifelong learners, engaged in the community, and empowered to become leaders who strive to transform the future."

This course promotes the development of transformative leadership for work within professional learning communities. Transformative leadership requires skills and decision-making that are purposeful and committed to equity, inclusion, and social justice. Basic to transformative leadership are the following tenets:

- Acknowledging power and privilege
- Articulating both individual and collective purposes (public and private good)
- Deconstructing social-cultural knowledge frameworks that generate inequity and reconstructing them
- Balancing critique and promise
- Effecting deep and equitable change
- Working towards transformation: liberation, emancipation, democracy, equity, and excellence
- Demonstrating moral courage and activism (Shields, 2011, p. 5).

The needs of diverse 21<sup>st</sup> century teachers and learners are an important part of the curriculum and goals of teacher leadership; thinking about influencing change and planning for action connects the ideas in this class to the work of teacher leaders. Students are invited and encouraged to think about whom they are as leaders, what experiences have shaped them and what they value about education and leadership.

This course is designed to assure that students in this course demonstrate competency in each of the following Profession Education Core Themes of the graduate Comprehensive Education program and the North Carolina Standards for Graduate Teacher Candidates Advanced Competencies required for licensure. For example,

### **OVERVIEW**

**This course promotes the development of teacher leadership within a variety of classrooms, schools and communities. In this class, we will consider the needs of 21st century teachers and learners within the context of schools that are challenged by public demands for accountability in the face of limited resources. Students will be encouraged to reflect on the following questions: What kind of leader do I want to be? What experiences do I want to facilitate in my school and classroom? And what philosophical beliefs guide my actions and “shape” my thinking about the things I value about education and leadership? And finally, what professional contributions do I want to make in my own career?**

**Teacher leadership, in its current form, is an outcome of the movement to improve student achievement; however, ultimately, teacher leadership has the potential to profoundly impact the ways that we think and talk about teacher’s work. Globally, teachers began to assume more visible leadership roles with the advent of standards-based school reform in the 1980s. As the quality of the teacher workforce began to be more scrutinized and held to more stringent standards, teacher leadership began to be viewed by many as one area in which teachers themselves could be empowered to address school reform in ways that contribute not only to student achievement, but to the quality of the educational experience of students, teachers, and other participants in the teaching/learning process.**

**This course will examine teacher leadership as it currently exists in the Jamaican educational system. It will be discussed as a potentially powerful mechanism for the improvement of teaching and learning in Jamaican schools. Strategies will be discussed that place teacher leaders [form teachers, lead teachers, master teachers, senior teachers] in the forefront of efforts to improve instruction, develop professionalism in themselves, and nurture it in their colleagues. As a phenomenon that has grown in importance over the last two decades, teacher leadership is a “sleeping giant” that will increasingly impact the ways in which all teachers try to make sense of new and expanding work roles. We will examine these new roles and consider how teacher leaders contribute to teachers’ understanding of them. We will look at teaching from an historical point of view and ask how cultural factors have influenced teachers’ work. We will also look at teaching within the larger organizational framework of schooling where teachers serve as political actors who potentially wield or relinquish power within the organization.**

**Like the act of teaching, teacher leadership must respond to the context in which it occurs. Despite the attention placed on mandates from the Ministry of Education and Culture (MOEC), and the often highly prescriptive nature of the MOEC responses to educational policies, the work done by teachers varies greatly from region to region, school to school, and from classroom to classroom. Therefore, in this course, we will continually refer to our own experiences as educators to consider issues of practice and question how conceptions of leadership may influence the quality of teaching and learning in Jamaican schools.**

### **WCU Professional Education Theme Goals: Leadership**

In the area of leadership graduate teacher candidates will demonstrate an understanding of...

1. How teacher leaders use effective communication, collaboration and team- building to facilitate the development of an inviting, respectful, supportive, inclusive, and flexible educational environment.
2. How teacher leaders use knowledge, skills and dispositions to promote an educational culture that values reflective practice.
3. How to set goals and establish priorities to promote collaborative partnerships with families, schools and communities, to positively affect student learning.
4. Professional learning communities and how they function within an educational setting.
5. How teacher leaders encourage information literacy through continual professional development.

### **North Carolina Standards for Graduate Teacher Candidates (NCPTS 1):Teacher Leadership**

Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership. Teacher leaders will know and be able to:

- Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
  - Facilitate mentoring and coaching with novice teachers.
  - Set goals and establish priorities while promoting educational initiatives that positively affect student learning
- Participate in professional learning communities.

## **COMMUNITY VISION FOR INCLUSIVE EXCELLENCE**

**Students explore the role of the educational leader in providing leadership in school to create climates and instructional strategies to meet the assessment needs of diverse teachers and learners.**

The diverse perspectives encountered at WCU are an important part of the preparation of students for roles as regional, national, and global leaders who contribute to the improvement of society. It is expected that members of the WCU community will not only coexist with those who are different from themselves, but also nurture respect and appreciation of those differences. We encourage civil discourse as a part of the learning enterprise, and as a campus we do not tolerate harassing or discriminating behavior that seeks to marginalize or demean members of our community.

For more information:

Diversity Resources

<https://www.wcu.edu/discover/diversity/>

Policy 53

<https://www.wcu.edu/discover/leadership/office-of-the-chancellor/legal-counsel-office/university-policies/numerical-index/university-policy-53.aspx>

## **MISCELLANEOUS INFORMATION FOR WCU GRADUATE STUDENTS:**

**Academic Integrity Policy and Reporting Process:** This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct (Code) and will be addressed as outlined in that document. If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the appropriate academic Dean.

#### General:

This policy addresses academic integrity violations of undergraduate and graduate students. Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of this policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community.

Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to and including a final grade of “F” in the course in which the violation occurs.

#### Definitions:

Cheating – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.

Fabrication – Creating and/or falsifying information or citation in any academic exercise.

Plagiarism – Representing the words or ideas of someone else as one’s own in any academic exercise.

Facilitation – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).

**Undergraduate and Graduate Academic Integrity Process:** Additional information is available on the Student Success website under Student Community Ethics:  
<http://www.wcu.edu/experience/dean-of-students/academic-integrity.aspx>

**Course Evaluation:** Course Eval is the WCU course evaluation and you are encouraged to participate and complete this on-line evaluation for this course. We strive to constantly improve course design and delivery – your cooperation to complete the Course Eval provides a mechanism that will help us in our goals to improve teaching and learning outcomes for all students. You will receive an electronic notification near the end of the semester when it becomes available.

**Class Attendance Policy:** The current University Class Attendance Policy located at: [https://www.wcu.edu/WebFiles/PDFs/Class\\_Attendance\\_Policy\\_IV\\_Revised\\_8-20-08.pdf](https://www.wcu.edu/WebFiles/PDFs/Class_Attendance_Policy_IV_Revised_8-20-08.pdf)

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Accessibility Resources. All information is confidential. Please contact the Office of Accessibility Resources at (828) 227-3886 or stop by Suite 135 Killian Annex for an appointment. <http://accessibility.wcu.edu>

**Civil Discourse at Western Carolina:** Consistent with WCU's core values and our campus creed, the WCU community accepts the freedoms and responsibilities of our shared community. WCU encourages all to clearly express their own views while at the same time seeking to understand the varieties of style, identity, and opinion that are held in any diverse community. In order for us to sustain a learning environment that promotes and values freedom of expression, we have a shared charge to accept personal responsibility for our actions, reactions, and speech, while seeking to learn from the actions, reactions, and speech of others.

**Academic Calendar:** This includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at <https://www.wcu.edu/learn/academic-calendar.aspx>

**Writing and Learning Commons (WaLC):** The Writing and Learning Commons (WaLC), located in BELK 207, provides free course tutoring, writing tutoring, academic skills consultations, international student consultations, and online writing and learning resources for all students. To view schedules and make appointments for any of these services, visit [tutoring.wcu.edu](http://tutoring.wcu.edu) or call 828-227-2274.

**Tutoring for Distance Students:** For distance students (including students at Biltmore Park) who cannot attend tutoring sessions in the Writing and Learning Commons (WaLC) or the WCU Math Tutoring Center, tutoring support is available through Brainfuse HelpNow: <https://www.wcu.edu/apply/distance-online-programs/current-students/tutoring-support.aspx>

**Hunter Library:** Hunter Library provides students with access to group and individual study spaces and to thousands of information resources: print and electronic books, newspapers, and scholarly journal articles. These resources can be searched online and often accessed there (<http://www.wcu.edu/hunter-library>) or library staff and subject specialists skilled in their specific disciplines can be contacted via the library's research guides (<http://researchguides.wcu.edu/>).

**Academic Toolbox:** The Academic Toolbox is available in all WCU courses via the course Blackboard site. It can be found in the left-hand side column. The Academic Toolbox contains information and contact information for nearly all of the resources needed by WCU students, including but not limited to: technology assistance, academic services, student support, co-curricular programs and university policies.

### **TEXTBOOKS AND OTHER REQUIRED MATERIALS**

Levin & Schrum (2016). *Every Teacher a Leader: Developing the Needed Knowledge, Dispositions and Skills for Teacher Leadership*. Corwin Press. ISBN-13: 978-1506326436

Additional readings will be assigned in selected modules and will be available in the course shell, from the library or on the web.

In addition, you are responsible for using APA style in all papers prepared for this and other graduate classes. The *Concise Rules of APA Style* can be purchased or you may also access guidelines for using APA style on a variety of web sites.

**COURSE OBJECTIVES:** As stated earlier, this course addresses Standard I: Teacher Leadership from the NC Standards for Graduate Teacher Candidates. Students will demonstrate their mastery of this standard through the completion of the Influencing Action Plan (IAP) required for this course.

Teacher leadership is an influencing activity. Many people *want* to influence others, to have a positive influence on the organization or grade level or department, to create a change for improvement - but they do not think about how that change could be possible. They recognize a problem, envision a needed change, but do not develop a plan or steps for bringing about that change. The IAP is a culminating experience for MAED students in the second half of their program of study. The IAP is an opportunity for students acting as Teacher Leaders to apply the knowledge and skills acquired in the program to the exploration of a relevant school issue and/or problem.



**The North Carolina Standards for Graduate Teacher Candidates identify a broad standard related to Teacher Leadership (Standard 1). The IAP is designed to primarily address this standard. The process of developing an IAP requires each student to integrate knowledge in each of the standards with an understanding that “in order for Teacher Leaders to flourish, certain characteristics and conditions must be present. Teacher Leaders must possess the knowledge and skills needed to lead. Consequently, to be seen as a leader, they must also have a set of positive dispositions and attitudes. Finally, there must be a variety of opportunities for leadership in the school, district or larger context.”** (*Teacher Leadership Skills Framework*, Center for Strengthening the Teaching Profession (CSTP), 2018). This includes advocacy as part of teacher leadership. One of the elements for Standard 1: Teacher Leadership is:

- **Teachers advocate for schools and students.**
- **Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.**
- **Advocate for positive change in policies and practices affecting student learning.**
- **Participate in the implementation of initiatives to improve education**

**Candidates are asked, “How can I be an advocate? What can I do to make a difference?” The energy put into formulating a plan that includes a rationale and a step by step process for creating change can result in the greater influence needed to see change happen. Creating an Influencing Action Plan can result in planning for effective leadership and outcomes that benefit students and/or the organization.**

## **PROJECTS, ASSIGNMENTS, AND ASSESSMENT OF PROGRESS**

### **Participation**

**Because this class is designed to model a “community of learners” similar to the culture you will be expected to develop in a school as an instructional leader, it is essential that you participate actively with your colleagues. Tools such as discussion boards, presentation tools, synchronous and asynchronous discussions and live chats will be used to facilitate student interaction and a constructivist approach to learning. Your active engagement will be evaluated by your classmates, as well as by the instructor.**

## Assignments

- **In order to fully participate in class, you are expected to do all assigned readings, projects, and assignments. Readings offer us a common language with which to explore our thinking. Although we may not discuss the text assignments directly, you will be expected to demonstrate your knowledge of the text material by incorporating references and examples from the text as you complete the assignments for each module.**
- **Creative production of performance assessments to include the final project (Graduate Professional Core required “common assignment” for the Teacher Leader course) of an Influencing Action Plan. The Influencing Action Plan (IAP) should exhibit high-quality research and detailed plans for advocating on behalf of an issue/problem/concern that you have for a school organization. Sample IAPs will be provided as guides to this work.**

## COURSE TOPICS AND OUTLINE

**Content is located within the Modules. Due dates for assignments will be listed on the calendar and in the drop boxes for the assignments.**

## How Will I Learn?

**This course is an online course. Although this format allows for flexibility and less travel, you will be expected to manage your time in order to meet the requirements of the course. Also, because knowledge is socially constructed, you will engage in professional dialogue with your class colleagues, share your experiences and observations, and work collaboratively on group projects. You will analyze, synthesize, and apply information from the text, selected readings, and group discussion. You will also apply concepts and strategies in your own work setting as a means of practicing the principles and techniques studied in the course. The assignments will include both individual work and Discussion Group participation. My goal as an instructor is to engage you in learning in a way that enables you to translate theory into practice, so that you conclude this course with the essential skills that will ensure your success.**

Many students who are taking their first online course may feel frustrated with learning the technical aspects of completing this course. I, too, am learning a new set of technologies, so I understand. Support is now available 24/7 through WCU Instructional Technology Services...828-2277487.

Please be assured that I want students to learn and to receive the good grades they deserve. So please contact me if you have any difficulties with your work in this course....you have my email address and multiple phone numbers. Ok?

Final grades are based on the following:

**Evaluation Procedures:**

- - Participation in Discussion Postings. (100 points).
    - **Guidelines for Discussion Postings:**
    - For each discussion thread, I would like to see each person post an original response to the questions posed.
    - Try to support and explain your opinions so others know what you are saying. I expect students to make reference to our readings and clarify how the ideas that we are considering contribute to your thinking on the topic.
    - In order to create a “real” learning community, post at least two responses to your classmates—ones you agree with, disagree with or want to expand on. The postings should contribute substance. Simply posting a message that says, “I agree with so and so” does not do much to further the discussion.
    - Feel free to pursue lines of thought that take us “off track” a bit. If we go too far afield, I’ll get us back on track.
    - I read all of the discussion postings, but I do not respond to all postings. The goal of this exercise is not to see if you can post “correct” answers and have me tell you if you are correct or not. These will be discussions of big ideas (hopefully)....I will chime in occasionally to synthesize and/or raise new questions.
  - Learning Modules (4) (25 pts each/100 pts total).
  - Teacher Leadership Quiz (50 pts)
  - Journal Entries for *Teacher Leadership: The “new” foundations of education: A Reader* (5) (10 pts each/50 pts total).
  - Research Project/Influencing Action Plan (100 pts). Each student will identify an issue, problem or concern for which they would like to see a solution and develop an Influencing Action Plan (IAP). The final product will be a plan of action that exhibits high-quality research and detailed plans for

advocating on behalf of the issue/problem/concern that you have identified. Due to the importance of this TK20 artifact, students not successfully completing this project cannot receive a grade higher than a “C” in this course.

Students may earn a total of 400 points and grades will be based on the following percentages of the total possible points:

90 – 100% = A

80 – 89% = B

70 – 79% = C

Below 70 % is a Failing Grade

Using a paper or project from another class OR student is unacceptable.

All work for this class should utilize APA Style for format and reference citations. Please take the time to learn how to properly use APA Style....I do expect graduate students to learn how to “weave” the ideas of others into their work. Any questions regarding the use of citations and references should be brought to the attention of the instructor of the course. Any student in this class found guilty of academic dishonesty will automatically receive a failing grade in the class...no excuses and/or exceptions will be considered.

**\*PLEASE BE AWARE OF THE FOLLOWING POLICY IN THIS CLASS: ALL ASSIGNMENTS HAVE A DUE DATE. IF YOU NEED ADDITIONAL TIME, YOU SHOULD CONTACT THE INSTRUCTOR. IT IS COMPLETELY UP TO THE DISCRETION OF THE INSTRUCTOR TO DETERMINE IF LATE WORK WILL BE ACCEPTED. LATE WORK THAT IS TURNED-IN WITHOUT INSTRUCTOR PERMISSION IS SUBJECT TO A GRADE OF “0” REGARDLESS OF THE CIRCUMSTANCES.**

## SELECTED BIBLIOGRAPHY

### Capacity Building

Harris, A. & Lambert, L. (2003). *Building leadership capacity for school improvement*. Berkshire, England: Open University Press.

Lambert, L. (2003). *Leadership capacity building for lasting school achievement*. Alexandria, VA: ASCD.

Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2000). *Schools that learn: A Fifth Discipline fieldbook for educators, parents, and everyone who cares about education*. New York: Doubleday.

### Distributed Leadership

Chrispeels, J. H. (Ed.). (2004). *Learning to lead together: The promise and challenge of sharing leadership*. Thousand Oaks, CA: Sage.

-

### Leadership

Elmore, R. F. (2001). *Building a new structure for school leadership*. Washington, DC: The Albert Shanker Institute.

Kouzes, J. & Posner, B. (1995). *The leadership challenge: How to get extraordinary things done in organizations*. San Francisco: Jossey-Bass.

Marzano, R. L., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD.

-

### Professional Development

Drago-Severson, E. (2004). *Helping teachers learn: Principal leadership for adult growth and development*. Thousand Oaks, CA: Corwin.

Sparks, D. & Hirsh, S. (1997). *A new vision for staff development*. Alexandria, VA: Association for Supervision and Curriculum Development.

-

### Professional Learning Communities

DuFour, R. (2002). The learning-centered principal. *Educational Leadership*, 59(8), 12-15.

DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Alexandria: ASCD.

DuFour, R., Eaker, R., & DuFour, R. (Eds.). (2005). *On common ground: The power of professional learning communities*. Bloomington, IN: National Educational Service.

Roberts, S. M., & Pruitt, E. Z. (2003). *Schools as professional learning communities*. Thousand Oaks, CA: Corwin Press.

Smith, S. S., & Scott, J. J. (1990) *The collaborative school: A work environment for effective instruction*. Reston, VA: NASSP.

### School Improvement

Reeves, D. B. (2006). *The learning leader: How to focus school improvement for better results*. Alexandria, VA: ASCD.

Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD.

Reeves, D. B. (2004). *Accountability for learning: How teachers and school leaders can take charge*. Alexandria, VA: ASCD.

Schmoker, M. (1999). *Results: The key to continuous school improvement* (2<sup>nd</sup> Ed.) Alexandria, VA.: Association for Supervision and Curriculum Development.

Schmoker, M. (2001). *The results fieldbook: Practical strategies from dramatically improved schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

### Teacher Leadership

Collay, M. (2011). *Everyday teacher leadership: Taking action where you are*. San Francisco: Jossey-Bass.

Gabriel, J. G. (2005). *How to thrive as a teacher leader*. Alexandria, VA: ASCD.

Katzenmeyer, M., & Moller, G. (2009) (2<sup>nd</sup> Edition). *Awakening the sleeping giant: Helping teachers develop as leaders* (2<sup>nd</sup> Ed.). Thousand Oaks, CA: Corwin Press.

Thompson, S. C. (2004). *Developing teacher leaders: The principal's role*. Westerville, OH: National Middle School Association.

## Transformative Leadership

Anderson, G. L. (2009). *Advocacy leadership: Toward a post-reform agenda in education*. New York: Routledge, a Taylor and Francis Group.

Shields, C. M. (2011). *Transformative leadership: A reader*. New York: Peter Lang Publishers.

**Please note that this list represents a range of references that cover a span of many years. Newer and more contemporary references are available in the edited text that we use in the course.**