



SED 614 Research in Teacher Leadership

COURSE SYLLABUS

INSTRUCTOR INFORMATION

Instructor: Joyce E. Kyle Miller

Office Location: TAMUC Mesquite Metroplex Center

Office Hours: By Appointment

Office Phone: 972-882-7527

University Email Address: joyce.miller@tamcu.edu

Preferred Form of Communication: email, text

Communication Response Time: 24 hours during work week

COURSE INFORMATION

Textbook(s) Required

Joseph Murphy (2005). Connecting Teacher Leadership and School Improvement. Corwin Press, Thousand Oaks, CA, ISBN-10: 0761988300
ISBN-13: 978-0761988304

Jan Burgess and Donna Bates (2009). Other Duties as Assigned: Tips, Tools, and Techniques for Expert Teacher Leadership. Association of Supervision and Curriculum Development, Alexandria, VA. ISBN-10: 1416608869 ISBN-13: 978-1416608868

Textbook Resource:

Nathan Bond (ed.) (2014). The Power of Teacher Leaders: Their Roles, Influences, and Impact. Routledge, New York, NY, ISBN-10: 0415741653
ISBN-13: 978-0415741651

The syllabus/schedule are subject to change.

Course Description

This course provides a study of research addressing leadership skills and trends in collaborating to improve teaching and learning in the secondary school setting. The course is designed for teacher leaders serving as the Department Head, Team Leader, Literacy Coach, dean of instruction, content facilitator.

Student Learning Outcomes (Should be measurable; observable)

1. The learner will be an active and engaged participant in small group, and class discussions by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, and class activities.
2. The learner will examine the literature on a particular aspect of teacher leadership and create an annotated bibliography of pertinent sources. The learner will design and conduct, if possible, a case study on the same aspect of teacher leadership described in SLO #2.
3. The learner will prepare a **research paper/project related** to an aspect of teacher leadership and present this information to the class.
4. The learner will complete a **doctoral residency project** addressing leadership and supervision in the secondary school

COURSE REQUIREMENTS

Doctoral Residency

For doctoral credit, students will integrate activities from their doctoral residency into the assignments. Residency activities may include activities such as conference presentations, grant work, and writing scholarly articles.

Minimal Technical Skills Needed

Examples include: Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, etc.

Instructional Methods

This section describes how the learning process will be conducted (delivery modalities, course structure, Getting Started and types of learning activities and assessments).

Student Responsibilities or Tips for Success in the Course

Examples include: Regularly logging into the course website, amount of weekly study and participation time expected, etc.

GRADING

Final grades in this course will be based on the following scale:

The syllabus/schedule are subject to change.

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

Assessments

Introductory Postings in the Student Lounge with Picture	25
Postings in Online Discussion Groups (10 points/month x 15)	150
Review of Scholarly Articles	75
Interactions with a Teacher Leader	75
Review of Book on Teacher Leadership	150
Final Paper	200
Participation in the Connecting TL and School Improvement Online Discussion Group	150
Identification of Leadership Concept for Bibliography and Case Study	50
Annotated Bibliography	200
Case Study Plan on an Aspect of Teacher Leadership	250
Additional assignments TBD	25 to 50

Note: Additional assignments or revisions to assignments may occur during the semester. Also, late work will not receive credit, however, ALL work must be completed (late or not) in order to receive an "A." .

The syllabus/schedule are subject to change.

Instructions for Assignments

Weekly Discussion Postings (10 points each week)

The number of topics and required number of postings will be unique each week. The requirements will be listed in the Assignments section each week. Be sure to visit our Discussion each week at least two or three times so our conversations will have more flow and greater depth.

Review of Scholarly Articles

Before investing the time to read and analyze an article, declare to everyone in the class that you intend to read this particular article by posting the article's information in the "Article & Book Clearinghouse" found in the left-hand menu under Course Home. These articles need to be from scholarly sources. So publications like Time, The Dallas Morning News, or CNN do not qualify. Scholarly journals have experts in the field review each article before it is printed which often provides a high-level of quality. These articles also need to be on the specific topic of teacher leadership. Generic articles on leadership will not be sufficient.

In your post on your article please include:

- The Title of the Article in the Subject Line of the Posting
- At the top of the body give the complete APA citation for the article
- In 75 to 150 words give an overview of two or three important points in the article. Direct quotations can be included but should be used sparingly.

Places to find scholarly articles:

1. Paper copies of journals in your home or school.
2. The reference sections in our textbooks.
3. The university library's "Finding Information" then "Find an Article (Easy Search).
4. Use a specific education database like "Proquest" or "Academic Search Complete."
5. The October 2013 edition of the journal Educational Leadership (These are all good and worth reading – a fine place to start). To find the articles go to the university library's "Finding Information" and select "Find a Journal or Periodical" and then "Electronic Format." Type in "Educational Leadership." Most of these databases should work, but I know "Education Source" works. Select 2013 and then the October edition. At this point you should be able to see the articles.

Note: Most of the articles you can locate through the university will be available in a full text pdf.

Note 2: If you have difficulty finding an article be sure to use the Contact a Librarian available through the TAMUC library's website. You can call, text, email, chat or stop by in person.

The syllabus/schedule are subject to change.

Interactions with a Teacher Leader

Reach out to a teacher leader that you know or have heard about. Three times during the semester you will be interacting with them to ask their opinions and advice on teacher leadership. You can tell them that these interactions can be accomplished through email (or telephone if they prefer) and should require only 5 to 10 minutes each time. Of course, those teacher leaders who are willing to consult for longer periods of time will be welcomed.

Review of Book on Teacher Leadership

Before investing the time to read and analyze a book, declare to everyone in the class that you intend to read this particular book by posting the book's information in the "Article & Book Clearinghouse" found in the left-hand menu under Course Home. The book needs to specifically address teacher leadership. Books that cover the concept of leadership generically will not suffice.

Annotated Bibliography (50 points for identification of topic and 200 points for bibliography) - After obtaining approval from the instructor for a topic on a specific aspect of teacher leadership, you will search the literature and identify a minimum of fifteen articles related to this topic. The annotated bibliography will be arranged alphabetically by last name of the lead author with the complete citation in APA format. In addition, directly beneath the citation will be a 100 to 150 synopsis of the most significant points of the resource.

Case Study Plan (250 points) – relying heavily on the sources from the annotated bibliography, you will prepare a research plan on the specific of aspect of leadership you selected. This plan must be between 500 and 1000 words and include the following sections: Introduction - to describe the aspect of leadership and the purpose of the study; Literature Review - to present some of the current findings reported on this leadership aspect; Research question – a minimum of one question that concisely addresses the aspect to be studied; Methodology – description of the approaches, instruments, and statistics, etc. that would be used to conduct this study. Conclusions – speculate using your sources on what you think you might see for results if you were to implement this study.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

The syllabus/schedule are subject to change.

- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browsset](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browsset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio https://secure.ecollege.com/tamuc/index.learn?action=technical](https://secure.ecollege.com/tamuc/index.learn?action=technical)

The syllabus/schedule are subject to change.

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](http://www.tamuc.edu/myleo) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary

The syllabus/schedule are subject to change.

use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu).
<https://leo.tamuc.edu>

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The syllabus/schedule are subject to change.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

The syllabus/schedule are subject to change.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

During week days, I plan to respond to email messages within 24 hours.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

The syllabus/schedule are subject to change.

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal

The syllabus/schedule are subject to change.

Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

The syllabus/schedule are subject to change.

COURSE OUTLINE / CALENDAR

Readings for the course:

“The Power of Teacher Leaders” text – PoTL

“Other Duties as Assigned” text – OD

“Connecting Teacher Leadership and School Improvement” - CTLaSI

Week 1 - Article by Roland S. Barth called “Teacher Leader” from the February 2001 Kappan. (available online)

Week 2 - OD: pp 159 – 160 and “About the Authors” (back of book), PoTL: “Editors and Contributors” (back of book), “Forward,” “Preface,” “Acknowledgements.”

Week 3 - OD: Chapter 1 pp 9 -17, PoTL: Chapter 1; CTLaSI Chapter 1

Week 4 - OD: Chapter 1 pp 18-28, PoTL: Chapter 2

Week 5 - OD: Chapter 2, PoTL: Chapter 3; CTLaSI Chapter 2

Week 6 - PoTL: Chapters 4 & 5; CTLaSI Chapter 3

Week 7 - OD: pp 42 – 54 (End with “Setting Team Goals”), PoTL: Chapters 6 & 7

Week 8 - OD: pp 54 – 61, PoTL: Chapters 8 & 9; CTLaSI Chapter 4

****Spring Break****

Week 9 - PoTL Chapters 10, 11, & 12; CTLaSI Chapter 5

Week 10 - OD: Chapter 4, PoTL Chapter 13; CTLaSI Chapter 6

Week 11 - OD: Chapter 5, PoTL: Chapters 14 & 15; Chapter 7

Week 12 - OD: Chapter 6, PoTL: Chapters 16 & 17; Chapter 8

Week 13 - PoTL: Chapter 18; Chapter 9

Week 14 - OD: “Conclusion,” PoTL: Chapter 19, Efficacy article

The syllabus/schedule are subject to change.