



Empowering Teachers as Leaders
EDUO 9383 3 Semester Credit/Units
Instructor - Janita Love

Course Overview

Gain a comprehensive understanding of the requirements to be an effective teacher leader. Through an examination of a theoretical framework, be prepared for increased leadership responsibilities. Explore teacher leadership competencies and behaviors that foster a climate of trust and respect. Develop an action plan for the implementation of core competencies and behaviors. Reflect on opportunities to implement and the impact.

Course Objectives

In this course, participants will have the opportunity to:

- Investigate a teacher leader conceptual framework
- Reflect on leadership competencies and behaviors needed to grow as a teacher leader
- Create a plan to build your competency in teacher leadership
- Implement leadership behaviors and reflect on the impact

Course Relation to CCS or other Professional Standards

Teacher Leader Standards

<http://www.teacherleaderstandards.org/erleaderstandards.org>

- Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning
- Domain II: Accessing and Using Research to Improve Practice and Student Learning
- Domain III: Promoting Professional Learning for Continuous Improvement
- Domain IV: Facilitating Improvements in Instruction and Student Learning

Course Assignments:

The purpose of the course assignments is to provide supported development of teacher leadership tools while also exploring the competencies and behaviors that lead to impactful teacher leadership.

Module #1 Developing Your Statement of Purpose	
Goals	Participants will enhance their reflective practitioner skills by the end of orientation.
Objectives	By the end of the orientation, participants will have reflected on their educational experiences and motivation to participate in the Teacher Leadership Certificate program.
	<p style="text-align: center;">Statement of Purpose</p> <p>Every Teacher Leadership Certificate program candidate must submit a statement of purpose. The statement of purpose allows you to describe your motivation and what you hope to accomplish throughout this unique professional learning experience.</p> <p>Your one-page statement of purpose must include:</p> <ul style="list-style-type: none"> ● background information (number of years in education, current position) • a description of a specific educational experience that inspired you to learn more about teacher leadership; and ● information about how this certificate program may help you explore opportunities as a teacher leader <p>Throughout the sequence of courses, you will have an opportunity to reflect on your statement of purpose during reflections and feedback from your instructor.</p> <p>Submit to the Module #1 Dropbox.</p>

Module #2 Defining Teacher Leadership	
Overview	<p>Defining Teacher Leadership</p> <p>There is a growing body of research devoted to teacher leadership. In this module, you will examine the Teacher Leader Competency Framework to explore the attributes of an effective teacher leader.</p> <p>Your guided exploration will continue as you examine and reflect on how the framework aligns with your Statement of Purpose.</p> <p>Lastly, reading an education blog and responding through a journal entry will support your reflective dialogue with your instructor.</p>
Goals	By the end of this module, participants will define the role of the teacher leader in 21st-century education.
Objectives	By the end of this module, participants will have identified the attributes of an effective teacher leader.
Assignments	<p>Part I: the Teacher Leader Competency Framework (this is just a section of a larger document)</p> <p>Access the overview of the Teacher Leader Competency Framework from Leading Educators using this link: TLCF copy.pdf.</p> <p>Part II: Response: Quote Analysis (Submit in Dropbox)</p> <p>Locate three quotes in your Statement of Purpose. Reflect on how each quote aligns with what you have read about the Teacher Leader Competency Framework. Your response should include how your Statement of Purpose aligns with the Teacher Leader Competency Framework. After reading this Teacher Leader Competency Framework section, reflect on what you would add to your Statement of Purpose.</p> <p>Part III: Journal Entry: Blog Reflection</p> <p>Choose one of the blogs linked below on teacher leadership. Each blog offers a different perspective</p>

	<p>on the topic. Respond in your online journal. Your response should include reflections on the blog, the Teacher Leader Competency Framework, and your Statement of Purpose.</p> <ul style="list-style-type: none"> ● Blogs (choose one): <ul style="list-style-type: none"> ○ https://www.elmhurst.edu/blog/teacher-leadership/ ○ https://www.phoenix.edu/blog/what-is-teacher-leadership.html ○ https://www.newleaders.org/blog/stepping-up-part-two-insights-advice-for-aspiring-teacher-leaders ○ https://www.usf.edu/education/blog/2021/what-does-it-mean-to-be-a-teacher-leader.aspx ○ https://blog.ed.gov/2022/06/changing-perspectives-how-i-define-myself-as-a-teacher-leader/ <p>Part IV: Putting it All Together: Defining the Attributes of Teacher Leadership</p> <p>During orientation and Module #1, you have created a personal Statement of Purpose, analyzed the Teacher Leader Competency Framework graphic, and reflected on a teacher leadership blog.</p> <p>Based on these experiences, generate your own definition of a teacher leader. Your definition should be robust and include descriptions of teacher leader beliefs and skills, how teacher leaders support transforming schools, how the role of teacher leaders should advance student learning and the teaching profession. This should be two to three pages long and include evidence from your Statement of Purpose, the Teacher Leader Competency Framework, and the teacher leadership blog.</p> <p>Submit to the Module 2 Dropbox.</p>
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Module #3 The Teacher Leader Competency Framework	
Overview	<p>Exploring the Pillars of The Teacher Leader Competency Framework</p> <p>Your work as a teacher leader depends on effectively implementing the four pillars outlined in the Teacher Leader Competency Framework. Unpacking the skills and dispositions of high-impact teacher leadership is fundamental in building your leadership tool kit.</p>
Goals	By the end of this module, participants will summarize the four pillars of the Teacher Leader Competency Framework
Objectives	By the end of this module, participants will have developed general knowledge of the competencies of the Teacher Leader Competency Framework.
Assignments	<p>The Part I: Common Language of Teacher Leadership</p> <p>Read the Teacher Leader Competency Framework. There are four pillars associated with the Teacher Leader Competency Framework. These include Developing Self, Driving Initiatives, Coaching Others and Leading Teams. Each pillar is an essential function of today’s teacher leaders. The pillars are composed of competencies and matching behaviors. High-impact teacher leaders demonstrate the competencies through their aligned behaviors.</p> <p>Part II: Slide Presentation for Teacher Leaders</p> <p>Create a slide presentation to share with other teacher leaders using the information from the Teacher Leader Competency Framework in this module. The presentation should inform them about your understanding of effective teacher leaders' core values, competencies, and behaviors.</p> <p>The presentation must include;</p> <ul style="list-style-type: none"> ▪ A title slide including your name, school, current position, and three core values you bring to your leadership (Slide #1) ▪ A summary of each of the pillars outlined in the Teacher Leader Competency Framework. This should be a technical summary and include your reflections on each pillar and its application to your work as a teacher leader. (Slides #2 to #5). ▪ A quote that relates to your vision as a teacher leader implementing these pillars. In the notes section, explain briefly how this quote aligns with your teacher leadership

	<p>vision (Slide#6).</p> <ul style="list-style-type: none"> ▪ A graphic that provides a visual for you to use as inspiration for your teacher leadership journey. Include a brief explanation of how this image will keep you inspired during your leadership journey. <p>Submit your presentation to the Module #3 Dropbox.</p>
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Module #4 Leadership Self-Assessment

Overview	<p>Reflecting on my leadership skills</p> <p>Now that you have unpacked the pillars of high-quality teacher leadership, it is crucial to identify the current state of your skills in implementing the behaviors outlined in the framework. The attributes of your job as a teacher and how these attributes can affect the impact of your work will guide you as you reflect and create action steps to grow as a teacher leader.</p>
Goal	By the end of this module, participants will begin to examine their leadership skills.
Objective	By the end of this module, participants will have identified action steps to grow as a teacher leader.
Assignments	<p>Part I: Teacher Leadership Self-Assessment. Complete the self-assessment (you will be prompted to make a copy). The assessment is based on the Teacher Leader Competency Framework. You will be assessing four categories within the framework. Those include Developing Self, Driving Initiatives, Coaching Others, Leading Teams.</p> <p>At the end of each category is a place to reflect on what you discovered about your strengths and areas of possible development.</p> <p>Submit your self-assessment and the included reflections in the Module #4 Dropbox.</p> <p>Part II: Teacher Leadership Development Plan: Analyze your assessment results and determine your goals for the upcoming school year. Complete Steps 2 and 3 ONLY on the Teacher Leadership Development Plan. Analysis and Action Planning Template. Your instructor will provide written feedback on your action plan.</p> <p>Share your action plan via Google. Make sure your instructor has commenting rights.</p>

Module #5 Developing Self as a Teacher Leader
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Overview	<p>Examining Self as a Teacher Leader</p> <p>A thorough analysis of your self-assessment, you have developed a DRAFT action plan for how you want to show up as a leader in your school. According to the Teacher Leader Competency Framework, a key pillar of this work is to develop yourself. This one may be the most difficult of all the pillars associated with leadership development because it requires reflection and honesty with self.</p>
Goals	By the end of this module, you will have analyzed behaviors to develop and care for yourself as a leader.
Objectives	By the end of this module, participants will have identified behaviors to sustain, scale, or implement for leadership self-development.

Assignments	<p>Part I: Re-read page 4 of the Teacher Leader Competency Framework, the pillar of “Developing Self.” This pillar has four competencies: Self-Awareness, Self-Management, Social Awareness, and Relationship Management.</p> <p>Answer in your online journal: How would you define the role of developing yourself to become a highly impactful teacher leader? You can use evidence from the framework, your Statement of Purpose, and your self-assessment to support your thinking.</p> <p>Part II: Use the following chart to outline current behaviors you already feel skilled at and areas of need. Complete the chart in your online journal by identifying how you demonstrate this behavior in your current work. Then, identify the behaviors you have yet (we are all building capacity in various areas; it is okay that there are behaviors you still need to demonstrate) to operationalize effectively.</p> <p>Part III: Reflect on your self-assessment in the competency of developing self. Use your self-assessment and the completed chart to identify strengths or needs in the competency of developing self. If you find that developing self is a need, how can it be addressed in the desired state of your action plan (Step 2)? You can take this opportunity to revise Step 2 as needed. If developing self is not a need but a strength, how will you sustain and scale these behaviors? How could this show up in the desired state of your action plan? (Step 3). Write a brief essay (no more than two pages) that answers these questions/reflections. Include evidence from your self-assessment and the chart you completed in your online journal. Also, revise your action plan based on this assignment as needed (Steps 2 and 3 only).</p> <p>Submit your essay and your updated action plan (Update only steps 2 and 3 in the action plan) to the Module #5 Dropbox.</p>
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Module #6 Driving Initiatives	
Overview	<p>Driving Effective Initiatives as a Teacher Leader</p> <p>Teacher leaders must be able to develop and drive school-based initiatives to support student success effectively. Many teacher leaders are at the forefront of school improvement plans, data analysis structures, community outreach, and more. Teacher leaders must be well-equipped to balance the role of classroom teacher and school-wide leader. To effectively address this competency, teacher leaders must be able to envision, plan, act, and assess effectiveness. This module will support your journey through each of these steps.</p>
Goals	By the end of this module, you will have designed a complete vision, plan, act, and access framework for your school.
Objectives	By the end of this module, participants will have identified behaviors to sustain, scale, or implement to drive school-based initiatives effectively.
Assignments	<p>Part I: Re-read page 5 of the Teacher Leader Competency Framework, the pillar of “Driving Initiatives.” This pillar has four competencies: Vision, Plan, Act, and Assess.</p> <p>Part II: You will develop a framework for using this competency and associated focus behaviors to drive a school-wide initiative. You will complete the graphic organizer detailed in your online journal. Although you will not be focusing on all behaviors of the Driving Initiatives pillar, walking through the steps in this assignment will give you a framework for launching as school-wide initiates in your teacher leadership role.</p> <p>Revise and/or update Steps 2 and 3 in your action plan based on the learning from this module.</p>

Module #7 Coaching Others

Overview	<p>Coaching Others as a Teacher Leader</p> <p>Essential to effective teacher leadership is the ability to effectively coach those around you. The pillar of “Coaching Others” outlines the competencies and behaviors of quality coaching in the role of teacher leadership. This pillar is divided into the foundational skills needed, the essential ways of being the coach, and the coaching cycle.</p>						
Goals	By the end of this module, you will have designed and built a comprehensive coaching toolkit.						
Objectives	By the end of this module, participants will have identified and defined tools essential for implementing an effective coaching relationship.						
Assignments	<p>Part I: Re-read pages 6 and 7 of the Teacher Leader Competency Framework, the pillar of “Coaching Others.”</p> <p>Part II: The pillar of Coaching Others is divided into three components. Each component is combined to create an effective coach/coachee relationship. Each component is defined below.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Foundational Skills</th> <th style="width: 33%;">Ways of Being</th> <th style="width: 33%;">Coaching Cycle</th> </tr> </thead> <tbody> <tr> <td>Foundational skills are essential for effective coaching. They include the skills of building strong relationships, active listening, and asking powerful questions. These skills are critical for teacher leaders to foster productive coaching sessions that drive meaningful change.</td> <td>Our ways of being are the behaviors influenced by our beliefs. Therefore, our ways of being refer to teacher leaders' essential attitudes and approaches in their interactions with colleagues and students. These affect the effectiveness of our coaching.</td> <td>The coaching cycle is a structured process involving several key components to enhance the coaching outcomes. It is a systematic approach to support the coachee in mastering new strategies. The coaching cycle fosters continuous improvement through collaborative planning, implementation, and reflection.</td> </tr> </tbody> </table> <p>Part III: You will be building a coaching toolkit. In this toolkit, you will include a resource for each competency under the above components. For “foundational skills,” you will collect resources/tools/articles/research for building a coaching relationship, active listening, and asking powerful questions. For “ways of being,” you will need to collect items for coaching styles, and for the coaching cycle, you will need items for coaching reflection, action planning, and implementation. Use the outlined behaviors to support and guide your collection. Each competency should have three different resources. Remember, you are building a tool kit for you, so the items should be things you find compelling. If you are not into research articles, then don’t include that. If you are more into protocols or checklists, then certainly include those. Organize your toolkit into a Google Folder. Share the link to this Google Folder by email with your instructor.</p> <p>Revise and/or update Steps 2 and 3 in your action plan based on the learning from this module.</p>	Foundational Skills	Ways of Being	Coaching Cycle	Foundational skills are essential for effective coaching. They include the skills of building strong relationships, active listening, and asking powerful questions. These skills are critical for teacher leaders to foster productive coaching sessions that drive meaningful change.	Our ways of being are the behaviors influenced by our beliefs. Therefore, our ways of being refer to teacher leaders' essential attitudes and approaches in their interactions with colleagues and students. These affect the effectiveness of our coaching.	The coaching cycle is a structured process involving several key components to enhance the coaching outcomes. It is a systematic approach to support the coachee in mastering new strategies. The coaching cycle fosters continuous improvement through collaborative planning, implementation, and reflection.
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Module #8 Leading Teams

Overview	<p>Leading Teams as a Teacher Leader Like the Coaching Others pillar, the “Leading Teams” pillar is clustered into several categories. These categories include Foundations of Functioning, Teams Planning for and Measuring Impact, Professional Development, and Meeting Design and Facilitation. As with the other pillars, each category is further developed through an outline of competencies and attached behaviors.</p>
Goals	By the end of this module, you will have identified your strengths and areas for growth in leading teams.
Objectives	By the end of this module, participants will have completed a self and peer reflection on the behaviors associated with leading teams.
Assignments	<p>Part I: Re-read pages 8 and 9 of the Teacher Leader Competency Framework, the pillar of “Leading Teams.”</p> <p>Part II: To effectively lead your team(s), you must have skills and knowledge in various competencies. The Teacher Leader Competency Framework outlines several important categories of these competencies. Leading teams requires your ability to understand the foundations of how teams function. Additionally, those leading teams must be equipped to plan for and measure the impact of the team’s functioning. Also included in this pillar is the design of professional learning and team meetings. Teacher leaders also provide effective session delivery. When these competencies and associated behaviors are used collaboratively, teacher leaders can make an impact on the teams they lead.</p> <p>Part III:</p> <ol style="list-style-type: none"> 1. Complete a self-reflection on your current practices in leading teams using the competencies and behaviors outlined in the Leading Teams section. Identify the behaviors you have demonstrated strength in, behaviors you could improve upon, and behaviors you have yet to implement in your leadership. 2. Next, engage at least three colleagues that you lead in a feedback opportunity. This can be done through interviewing them, providing them with a checklist or Likert scale survey, a Google form, or any format that you are comfortable with. The goal is to get three other perspectives on your most substantial team leadership behaviors: which can be further developed and those that you have not yet demonstrated. 3. Once you have collected the self-reflection and peer feedback, write a reflection essay, two to three pages in length, of your findings and reflections based on the self-assessment and peer feedback. Include specific examples and references to the competencies and behaviors discussed in the Leading Teams pillar. <p>Submit your essay to the Module 8 Drop Box.</p> <p>Revise and/or update Steps 2 and 3 in your action plan based on the learning from this module.</p>

Module #9 Finalizing Your Action Plan

Overview	<p>Finalizing Your Action Plan</p> <p>Throughout each module, you have been asked to reflect and assess the various competencies and behaviors associated with high-quality teacher leadership. Many of these are things you do every day in your role and may not have been considered as a demonstration of your skills. Some of these may be things you were not aware of and incorporating them will make your leadership more impactful. During this module you will finalize your action plan to include what you have learned throughout the course.</p>
Goals	By the end of this module, you will have completed your teacher leadership action plan.
Objectives	By the end of this module, participants will be able to identify the actions and steps of progressing by monitoring their leadership action plan.
Assignments	<p>Throughout this course, you have had the opportunity to define and revise your current and desired state of leadership based on what you have learned. You now should have a well-developed description of the current state of your leadership and the desired state you are hoping to achieve. In addition, throughout the course, you have been developing various tools, resources, and processes to support your leadership.</p> <p>Based on your experience in each module, complete the remaining steps in your leadership action plan. This will include creating actionable steps to bridge the gap between your current and desired state in Step 4 and establishing a system for monitoring progress towards your goals throughout the school year in Step 5.</p> <p>Complete the Teacher Leadership Action Plan template and submit it to the Module 9 Dropbox. Your instructor will provide specific feedback to support implementing this action plan.</p>

Course Assessment Rubric:

A All assignments meet criteria	B Most assignments meet the criteria	Not Acceptable Does not meet criteria Resubmit assignments
The presentation of written coursework is highly organized, clearly articulated, and includes detailed evidence to demonstrate completion of the course objectives.	The presentation of written coursework is highly organized, clearly articulated, and includes detailed evidence to demonstrate completion of the course objectives.	The presentation of written coursework is limited in organization and clarity, or includes minimal evidence to demonstrate completion of the course objectives.
Reflection responds directly to prompts and demonstrates a connection between course content and experience.	Reflection responds directly to prompts and demonstrates a connection between course content and experience.	Reflection responds with limited reference to the prompt and has minimal connection between course content and experience.
Engages in professional dialogue (coaching) that demonstrates interest that deepens individual performance.	Engages in professional dialogue (coaching) that demonstrates interest that deepens individual performance.	Engages in limited professional dialogue (coaching) that minimally demonstrates interest in improved performance.

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email. • For questions involving your registration or to change your address, please contact us at support@dominicanCAonline.com or call (800) 626-5080.
- For Dominican Self-Guided course information, go to <http://dominicancaonline.com/Dominican-CA-Online-FA>