



**Balancing Your Role as Teacher and Leader**  
**EDUO 9902 3 Graduate-Level Credit/Units**  
Instructor –[Janita Love](#)

**Course Overview**

Teacher leadership is not an isolated task. Growing as a leader involves building connections with colleagues while remaining grounded in improving learning for all students. Explore the complexities of communicating with adult learners as you examine characteristics of teacher leaders. Critically analyze the conditions that encourage individual commitment to action that have impact on improving classroom practices and student success.

**Course Objectives**

**In this course participants will have opportunity to:**

- Analyze the characteristics of teacher leaders;
- Explore effective practices to foster sustained collaboration; and
- Critically reflect on readings and observations of leadership practices

**Course Materials**

Berry, B., Byrd, A., & Wieder, A. (2013). Teacherpreneurs: Innovative teachers who lead but don't leave. San Francisco, CA: Jossey-Bass.  
Subscription to the Teaching Channel

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**Course Relation to CCS or other Professional Standards**

**Teacher Leader Standards**

<http://www.teachhttp://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:**

There are 5 modules that make up this course. In Module 1, you will explore the concept of relational leadership and how the power of your leadership lies in the strength of the relationships with your colleagues and students. In Modules 2-5, you will continue to examine critical characteristics of teacher leadership and reflect on how to balance the role of teacher and leader. The modules will guide you as you examine your skills as a teacher leader and plan how to provide organizational support to increase your work with colleagues. Participants are expected to read the assigned material for each module, complete required assignments according to criteria and respond prompts and coaching questions.

Module 1	
Overview	Teacher leaders are at the forefront of improving educational practices in their own classrooms and empowering colleagues to transform their classrooms as they practice and apply specific practices to ensure that all students achieve.
Goals	By the end of this module, participants will have explored the evolution of teacher leadership.
Objectives	By the end of this module, participants will have characterized their role as teacher and leader.
Assignments	<p>1. <b>Create</b> a note taking tool to capture your questions and reflections as you read and view articles, videos and blogs. You will use your notes to write a critical reflection at the end of this module. The note taking tool is for your use and does not need to be uploaded for feedback.</p> <p>2. Barnett Berry, Ann Byrd and Alan Wider describe how teachers can lead and transform teaching and learning in their book, <u>Teacherpreneurs: Innovative Teachers Who Lead but Don't Leave</u>. <b>Read</b> chapter 1 and 2 and complete Activity for Chapter Two; develop your own <b>Teacherpreneurial Resume</b> that emphasizes your knowledge, skills and dispositions for leadership. (See Appendix A) <b>View</b> the video, <b>Why do we need teacherpreneurs?</b> <a href="https://www.youtube.com/watch?v=9Dhin1YmGuo">https://www.youtube.com/watch?v=9Dhin1YmGuo</a></p> <p>3. Charlotte Danielson believes that teacher leadership is a critical piece of the capacity building puzzle. Consider her thoughts on informal and formal teacher leadership. <a href="https://www.youtube.com/watch?v=eX1KUa6u6Cc&amp;t=27s">https://www.youtube.com/watch?v=eX1KUa6u6Cc&amp;t=27s</a></p> <p>4. According to Linda Darling-Hammond, teacher leaders work to establish relationships that can influence the quality of teaching and learning. Gordon A. Donaldson, Jr. examines relational leadership in his article, <i>What Do Teachers Bring to Leadership</i>. <a href="https://ascd.org/el/articles/what-do-teachers-bring-to-leadership">https://ascd.org/el/articles/what-do-teachers-bring-to-leadership</a></p> <p>5. The Center for Teaching Quality is a non-profit organization committed to transforming the teaching profession. According to their website, in 2016, “A leadership force of <b>10,000 teacherpreneurs</b> is changing the face of education in America. These classroom experts teach, support their peers, engage in research, act as community organizers, and impact educational policy nationwide. They are learning from and collaborating with colleagues across the globe.</p> <p><b>Read</b> <u>Teacherpreneurs</u>, Chapter 3, <i>Preparing for Teacherpreneurism</i> and <b>the article</b>, <i>Teacher Leadership in Education: 5 Must-Have Skills for Educators</i> at <a href="https://pce.sandiego.edu/teacher-leadership">https://pce.sandiego.edu/teacher-leadership</a></p> <p>6. <b>Synthesize your learning</b> by writing a reflection that demonstrates informed opinions about ideas presented in the readings and videos viewed in this module. Your well-developed written reflection must include;</p> <ul style="list-style-type: none"> <li>● existing understanding, observations and/or experiences of teacher leadership; and</li> <li>● information from readings and videos and how these ideas have challenged your thoughts about teacher leadership</li> </ul>

**Module 2**

Overview	Teacher leaders can create conditions that foster trusting relationships that will help improve student achievement.								
Goals	By the end of this module, participants will have examined the impact trust has on schools.								
Objectives	By the end of this module, participants will have created a plan to build trusting, collaborative relationship with colleagues.								
Assignments	<p>1. You briefly read about the concept of relational trust in Module 1, (<i>Teacherpreneurs</i>, p. 40-41). Continue to explore the concept of relational trust as described by Viviane Robinson. <b>View</b> the two video clips.</p> <ol style="list-style-type: none"> <li>1. <a href="https://youtu.be/diCx1bsPzek?si=t6HxFWS_4qWDgeKa">https://youtu.be/diCx1bsPzek?si=t6HxFWS_4qWDgeKa</a></li> <li>2. <a href="https://www.youtube.com/watch?v=jDLi7tTiY9U">https://www.youtube.com/watch?v=jDLi7tTiY9U</a></li> </ol> <p>2. <b>Read</b> the article, published by ASCD, written by Bryk and Schneider on the role relational trust has in building effective communities of learning.  <a href="https://ascd.org/el/articles/trust-in-schools-a-core-resource-for-school-reform">https://ascd.org/el/articles/trust-in-schools-a-core-resource-for-school-reform</a></p> <p>3. <b>Conduct action research.</b> For the next 2 weeks observe and record the interpersonal social exchanges that take place in your school community. There are many exchanges that take place; principal to teacher (PT), principal to parent (PP), teacher to teacher (TT), teacher to student (TS). Record these exchanges on half-sheets of paper or post its. Label each exchange (PT, PP, TT, TS). Once you have collected at least 20 interpersonal exchanges, use the conditions of relational trust, to sort the exchanges. Take a picture/scan the SORT and upload.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">Respect</td> <td style="width: 25%;">Competence</td> <td style="width: 25%;">Personal Regard of Others</td> <td style="width: 25%;">Integrity</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>4. <b>Reflect</b> on the data. Assess the concept of relational trust based on your observations. Make connections between the theory and practice. Use the DEAL Model by Ash and Clayton (2009) to guide your reflection.</p> <p>Your well-developed written reflection includes:  <b>D</b> = Description of observations in an objective and detailed manner  <b>E</b> = examination of those observations in light of qualities of relational trust  <b>A</b>= Articulation of <b>L</b>= learning - goals for future action that can then be taken forward into the next experience or refinement of learning</p> <p>5. Read <i>Teacherpreneurs</i>, Chapter 4, <i>Making Teachers and Teaching Visible</i>. Consider what you are doing to make your teaching visible to other teachers.</p> <p>6. Conditions of relational trust are critical for high levels of collaboration. Describe specific actions that you take to foster trusting relationships with your colleagues. Use the Sample Template to guide your planning. You may edit the sample template or create your own.</p> <p>Your action plan must include;</p> <ul style="list-style-type: none"> <li>● a specific goal</li> <li>● detailed actions; and</li> <li>● measures to assess the progress.</li> </ul> <p><b>**The final plan will be submitted in Module 5.</b></p>	Respect	Competence	Personal Regard of Others	Integrity				
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Module 3						
Overview	Cooperation implies that we are better together. Collaboration is the skills, practices and processes that support cooperation. Teacher leaders can create a collaborative professional learning environment through trusting relationships.					
Goals	By the end of this module, participants will have examined the roles of teacher leaders in several different school districts.					
Objectives	By the end of this module, participants will have determined the common characteristics of collaborative professional learning environments.					
	<p>*Module 3 requires that you have subscribed to the free version of The Teaching Channel and your device supports the videos that you will be viewing.</p> <ol style="list-style-type: none"> <li>1. Psychologist Leon Festinger (1957) proposed a theory of cognitive dissonance centered on how people try to reach internal consistency. People have an inner need to ensure that their beliefs and behaviors are consistent. <b>Research</b> the theory of cognitive dissonance. <b>Create your own definition</b> and example. Explain the theory to someone who has never explored this concept.</li> <li>2. Read Chapter 5, <b>Teacherpreneur</b>, <i>Transcending Teaching's Past</i>. In this chapter, you will read how teacher leaders can work to eliminate the educational hierarchy. Consider how you can transform your teaching through collaborative professional learning.</li> <li>3. As you view each video, complete a video viewing sheet. You will refer to your responses on the video viewing sheet to construct your well-developed critical analysis. The video viewing sheet is in Moodle</li> </ol> <table border="1" data-bbox="337 1052 1495 1524"> <tbody> <tr> <td> <b>Teaching as a Team Sport</b>  <a href="https://barkleypd.com/resources/videos/?wchannelid=e02xue8txd&amp;wmediaid=pl1e17y8si">https://barkleypd.com/resources/videos/?wchannelid=e02xue8txd&amp;wmediaid=pl1e17y8si</a> </td> </tr> <tr> <td> <b>Collaborating to Plan a CCSS Lesson for ELLs</b>  <a href="https://youtu.be/znrMa1ZH8iU?si=Ce48buQLtESOdJ9K">https://youtu.be/znrMa1ZH8iU?si=Ce48buQLtESOdJ9K</a> </td> </tr> <tr> <td> <b>Creating a Culture of Collaborative Learning Cycles</b>  <a href="https://youtu.be/LlzHn--DevA?si=sp6NqhqsIIlBr8AKP">https://youtu.be/LlzHn--DevA?si=sp6NqhqsIIlBr8AKP</a> </td> </tr> <tr> <td> <b>Learning Among Teachers</b>  <a href="https://youtu.be/1wHvECrCFtY?si=2PqIklam2hnnQJ_I">https://youtu.be/1wHvECrCFtY?si=2PqIklam2hnnQJ_I</a> </td> </tr> <tr> <td> <b>ICHS Teacher Leadership</b>  <a href="https://vimeo.com/216898765">https://vimeo.com/216898765</a> </td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>4. As you reflect on the readings and videos of teacher leaders who are transforming their teaching and improving educational opportunities for their students, write a 2-3 page critical analysis of the teacher leaders you studied. Your critical analysis must include; <ul style="list-style-type: none"> <li>● a narrow focus</li> <li>● questions for continued investigation (cognitive dissonance)</li> <li>● reference to at least 3 of the teacher leaders</li> <li>● common characteristics that promote collaboration and impact professional learning</li> </ul> </li> </ol>	<b>Teaching as a Team Sport</b> <a href="https://barkleypd.com/resources/videos/?wchannelid=e02xue8txd&amp;wmediaid=pl1e17y8si">https://barkleypd.com/resources/videos/?wchannelid=e02xue8txd&amp;wmediaid=pl1e17y8si</a>	<b>Collaborating to Plan a CCSS Lesson for ELLs</b> <a href="https://youtu.be/znrMa1ZH8iU?si=Ce48buQLtESOdJ9K">https://youtu.be/znrMa1ZH8iU?si=Ce48buQLtESOdJ9K</a>	<b>Creating a Culture of Collaborative Learning Cycles</b> <a href="https://youtu.be/LlzHn--DevA?si=sp6NqhqsIIlBr8AKP">https://youtu.be/LlzHn--DevA?si=sp6NqhqsIIlBr8AKP</a>	<b>Learning Among Teachers</b> <a href="https://youtu.be/1wHvECrCFtY?si=2PqIklam2hnnQJ_I">https://youtu.be/1wHvECrCFtY?si=2PqIklam2hnnQJ_I</a>	<b>ICHS Teacher Leadership</b> <a href="https://vimeo.com/216898765">https://vimeo.com/216898765</a>
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Module 4	
Overview	Teacher leaders can be identified in every school building as those who serve as instructional role models and build and sustain the school's climate and culture.
Goals	By the end of this module, participants will continue to explore the role of teacher leader in their professional setting.
Objectives	By the end of this module, participants will have collaborated with a colleague to investigate the role of teacher leader.
	<p>1. Read <u>Teacherpreneurs</u>, Chapter 6, <i>Cultivating Teacherpreneurs for Teacher-Led Schools</i>.</p> <p>2. View the video featuring, East High, the lowest performing school in the city of Rochester, NY that used a leadership model that empowers teachers to create curricula, instruction &amp; assessments. The partnership created unique opportunities for teachers to be leaders within their school, which has been critical to the success of East's revitalization.  <a href="https://youtu.be/G9iZ9CqY44Q?si=afpEDhI1RsmQcA4X">https://youtu.be/G9iZ9CqY44Q?si=afpEDhI1RsmQcA4X</a></p> <p>3. View the video produced by EngageNY, and listen as educators across NY answer the question, What is a Teacher Leader? Learn about the Strengthening Teacher and Leader Effectiveness Grant.  <a href="https://www.youtube.com/watch?v=R1i4RZQbuY&amp;t=110s">https://www.youtube.com/watch?v=R1i4RZQbuY&amp;t=110s</a></p> <p>4. Teacher Leader Study  Identify a recognized teacher leader in your school whose everyday practices reflect their educational beliefs about collaborating with colleagues and maximizing student achievement. Conduct an interview with this teacher leader focused on the visible aspects of their practices.</p> <p><b>Before the Interview</b></p> <ul style="list-style-type: none"> <li>€ Write a minimum of 8-10 open-ended questions for the interview. Consider the following topics to address during the interview. (visible) These are suggested topics. Review teacher leader standards examined during EDUO 9900, Building an Effective Teacher Leader for additional ideas. <ul style="list-style-type: none"> <li>o communication and collaboration strategies</li> <li>o building trusting relationships</li> <li>o classroom structure and organization</li> <li>o use of assessment and data to guide instruction</li> <li>o outreach efforts to parents and community</li> <li>o support of individual colleagues</li> </ul> </li> <li>€ Submit the questions and provide a copy of the questions to your colleague.</li> <li>€ Plan how you will capture the responses.</li> </ul> <p><b>During the Interview</b></p> <ul style="list-style-type: none"> <li>€ Be prepared to ask probing questions after each response.</li> <li>€ Capture the key points from the responses.</li> <li>€ Summarize at the end of each response.</li> </ul> <p><b>After the Interview/Write Up</b></p> <ul style="list-style-type: none"> <li>€ The write up must be clearly expressed and demonstrate a logical organization to your conversation.</li> <li>€ Submit final write up</li> </ul>

Module 5				
Overview	Teachers leading from their classrooms make significant contributions to teaching and learning by building strong collaborative relationships with their students, colleagues and educational policy makers.			
Goals	By the end of this module, participants will continue to explore how teacher leaders are leading the way in schools around the globe.			
Objectives	By the end of this module, participants will have constructed ideas to continue the advancement of teacher leadership.			
	<p>1. Read <u>Teacherpreneurs</u>, Chapter 10, <i>Foresseing 2030</i></p> <p>2. View two videos and read one article on how large school districts across the country are addressing the need for teacher leaders. Consider key ideas from these districts to propose to your district.</p> <table border="1"> <tr> <td><b>DC Public Schools</b> <a href="https://www.youtube.com/watch?v=sgl16JUejtE">https://www.youtube.com/watch?v=sgl16JUejtE</a></td> </tr> <tr> <td><b>Denver Public Schools</b> <a href="https://www.youtube.com/watch?v=Vz4n0nih5Rk">https://www.youtube.com/watch?v=Vz4n0nih5Rk</a></td> </tr> <tr> <td><b>Ohio</b> <a href="#">Resources for Building Teacher Leaders' Capacity for Facilitating Adult Learning</a></td> </tr> </table> <p>3. Submit completed action plan created in Module 2.</p> <p>4. <b>Read the following articles</b> about the best ways a teacher can demonstrate leadership in the classroom.</p> <ol style="list-style-type: none"> <li><a href="https://online.siue.edu/degrees/education/msed/teacher-leader/the-best-teacher-leadership-skills/">https://online.siue.edu/degrees/education/msed/teacher-leader/the-best-teacher-leadership-skills/</a></li> <li><a href="https://soeonline.american.edu/blog/teacher-leadership-roles/">https://soeonline.american.edu/blog/teacher-leadership-roles/</a></li> <li><a href="https://www.goodwin.edu/enews/teacher-leadership-qualities-and-skills/">https://www.goodwin.edu/enews/teacher-leadership-qualities-and-skills/</a></li> </ol> <p><b>Write a summary and response to what you have read by</b> including your reflections on the following:</p> <ul style="list-style-type: none"> <li>evidence of thorough reading of the content</li> <li>a personal response and reflection</li> <li>information from prior readings connected to the topic</li> </ul> <p>5. You happen to find yourself riding an elevator with an educational policy maker from your district. Prepare a 60 second elevator pitch about the importance of teacher leadership in your school. Describe your ideas and their value in the time it takes to go from the top floor to the lobby. (150-225 words)</p> <p>Your elevator pitch contains:</p> <ul style="list-style-type: none"> <li>a statement or question that piques the interest of your listener to want to hear more.</li> <li>a request for something at the end</li> </ul>	<b>DC Public Schools</b> <a href="https://www.youtube.com/watch?v=sgl16JUejtE">https://www.youtube.com/watch?v=sgl16JUejtE</a>	<b>Denver Public Schools</b> <a href="https://www.youtube.com/watch?v=Vz4n0nih5Rk">https://www.youtube.com/watch?v=Vz4n0nih5Rk</a>	<b>Ohio</b> <a href="#">Resources for Building Teacher Leaders' Capacity for Facilitating Adult Learning</a>
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**Course Assessment Rubric:**

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

- 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-FAQ>