



Texas A&M University TEXARKANA

ED 573: Leadership and Mentoring in Education

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Conferences by appointment

Semester Credit Hours: 3 Shrs.

Course Description:

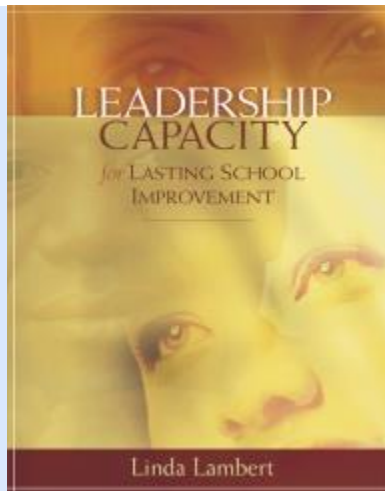
ED 573 is a core requirement for graduate students seeking a degree in Curriculum & Instruction or a prescribed elective for graduate students seeking master teacher certification. The course focuses on building leadership capacity through the role of the master teacher. Techniques for effective consultation, mentoring, and coaching will be addressed along with specific strategies for professional collaboration.

With increased accountability and rising performance standards it is critical for teachers to collaborate to ensure continuous school improvement. Meeting the diverse needs of changing student and campus profiles requires all stakeholders to build leadership capacity and target collective skills to support student achievement and school performance.

Course Delivery Method:

Web-based: Content will be delivered through Blackboard via PowerPoint presentations, Webinars, online discussion boards, formative assessments, online modules, and a variety of online learning activities.

Required Texts and Resources:



Leadership Capacity for Lasting School Improvement

By **Linda Lambert**
ASCD, July 2003
ISBN: 0-87120-778-8

Study Guide—Taken from

<http://www.ascd.org/publications/books/102283/chapters/An-ASCD-Study-Guide-for-Leadership-Capacity-for-Lasting-School-Improvement.aspx>

An ASCD Study Guide for Leadership Capacity for Lasting School Improvement

Chapter 1: Deepening the Concept

1. Do we believe that all teachers can lead? If so, what would this look like in our school?
2. Divide a paper into four quadrants. In teams of four to six, write four ways in which you learn best, one in each quadrant. Pass the sheet around to all members of the team until everyone has contributed. Discuss any patterns.
3. Identify the behaviors that you would observe in a good classroom. What would students and teachers be doing? Summarize your understandings of quality teaching and learning. How might you transfer those practices to your faculty meetings?
4. Examine Figure 1.3. Circle items that describe your school. Discuss your choices and identify possible areas for intervention.
5. Discuss any actions in your school that are related to one of the following four areas: participation, information/inquiry, collaboration, and program coherence. How might you increase the quality of your school's performance in this regard?
6. Turn to Appendix A and identify the chief challenges for your school. Read and discuss the recommended strategies for intervention. Add your own and discuss.

Chapter 2: Major Participation Patterns

1. Using the processes described in this chapter, design an agenda for the staff meeting to develop community norms. Distribute and post.
2. Working with your leadership team or your whole staff, assess the level of participation in your school. How broad is it? Is everyone involved? In what ways?
3. Have your leadership team read and discuss Figure 2.1 (Leadership Team Guidelines).
4. How does your understanding of your team relate to these ideas? Are there guidelines here that would strengthen your team?
5. At the end of your next staff meeting, recruit a small group of staff members (or one of your existing teams) to help the principal design the next staff meeting agenda. Attend to the criteria described in this chapter.
6. Have any staff members at your school been reluctant to participate fully? Ask yourself the questions in Figure 2.3 ("Engaging Reluctant Teachers"). How might you work through any reluctance in order to go to scale?
7. Discuss the examples of different participation patterns presented in this chapter and compare them with the ones at your school.

Chapter 3: The Professional Development of Leaders

1. Think about how you became skillful in your own practice. How did you acquire your skills? How do you continue to learn about your work? What are the implications of your experience for professional development? Discuss.
2. How is professional development defined in your school? How might you refine the definition of professional development in your school? Connect your responses to your answers to Question 1 and to the ideas in this chapter.
3. This chapter makes the case that being a better teacher leader means becoming a better teacher. Discuss in small groups.
4. Design and convene a faculty meeting as a professional development experience using the reciprocal processes of constructivist learning presented in this chapter. After the meeting, debrief and reflect on the experience.
5. Consider the story of how Jennifer learned to be a leader. How many different forms of learning does her story include so far?
6. Distribute the staff and school surveys in Appendixes D and E a few days before a staff meeting so that staff members have time to read them beforehand. At the meeting, divide into groups of three to five and redistribute the survey. Ask everyone to complete it and tally the score. On a large piece of chart paper, display the results as a graph. Return to the small groups and focus the dialogue by asking what the data reveal about the leadership capacity of your school. Discuss. For the next meeting, prepare to ask staff members how they can intervene in the school's processes to develop stronger leadership capacity.
7. Convene focus groups of faculty, staff, students, and parents, either in mixed or role-specific groups. Distribute the assessment questions in Figure 3.5, explaining the purpose and meaning of the questions in relationship to the leadership capacity of the school. Ask the questions one at a time, allowing for dialogue and brief writing time after each one. Record group responses and ask each participant to record both group and personal responses. Collate the data and present it at a staff meeting for interpretation.

Chapter 4: Teachers As Leaders

1. Begin a group dialogue by asking: "What is teacher leadership, and what does it look like in our school?" Summarize ideas from the group on chart paper. Leave the charts up on the staff room wall for people to add ideas.

2. In small teams, explore the obstacles to teacher leadership in your school. Divide a piece of paper into four columns labeled "Self," "School," "District," and "Profession." Under each column, list the relevant factors that get in the way of teacher leadership. Share with your team members and with the larger group.
3. In a staff or team meeting, divide into small groups and read through the "Rubric of Emerging Teacher Leadership" (Appendix B). Assess each dimension by placing a mark on the continuum line at the top of the rubric. Select three areas of potential growth toward greater teacher leadership and discuss your plans. Suggest to team members how they might support you.
4. At a faculty meeting, divide into pairs and discuss the following question for five minutes: What strengths do I bring to the role of leader? After discussing, write for five minutes on the same question. In small groups, share the strengths that you have identified for yourself, paying close attention to any patterns within the group. Examine the Rubric of Emerging Teacher Leadership for the strengths your group has just discussed. Discuss what you have discovered and possible uses of the Rubric.
5. In pairs, refer to the three areas of growth identified by Roland Barth above. Using Figure 4.1 as a reference, develop three questions each that could enable you to move toward greater teacher leadership.
6. Set a time to meet with your partner from item three above to coach each other in leadership. Use the questions identified above as well as any others that occur to you during the session. Probe for specificity (e.g., "Tell me more about what you are thinking," "What would that look like?" "Give me an example.")
7. Establish coaching sessions twice a month. Combine these sessions with peer instructional coaching. Debrief as a whole group in staff or team meetings.
8. Develop a personal plan for teacher leadership. Consider the following questions:
 1. What major understandings have you developed about yourself as you have experienced and read about teacher leadership?
 2. Visualize the teacher leader you would like to be. What does she do and say? How does she respond to others?
 3. What additional knowledge, skills, or attitudes will you need in order to achieve your desired image of a teacher leader? How will you develop these knowledge, skills and attitudes?
 4. What do you want your students to say about you 20 years from now?

Chapter 5: The Changing Role of the Principal

1. Ask the following questions in a journal: How do I now see myself as a leader? What assumptions do I hold? Are my actions aligned with my beliefs? Revisit this journal quarterly as a way to monitor your own development and keep yourself on course.
2. Do you see yourself as a directive, laissez-faire, collaborative, or capacity-building leader? Or are you some combination of these? Why do you see yourself this way? Explain to a trusted colleague.
3. Interview three staff members about how they observe your use of formal authority. Compare your responses. Are you perceived the same way by all? Why or why not?
4. Identify a person on staff with whom you may have a dependency relationship. Using some of the strategies in Figure 5.1, set about realigning that association into a more reciprocal relationship. Set a time line for yourself. Write the results in a journal and share with a colleague.
5. Study Figure 5.2. Place a plus (+) sign beside behaviors that you are performing well and a question mark (?) beside those you wish to further explore. Discuss with your immediate supervisor or mentor as part of a personal professional development plan.

Chapter 6: Student Learning and Leading in High Leadership Capacity Schools

1. Discuss the following questions in small groups in a team or faculty meeting: How has this chapter informed you about the focus of your own work? How has it helped you better understand your school's gaps in student achievement, instruction, and school practices?
2. Form a question rooted in this chapter's key concepts, such as
 1. How is your behavior aligned with the key ideas in this chapter?
 2. Where can alignment be strengthened?
 3. What does good teaching and learning look like in our classes?
 4. How resilient are our students? How do we know that?
 5. Is our school too big and impersonal? What might we do to create "smallness"?
 6. Are our students working as leaders in our school community? What evidence do we have?
 Conduct small group dialogues (see Chapter 3 for guidelines) on these questions.
3. Have teams of teachers, students, and parents design a focus group study of randomly selected students from across grade levels. Focus group questions could include the following:
 0. What does it mean to be a leader at school?
 1. Would you describe yourself as a leader? Why or why not?
 2. Has there been a time when you performed as a leader? Give us an example.
 3. What might we do to increase or improve student leadership in our school community?
4. Review Figure 6.4 in small groups or teams. Place a plus sign (+) beside the acts of student leadership that take place in your school. Compare your findings with those of the other teams, and discuss additional steps that your school might take to expand student leadership.
5. If resiliency is not a familiar concept in your school, secure an article or book on the topic (see References) and read it. Form a study group around the concept.
6. In a faculty or team meeting, brainstorm on chart paper your most prevalent approaches to classroom management and school discipline. List practices that rely on intrinsic motivation on one side of the paper and those that rely on extrinsic motivation on the other side. Discuss. Place an action item on the next agenda to consider actions that will move your school toward more frequent use of intrinsic motivation.
7. In the classroom, ask students to reflect upon the contributions they make toward others. Ask them to write their responses as a journal entry that you may share with other teachers. Select a range of responses: at least one entry that shows considerable reflection and understanding, one that shows moderate reflection and understanding, and one that shows little reflection. Take these entries to a team or faculty meeting and share as student work. Ask yourselves how you might improve student reflection.

Chapter 7: Parents as Leaders

1. Consider the idea of parent leadership as discussed in this chapter in a small-group teacher-parent dialogue.
2. Reread the conversation about parents at Belvedere School. In a faculty meeting, hold a similar conversation by considering how parent participation might be described if you shifted your perspective to a parents-as-partners stance. What if any new initiatives does this exercise suggest?
3. Ask parents to ask themselves following questions at a meeting, through a survey, or in a focus group:
 1. How do I participate in my child's school community?
 2. In what ways do I engage other parents in the school community?
 3. Do I help our school be successful with all children, especially those who are most vulnerable? If so, how?
 4. Do I advocate for education with local, regional, and state policymakers? What approaches might help me to do so more effectively?
 5. What additional knowledge and skills would help me to be an even better parent leader?
4. In small dialogue groups, consider the concept of collective parental responsibility. Consider whether or not there is evidence that parents feel collective responsibility for the learning of all children.
5. Read and discuss Figure 7.2. What would you add to this list? What would you like to try?

6. Design the agenda for your next parent council meeting. Send a copy of this chapter out with the agenda. Include a time to discuss how the guidelines in item three above might affect the council's work.

Chapter 8: Time Management and Leadership

1. Hold a dialogue (but not a discussion) about time at a staff meeting. Seek to understand how others feel about this issue and how they have come to terms with it in their lives. At the next meeting, list all the ways in which you can find time, and the items you can safely remove from your plate. Choose one new approach to finding time and implement it.
2. At a staff meeting, have everyone agree on the most important goal in the school according to the school's vision and plan. Consider whether the most important goal receives the most important time at the school. If not, explore ways to rectify the situation.
3. When planning for the next faculty meeting or for your leadership team's professional development day, pay particular attention to how time is used. Will the agenda go out ahead of *time*? Have you built in substantial *time* for the most important item? Have you taken the *time* to include a reflective conversation such as a dialogue or protocol? Have you allowed *time* for feedback from a process observer? Have you provided for *time* for follow-up?
4. At a staff or team meeting, begin by asking everyone to write briefly on how best they used time that week. Discuss in pairs and share out. What did you notice about the criteria individuals used for "the best use of time"? Discuss.
5. At a staff or team meeting, distribute three Post-It notes to each person, with each note representing one hour. On the wall, create headings such as "Team Meetings," "Individual Planning," "Sharing Instructional Ideas," "Collaborative Planning," "Tutoring Students," "Planning with Parents," "Meeting with Other Schools," "Collegial Dialogue," "Coaching," and so on. Ask individuals to stick their Post-It notes under the items to which they would most like to give their time. Observe the patterns and discuss in small groups, then in the larger group.
6. Have half the teachers at the school plan a three-hour learning workshop for students in an area of intense teacher interest and expertise. Each workshop should contain twice as many students as a regular classroom. The other group of teachers should reserve this time for collaborative planning and coaching. Reverse the process when the three hours are over, and evaluate its efficacy at your next staff meeting.

Chapter 9: District Leadership

1. If your district does not have a shared vision, begin the process now. If you do have a vision but haven't reviewed it in a while, place it on your team agenda to discuss whether it's still alive and well.
2. In a team meeting, assess your district using Figure 9.1 (the District Leadership Capacity Matrix). Identify and discuss areas for possible intervention.
3. Review Figure 9.3 (Superintendent Acts of Leadership). Add other acts that you consider important to the list. Place a plus sign beside actions that you do well and a question mark beside those you would like to improve or implement. Develop a personal action plan for developing stronger capacity-building skills.
4. In a team that includes principals, post large pieces of chart paper on the wall and sketch an image of district decision-making groups, drawing lines to show how they connect. Discuss whether the teams are congruent, democratic, and inquiry-based.
5. How do you define accountability? Discuss with your team. Review the feature on inquiry-based accountability in this chapter and compare with your findings. Plan to improve your accountability processes.
6. In a conversation with parents and school board and community members, conduct a study of instructional effectiveness by considering the guiding actions listed under "Leadership Capacity Feature #6" in this chapter. Develop criteria for improving engagement and participation.

7. With district staff, design an evaluation of your professional development program and use it to assess district and school personnel. Include conversations at sites in the assessment process. Compile your findings, disseminate them to all, and plan for improvements.
8. Meet with a trusted colleague in the privacy of your office to examine how strongly you believe in equitable outcomes for all students. Do your policies and practices reveal that commitment?

Secondary Resources:

Gray, S. and Streshly, W. 2008. *From good schools to great schools*. Corwin Press: Thousand Oaks, CA.

Marzano, R. and Waters, T. 2009. *District leadership that works*. Mid-Continent Research for Education and Learning (McREL): Bloomington, IN.

Marzano, R., Waters, T., and McNulty, B. 2005. *School leadership that works*. ASCD: Alexandria, VA.

Reeves, D. 2006. *The learning leader*. ASCD: Alexandria, VA.

Reeves, D. 2009. *Leading change in your school*. ASCD: Alexandria, VA.

Student Learner Outcomes:

- Students will understand how to develop participation and create structures that let educators work and learn together and share leadership responsibilities.
- Students will contribute to, learn from, and influence the learning of others.
- Students will create opportunities for others to learn.
- Students will believe that adult learning is crucial to student learning.
- Students will practice being colleagues.
- Students will build reciprocal rather than dependent relationships.
- Students will learn to include students and parents in leadership.
- Students will understand that teacher leadership does not replace principal leadership but rather augments it.
- Students will view leadership as the service of developing a healthy organization.

Course Outline:

Deepening the Concept—Chapter 1
Major Participation Patterns—Chapter 2
The Professional Development of Leaders—Chapter 3
Teachers as Leaders—Chapter 4 (+Appendix B)
The Changing Role of the Principal—Chapter 5 (+Appendix G)
Student Learning and Leading—Chapter 6
Parents as Leaders—Chapter 7
Time for Leadership—Chapter 8
District Leadership—Chapter 9
Sustaining Leadership Capacity—Chapter 10

Methods of Evaluation:

Exams: Formative and summative assessments will be administered. Formative exams will be in the form of chapter quizzes given after completion of each module. Quizzes will be worth 20 points each for a total of 200 points (10 quizzes). The summative exams will be comprehensive evaluations of all material covered in the course. Summative exams will include a midterm and a final worth 100 points each for a total of 200 points.

Literature Review: Students will prepare and post an electronic literature review for the class. A rubric is provided for the review. Students will review current (publication date must be no earlier than 2004) articles or books about leadership in education.

Modules: Students will complete activities pertaining to module topics as posted in Blackboard assignments.

Reflection: Students will complete a reflection exercise evaluating the affective domains of the course.

Project: Students will create a project demonstrating leadership capacity. Students will be assigned to a group. Students will collaborate to complete the activity. Students will be assigned an activity from the study guide in this syllabus. Depending upon the nature of the activity, it might be that each one does the exercise at his or her school but the final project will contain a collective summary of what happened. Each member of the group will submit the project on Blackboard. Learning may be demonstrated with a PowerPoint or other presentation, a written report, or video. Students will be assigned a group and an activity on Blackboard. This assignment will be posted after a final roster has been issued so that groups can be consistent in number. A rubric for the group project will be posted on Blackboard.

Grades/Points:

Assignment	Possible Points
Summative Exams (Midterm & Final)	200
Module Quizzes (10)	200
Literature Review	100
Module Activities	300
Reflection	25
Project	200
Total Points	1025

Feedback will be provided to students via email, phone, and qualitative comments on assignments.

Grading Scale:

Final grades will be based on the final point scale: e.g. the total number of points earned during the semester/divided by the total possible points which could be earned. The percentage will be translated to a letter grade according to university guidelines.

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

Student Participation:

- Participation Policy: Students are expected to participate via the university Web site and course Blackboard.
- Course Etiquette: In the online learning environment students are expected to:
 - Act in a professional, respectful manner in all online activities (emails, discussion boards, etc.
 - Post respectful responses and appropriate materials using standard English composition (correct grammar, spelling & punctuation)
 - Be respectful of other students and the instructor.
 - Read, understand, and follow the A&M-Texarkana Code of Conduct.

Online Materials:

- Assignment guidelines and resources are available on the course Blackboard. Students are responsible for attempting to solve technology problems independently by reading and following directions, reading the Blackboard help information, viewing the Blackboard training video, or by asking other students or the TAMUT technology staff for assistance.

Academic Integrity:

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.

Disability Accommodations:

Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

University Drop Policy:

To drop this course after the census date, a student must complete the Drop/Withdrawal Request Form, located on the University website (<http://tamut.edu/Registrar/droppingwithdrawing-from-classes.html>) or obtained in the Registrar's Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for her signature. The signature is not an "approval" to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar's office for processing in person, email

Registrar@tamut.edu, mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140).

Drop/withdrawal forms missing any of the required information will not be accepted by the Registrar's Office for processing. It is the student's responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and/or submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

Faculty Contact Policy:

Location and phone contact information is posted on the first page of this syllabus. Best form of contact is via email. If Blackboard course, all emails related to course should be via Blackboard email. If student desires to contact instructor beyond course inquiry, the student should email instruction via TAMUT email using student's ACE email account.

A&M-Texarkana Email Address:

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

Student Technical Assistance Information:

- Solutions to common problems and FAQs for your web-enhanced and online courses are found at this link: <http://www.tamut.edu/webcourses/index.php?pageid=37>
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: <http://www.tamut.edu/webcourses/gethelp2.php>
- Blackboard Helpdesk contacts:

Office hours are: Monday-Friday, 8 am to 5 pm

Julia Allen jallen@tamut.edu 903-223-3154

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IMPORTANT NOTES:

1. Course websites and email system can only be used for course business by enrolled students.
2. The instructor reserves the right to make changes to the course syllabus and will notify students accordingly.
3. Students should check Blackboard and A&M email accounts on a regular basis. Students should always check course content on Blackboard each Monday.