

Rutgers University Graduate School of Education
TEACHER LEADERSHIP: THEORY & PRACTICE

Course # 15:267:622

Fall, 2021, 3 credits

Mondays 5:00pm – 8:00pm

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Office hours: by appointment

- * In response to Covid-19 this face-to-face class is being taught using a **remote learning** format with **synchronous instruction**. Every effort will be made to maintain the same high-quality instruction including opportunities for virtual student-to-student interaction and teacher-to-student interaction. The remote learning design will help students meet the unique professional and personal demands that many of us face during this unprecedented pandemic. If you have concerns about your ability to meet the course requirements, please contact the instructor.

COUSE OVERVIEW

This graduate seminar explores the theoretical foundations and research that surround the practice of teacher leadership. Teacher leadership encompasses an array of non-supervisory positions that are primarily aimed at building teachers' capacity. Variouslly labeled coordinator, facilitator, specialist, trainer, lead, master, mentor, or coach—teacher leaders work collaboratively with other educators to address educational opportunity gaps and ensure that all children receive powerful and equitable learning opportunities.

This course will explore teacher leadership in relation to teachers' work and as it is situated in past and contemporary educational reform contexts. By the nature of their work, teachers are leaders within the classroom; however, classroom leadership is oriented primarily toward influencing students. Teacher leadership extends outside the classroom to influence colleagues, the community, and the profession. Unlike administrative leadership, teacher leaders do not operate from positions of power and authority.

Conversations about teacher leadership necessitate discussions about *educational leadership* and conceptions of leadership as distributed across people, situations, and actions. We will also place teacher leadership in organizational context and discuss how work conditions and structural supports can facilitate or inhibit teachers' ability to effectively lead in schools.

This course is appropriate for graduate students who are practicing teacher leaders and/or preparing to study teachers' work, teachers as leaders, instructional coaching, or the professional development of teachers. The course is intended to (1) help students become critical consumers of the related literature and (2) become analysts of the phenomenon by examining actual teacher leaders' experiences.

COURSE OBJECTIVES: LEARNING GOALS

At the conclusion of this course, students will —

1. Be familiar with seminal literature on teacher leadership.
2. Understand the organizational contexts of teacher leaders' work, including but not limited to: educational reform contexts, the conditions of classroom teachers' work, and the role of other educational leaders in developing and supporting teacher leadership.
3. Synthesize theoretical and empirical discussions about teacher leadership with developing understandings derived from interviews with actual teacher leaders.

PROFESSIONAL STANDARDS

The course is also designed to align with New Jersey administrative code and required professional standards: CAEP (Council for the Accreditation of Educator Preparation) 2016 Standards for Advanced Programs. N.J.A.C. 6A:9A-6; N.J.A.C. 6A:9B-11A, Teacher Leadership Endorsement program regulations and the Teacher Leadership Model Standards, 2011.

CAEP Standard A.1 Content and Pedagogical Knowledge

The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.

- A.1.1. Application of data literacy;
- A.1.2. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
- A.1.3. Employment of data analysis and evidence to develop supportive school environments;
- A.1.4. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;

NJAC Teacher Leader Model Standards

Domain I: Fostering a Collaborative Culture to Support Educator Development & 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

REQUIRED READINGS

Scholarly articles and book chapters will be provided on our course Canvas site.

COUSE REQUIREMENTS

Attendance & Timeliness

Regular attendance is crucial to your own development and to the progress made by the rest of the class. Please let me know in advance, if at all possible, when you will miss class. More than one absence will result in grade reduction (-1% for each subsequent class). Students who are absent from class sessions are still expected to electronically submit any assignments due. There is no way to “make-up” class discussions, which cannot be recreated. Attending part of class, if possible, is preferable to missing the entire class. Missing more than 75 minutes (half of class) is equivalent to an absence

Students are expected to arrive (log in) to class on time. Lateness is disruptive and it impedes your learning. Classes typically begin with announcements and time for students to raise questions and concerns. When students miss this portion of class they miss important information. Three late arrivals are considered equivalent to missing one hour of class.

Preparedness and Participation

I do NOT use class time to deliver content. Students are expected to read the assigned texts prior to class. Completing the reading assignments is a vital part of making this a successful course, both for yourself and for your classmates. Yet, reading is not enough. Students should be prepared to engage in discussions about the assigned readings, to teach and to learn from each other in the spirit of intellectual inquiry and personal growth, and to assist in crafting a dynamic and shared learning experience. As such, preparation for class should include the kind of critical thought and reflection necessary for engaged participation.

As you read for class, take time to reflect on the concepts presented by the authors and make connections with your own experiences in schools. Reflect on similar and contrasting examples or theories that you have encountered in your professional and academic life. Take notes, write down questions, and “talk back” to the text. This kind of engaged reading facilitates learning and will build your capacity to participate in class discussion, work in small groups, and successfully complete formal written assignments.

Relatedly, please be mindful of how you use technology during class time. Surfing the web, tweeting, social networking, responding to email, etc... are not appropriate during class time.

Time commitment:

This is a graduate level class. Be prepared for a reading and writing intensive experience. A general rule of thumb is to budget 2-3 hours of study time for each credit hour in addition to the time spent in class. This means committing an average of 9-12 hours per week to this course. The exact amount of time you will need depends on your familiarity with the subject, the speed at which you read, your writing and study skills, and the knowledge/grades you aim to attain. The intensive nature of graduate school and students’ multiple commitments make effective time management imperative. I suggest blocking out time in your calendar for each of your classes.

COURSE ASSIGNMENTS

All work is due on the due date. If you need an extension of time on an assignment, please contact the instructor in advance of the due date to discuss a possible extension. Additional information about each assignment will be posted to our Canvas site.

1. Participation.

1. **Class Discussions. (0 points)** Students are expected to read the assigned articles prior to each class and be prepared to discuss them during class. Students will not receive a grade for their class discussions; however, engagement in thoughtful class discussion typically boosts students' capacity to successfully complete assignments.
2. **Reading Annotations. (10 points)** We will use Perusall to asynchronously annotate five readings from class. Annotation involves making comments and posing questions directly on the reading. The purpose of this small-group work is to engage with the reading and your classmates in a process of active learning. You should aim to make 7-10 high-quality annotations to each reading. You will find the annotation assignments under the "**Assignments**" tab of our Canvas website. Clicking on the assignment will take you to the Perusall link. Annotations are **DUE Sunday before midnight**, the night before class.

2. **Self-Study Assessment: Baseline Assessment. (5 points)** In this brief personal essay students should describe how they understand themselves as teacher leaders. This essay will serve as a baseline assessment for students' development as teacher leaders over the course of the semester. Length: 1-2 pages. **DUE: September 10**

3. **Investigating teacher leadership in practice—class research project.** We will investigate the work of teacher leaders by interviewing them and collecting documents related to their work. Small groups will work collaboratively to develop a common interview protocol. Each student will conduct one recorded interview via Zoom or other digital format. Students must transcribe the interview and edit it for accuracy and to reflect pauses, facial expressions, gestures, and context. Interview transcripts and other collected data will be shared with classmates. In addition, each student will write a 2-page memo (no cover or references) explaining what they learned about the interview process and their preliminary impressions of the data. Graded aspects of this research include:

1. Common interview protocol- one per group **(5 points) DUE: Sunday Nov 7**
2. Edited Transcript & Reflective Memo. **(20 points) DUE: Sunday Nov 21**

Students will work independently to write up findings from the research for their final paper.

4. **Essay 1. (25 points)** Students will write a formal essay that demonstrates their understanding of the readings thus far. This essay should answer the questions: What do we know about teacher leadership? What are the gaps in our knowledge? In this essay students should synthesize across readings and use evidence-based claims to build an argument. Length 3-4 pages of text (excluding cover and references). **DUE: Friday October 29**

5. **Final Paper. (35 points)** Students will write a formal essay that uses the readings from class (and, possibly, the Teacher Leader Model standards) to analyze 1) the data from their

research project and, 2) themselves as teacher leaders. The conclusion should include a set of personal goals for future development as a teacher leader. You will be evaluated on your ability to accurately apply concepts from the readings in your analysis and the quality of your writing. Length: 5-6 pages of text (excluding cover and references). **DUE: Friday Dec 17**

Teacher Leadership Endorsement Students Only:

Students in the Teacher Leadership Endorsement (TLE) program are responsible for submitting materials from class to an online portfolio for assessment. Successful TLE candidates must demonstrate proficiency in the Teacher Leader Model Standards. Questions about the online portfolio should be directed to the program coordinator: Dr. Melinda Mangin.

GRADES AND EVALUATION OF WRITTEN WORK

Late work is not accepted without prior arrangement and permission.

Graded Assignments

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|------------------------------------|-----|----------------|
| • Reading annotations | 10% | Due dates vary |
| • Self-Study | 5% | September 10 |
| • Essay I | 25% | October 29 |
| • Investigating Teacher Leadership | | |
| ♦ protocol | 5% | November 7 |
| ♦ edited transcript & memo | 20% | November 21 |
| • Final paper (5-6 pages) | 35% | December 17 |

The following qualities are valued in your work:

- responsiveness to the task —fulfill *all* requirements of the assignment;
- clarity and organization of writing;
- conciseness—write in an organized and non-repetitious way;
- completeness and depth—present enough detail to support your points; write in a way that demonstrates depth of your analysis;
- independent judgment—go beyond repeating information presented by others; be critical; identify both strengths and weaknesses and support your claims with evidence;
- relevance—connections between your work and the content of this class should be clear;
- attention to professional style—papers must strictly follow APA7 format;
- timeliness—all work is due on the due date; if you need an extension of time on an assignment, please contact the instructor in advance of the due date to discuss a possible extension; and
- all assignments are to be submitted in the assignments section of the Canvas site.

Rutgers Graduate Grading Scale

93 - 100%	A
88 - 92%	B+
83 - 87%	B
78 - 82%	C+
73 - 77%	C
68 - 72%	D+
60 - 67%	D
Below 60%	F

PROGRAM AND PROFESSOR POLICIES

Rutgers University welcomes students with disabilities into all of the University's educational programs. To receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS website: <https://ods.rutgers.edu/students/registration-form>.

Academic Integrity

Rutgers prohibits conduct that is contrary to accepted principles of academic integrity. Violations of the Rutgers Academic Integrity Policy include but are not limited to plagiarism, cheating, and fabrication. Evidence of any such violations can result in a failing grade for the assignment, the course, or sanctions imposed by the university. For information on the academic integrity policy, please go to: <http://academicintegrity.rutgers.edu>; a multimedia presentation on plagiarism can be found at: <http://www.rci.rutgers.edu/~polcomp/integrity/realifeexamples.html>

Problems.

See the instructor immediately if personal or work problems interfere with your ability to complete or continue this course. We can work together to identify possible solutions.

Written Assignments

All assignments are due according to the course schedule. An assignment is considered late after midnight on the due date and late penalties will be applied. If you need an extension for any assignment you must talk with the professor, prior to the due date. Assignments will be judged on the basis of responsiveness to the task or question, completeness, evidence of graduate level skills (clarity, depth, analysis, synthesis, and evaluation) being applied, and overall quality. Specific evaluation criteria and descriptions are available for each project.

All graded papers need to be written and cited in APA7 format. Additional formatting information can be obtained from the APA website at www.apastyle.org.

Your written assignments must be prepared as follows:

- 1 Use Microsoft Word and Times New Roman, 12 point font, 1” margins.
- 2 Save your work as a .doc or docx file.
- 3 Submit your assignment to the appropriate place in the Assignments section of our course
- 4 Review our Canvas site regularly. Look for feedback in this space.
- 5 Name your deliverables as follows: your last name, the name of the assignment, and the date (e.g., Patel.Paper1.100421).

In-Class Expectations

- Be respectful of people and their ideas.
- Be open to new learning and perspectives.
- Be accountable for raising and resolving issues that occur, with classmates, with your professors, with the course content, with assignments.
- Be prepared to participate in class discussions, activities, and group assignments.
- Be responsible by being on time with your assignments, insightful about your comments, and active with your course readings.

Absences & Lateness.

Please alert the instructor in advance if you have an unavoidable absence. You will be responsible for all course content covered on days you are absent. After two absences, 1% will be deducted from the final grade for each successive absence.

Note: Although the course syllabus and calendar have been carefully constructed, it is not always possible to foresee the path that our learning will take or circumstances that may shape the experience. Therefore, you should interpret the syllabus and calendar as guides, rather than fixed and unchanging documents. Assignments or course sessions may be added, deleted, or altered.

COURSE CALENDAR

Session	Readings
Session 1 9-8-21 Wednesday	<p>Introduction and syllabus review</p> <p>Readings: Teacher Leadership Exploratory Consortium (2010). <i>Teacher Leader Model Standards</i>, 1-60. Skim this reading. Read pages 14-20 closely.</p> <p>Supplemental: Berg, J. H., Carver, C. L., & Mangin, M. M. (2014). Teacher Leader Model Standards: Implications for preparation, policy and practice. <i>Journal of Research on Leadership in Education</i>, 9(2), 195-217.</p> <p>DUE: Self-Assessment, Friday September 10 before midnight</p>
Session 2 9-13-21 Monday	<p>Teacher leadership in historical context</p> <p>Readings: Little, J.W. (2003). Constructions of teacher leadership in three periods of policy and reform activism. <i>School leadership & Management</i>, 23(4), 401-419. Silva, D. Y., Gimbert, B., & Nolan, J. (2000). Sliding the doors: Locking and unlocking possibilities for teacher leadership. <i>Teachers College Record</i>, 102(4), 779-804.</p> <p>Supplemental: Smylie, M.A., & Denny, J.W. (1990). Teacher leadership: Tensions and ambiguities in organizational perspectives. <i>Educational Administration Quarterly</i>, 26 (3), 235-259.</p>
Session 3 9-20-21	<p>The concept and practice of teacher leadership</p> <p>Reading: York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. <i>Review of Educational Research</i>, 74(3), 255-316. Fairman, J. C., & Mackenzie, S. V. (2012). Spheres of teacher leadership for learning. <i>Professional Development in Education</i>, 38(2).</p> <p>* (1) Annotate Fairman & Mackenzie (2012)</p>
Session 4 9-27-21	<p>Teacher leadership framing: linkages to educational leadership and change</p> <p>Readings: Neumerski, C. (2013). (2013). Rethinking instructional leadership, a review: What do we know about principal, teacher, and coach instructional leadership and where should we go from here? <i>Educational Administration Quarterly</i>, 49, 310-347. Mangin, M. M., & Dunsmore, K. (2015). How the framing of instructional coaching as a lever for systemic or individual reform influences the enactment of coaching. <i>Educational Administration Quarterly</i>, 51(2), 179-213.</p>

<p>Session 5 10-4-21</p>	<p>Teacher leadership roles, functions, and work conditions (1)</p> <p>Readings: Valli, L., & Buese, D. (2007). The changing roles of teachers in an era of high-stakes accountability. <i>American Educational Research Journal</i>, 44 (3), 519-558. Leander, K., & Osborne, M. (2008). Complex positioning: Teachers as agents of curricular and pedagogical reform. <i>Journal of Curriculum Studies</i>, 40(1), 23-46. Craig, C. J. (2009). Research in the midst of organized school reform: Versions of teacher community in tension. <i>American Educational Research Journal</i>, 46 (2), 598-619. Paredes-Scribner, S.M., & Bradley-Levine, J. (2010). The meaning(s) of teacher leadership in an urban high school reform. <i>Educational Administration Quarterly</i>, 46 (4), 491-522.</p> <p>Supplemental: Hargreaves, A., & Shirley, D. (2009). The persistence of presentism. <i>Teachers College Record</i>, 111 (11), 2505-2534.</p> <p>* (2) Annotate Valli & Buese (2007)</p>
<p>Session 6 10-11-21</p>	<p>Teacher leadership roles, functions, and work conditions (2)</p> <p>Readings Margolis, J. (2012). Hybrid teacher leaders and the new professional development ecology. <i>Professional Development in Education</i>, 38(2), 291-315. Cooper, K. S., Stanulis, R. N., Brondyk, S. K., Hamilton, E. R., Macaluso, M., & Meier, J. A. (2016). The teacher leadership process: Attempting change within embedded systems. <i>Journal of Educational Change</i>, 17, 85-113.</p> <p>Supplemental: Mangin, M. M. (2007). Facilitating elementary principals' support for instructional teacher leadership. <i>Educational Administration Quarterly</i>, 43(3), 319-357.</p>
<p>Session 7 10-18-21</p>	<p>Teacher leadership roles, functions, and work conditions work (3)</p> <p>Readings: Mangin, M. M. (2016). Teacher leadership and high-stakes teacher evaluation: Complementary or conflicting approaches to improvement. <i>Journal of School Leadership</i>, 26(6), 938-974. Smith, P. S., Hayes, M. L, Lyons, K. M. (2017). The ecology of instructional teacher leadership. <i>The Journal of Mathematical Behavior</i>, 46, 267-288. Woulfin, S. L., & Rigby, J. G. (2017). Coaching for coherence: How instructional coaches lead change in the evaluation era. <i>Educational Researcher</i>, 46(6), 323-328.</p> <p>* (3) Annotate Woulfin & Rigby (2017)</p>

<p>Session 8 10-25-21</p>	<p>Critical Teacher Leadership</p> <p>Readings: Bradley-Levine, J. (2018). Advocacy as a Practice of Critical Teacher Leadership. <i>International Journal of Teacher Leadership</i>, 9(1), 47-62. Rojas, L. (2019). Transforming education for students of color: Reenvisioning teacher leadership for educational justice. <i>The SoJo Journal: Educational Foundations of Social Justice Education</i>, 4(2), 25-40. Lopez, A. E. (2021). Teacher Leadership and Activism: A Conceptual Critical Re-imagining. In, <i>Re-imagining Transformative Leadership in Teacher Education</i>. Information Age Publishing.</p> <p>Supplemental: Bradley-Levine, J., & Zainulabdin, S. (2021). Peace building through teacher leadership. <i>Journal of Peace Education</i>, 1-16.</p> <p>Writing Workshop</p> <p>Essay I due: Friday October 29</p>
<p>Session 9 11-1-21</p>	<p>Conducting original research on teacher leadership</p> <p>Readings Patton, M.Q. (1990). Qualitative interviewing. In, <i>Qualitative Evaluation and Research Methods</i>. Newbury Park: Sage. Chapter 7, 277-367. Brenner, M.E. (2006). Interviewing in Education Research. In J.L. Green, G. Camilli, & P. B. Elmore (Eds.), <i>Handbook of Complementary Methods in Education Research</i>. New York: Routledge. p. 357-370.</p> <p>DUE: Interview Protocol (1 per group) Sunday Nov 7</p>
<p>Session 10 11-8-21</p>	<p>Synthesizing research on teacher leadership</p> <p>Readings: Wenner, J. A., & Campbell, T. (2017). The theoretical and empirical basis of teacher leadership: A review of the literature. <i>Review of Educational Research</i>, 87(1), 134-171. READ METHODS ONLY: Nguyen, D., Harris, A., Ng, D. (2020). A review of the empirical research on teacher leadership (2003-2017): Evidence, patterns and implications. <i>Journal of Educational Administration</i>, 58(1), 60-80.</p> <p>Supplemental: Berg, J. H., & Zoelick, B. (2018). Teacher Leadership: Toward a new conceptual framework. <i>Journal of Professional Capital and Community</i>, 4(1), 2-14.</p>

<p>Session 11 11-15-21</p>	<p>Teacher leaders' influence: assessing impact</p> <p>Readings: Margolis, J., & Strom, K. (2020). Assessing the success of teacher leadership: The case for asking new questions. <i>Professional Development in Education</i>, 46(4), 607-621. Fairman, J., & Mackenzie, S. (2015). How teacher leaders influence others and understand their leadership. <i>International Journal of Leadership in Education</i>, 18(1), 61-87.</p> <p>Supplemental: Ingersoll, R. M., Sirinides, P., & Dougherty, P. (2017). School leadership, teachers' roles in school decisionmaking, and student achievement. Working paper #2017-2. <i>Consortium for Policy Research in Education</i>, University of Pennsylvania.</p> <p>* (4) Annotate Margolis & Strom (2020) DUE: Edited transcript and memo Sunday Nov 21</p>
<p>Session 12 11-22-21</p>	<p>Teacher leadership development: identity</p> <p>Readings: Sinha, S., & Hanuscin, D. (2017). Development of teacher leadership identity: A multiple case study. <i>Teaching and Teacher Education</i>, 63, 356-371. Wenner, J. A., & Campbell, T. (2018). Thick and think: Variations in teacher leader identity. <i>International Journal of Teacher Leadership</i>, 9(2), 6-21.</p> <p>Supplemental: Holland, J. M., Eckert, J., & Allen, M. M. (2014). From preservice to teacher leadership: Meeting the future in educator preparation. <i>Action in Teacher Education</i>, 36, 433-445.</p>
<p>Session 13 11-29-21</p>	<p>Teacher leadership development:</p> <p>Readings: Smylie, M. A., & Eckert, J. (2018). Beyond superheroes and advocacy: The pathway of teacher leadership development. <i>Educational Management Administration & Leadership</i>, 46(4), 556-577. Weiner, J. M., & Lamb, A. J. (2020). Exploring the possibilities and limits to transfer and learning: Examining a teacher leadership initiative using the theory of action framework. <i>Journal of Educational Change</i>, 21, 267-297.</p> <p>Supplemental: SKIM: Berg, J., Horn, P., Supovitz, J. A., & Margolis, J. (2019) Typology of teacher leadership programs. <i>Consortium for Policy Research in Education</i>, 1-51.</p> <p>* (5) Annotate Weiner & Lamb (2020)</p>
<p>Session 14 12-6-21</p>	<p>TBD: READINGS TO BE ASSIGNED BASED ON TOPICAL INTEREST</p>
<p>Session 15 12-13-21</p>	<p>Share copy of final paper <u>before</u> class for peer editing DUE: FINAL PAPER DUE, FRIDAY DECEMBER 17</p>