Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

Highlights skills needed in developing teachers as leaders of change in education systems and institutions. Recommended Prior Course: None

Course Overview:

In this course, you are introduced to the concept of teacherpreneurs, or teacher leaders who choose to remain as classroom teachers for part of the day. You will focus on building skills to become effective teacher leaders and identifying potential roles within the school to impart change. The course textbook, *Teacherpreneurs: Innovative Teachers Who Lead but Don't Leave*, is about ways classroom teachers can build skills within themselves to be leaders of needed change within their educational environment. The assignments for the course will allow opportunities for you to assess yourself as teacher leaders and work toward a plan to identify their role as a teacher leader and change maker.

Course Learning Outcomes:

1. Formulate key leadership traits.
2. Design effective ways to collaborate with stakeholders.
3. Manage leadership roles and opportunities.
4. Create tools to promote teacher leadership.
5. Evaluate the learning environment to determine perceptions of leadership and design a plan to mitigate potential organizational problems.

Teacher Leadership Standards Covered in This Course -
http://www.teacherleaderstandards.org

Domain III: Promoting Professional Learning for Continuous Improvement

a) Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals;

b) Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;

c) Facilitates professional learning among colleagues;

d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning;

e) Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;

f) Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;

g) Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning; and

h) Uses information about emerging education.

Domain VI: Improving Outreach and Collaboration with Families and Community

a) Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community;

b) Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;

c) Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students;

d) Develops a shared understanding among colleagues of the diverse educational needs of families and the community; and

e) Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

Berry, B., Byrd, A., & Wieder, A. (2013). *Teacherpreneurs: Innovative teachers who lead but don't leave.* San
      Francisco, CA: Jossey-Bass. Paperback ISBN: 9781118456194; eBook ISBN: 9781118539910

Suggested:

Suggested readings are in the module lectures.

*NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or
supplemental or required exercises are provided within the course itself. Please read through each course module
carefully.*

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer
  Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

·   Prologue and Chapters 1 & 2 in *Teacherpreneurs: Innovative Teachers Who Lead but Don't Leave*

Discussion (25 points)

Critical Thinking: Develop and Administer a Teacherpreneur Self-Evaluation (50 points)

A 2013 MetLife study found that 23 percent of American teachers desire a hybrid role as a teacher and a
leader (Berry, Bird, & Wieder, 2013). Put yourself in this role. Create a checklist or other evaluation tool
you can use to determine and monitor your success as a *teacherpreneur*. Be sure to include imperative
research-based teacher leadership traits. Then, conduct a pre-assessment using the tool to indicate your
current status. How close are you to achieving teacherpreneur status? What do you need to do to reach
your leadership goals? Analyze and reflect on your results.

Submit your evaluation tool, complete with your pre-assessment, reflection, and a reference list to
indicate the sources of your information to the Week 1 Assignment page. Cite at least two sources and
ensure you adhere to the CSU-Global Guide to Writing and APA. The CSU-Global Library is a good place
to find credible and scholarly sources.

Note: This tool should be revised throughout the course as you learn more about effective teacher leadership practices. It will be included in your final portfolio project.

Portfolio Project Reminder

A final Portfolio Project is due at the end of the course.

Overview:

Your portfolio project will be based on this fictional (but potentially realistic scenario). A teacher leadership position within your organization has just opened up. This position seems like a great fit for you based on the knowledge gained about leadership and your personal leadership skills throughout the course. Create a professional document that you will submit as a part of the interview process. Include no more than one page on each of the following components:

- a description of the role,
- your qualifications,
- a teacherpreneur self-evaluation with your current skill set based on knowledge gained from the course (from Module 1),
- the Mentoring Program Information (as an example of your qualifications) (from Module 2),
- an example of how you will use visible teaching in this role (from Module 3),
- a technology inventory and implementation improvement plan (from Module 4),
- potential barriers and possible solutions you may face (from Module 6), and
- a reference list.

There is no required format for each item; however, this document should be formatted so an interviewer could easily scan the pages (without reading multiple pages of lengthy text) to understand the desired position and your strengths as they apply to the position and teacher leadership.

Do not forget to review the final Portfolio Project grading rubric, which you can access in the Course Information section.

- a reference list.

There is no required format for each item; however, this document should be formatted so an interviewer could easily scan the pages (without reading multiple pages of lengthy text) to understand the desired position and your strengths as they apply to the position and teacher leadership.

Do not forget to review the final Portfolio Project grading rubric, which you can access in the Course Information section.

Module 2

Readings

· Chapter 3 in *Teacherpreneurs: Innovative Teachers Who Lead but Don't Leave*

Discussion (25 points)

Critical Thinking: Create Mentoring Program Outline (100 points)

Investigate reputable mentoring programs. Using this information and information gained from your course text, create an outline for a mentoring program that could benefit teachers within your organization. Use the template provided to guide your research and program design process

Your outline must be well-organized, 1-2 pages long, and cite at least three sources (there should be a research-based rationale for your programming choices). Document your sources on a separate Reference list and add that at the conclusion of your outline. The CSU-Global Library is a good place to find credible and scholarly sources. You may also submit your ideas template. Ensure all your documents are contained within a single file for submission. Adhere to the CSU-Global Guide to Writing and APA. Submit your completed outline to the **Week 2 Assignments** page.

Note: This program outline should be revised throughout the course as you learn more about effective mentoring practices. It will be included in your final portfolio project.

Portfolio Reminder
The Mentoring Program Outline will be included in the final portfolio project.
Check for the link to the **Mentoring Program Ideas Template** in Module 2.

Module 3

Readings

· Chapter 4 in *Teacherpreneurs: Innovative Teachers Who Lead but Don't Leave*

Discussion (25 points)

Critical Thinking: Conduct a Visible Teaching Interview (50 points)

Identify a staff member whose words, deeds, and everyday practice reflect his/her educational philosophy and/or beliefs. Solicit a volunteer willing to collaborate with you on this week's task. Conduct an interview with the staff member where you seek insight on the beliefs that are most visible within the practice. Consider the following components of visible teaching when you create your interview questions:

- classroom design,
- student assessments,
- communication and collaboration strategies,
- lesson structures,
- outreach effort to parents and community members, and
- work and action beyond the school walls.

Submit the interview questions and responses (Q&A format is appropriate) in a Microsoft Word document to the **Week 3 Assignments** page. Your interview should be at 7-10 questions long, but may be longer. Ensure the questions and responses are clearly expressed, well written, and demonstrate a logical yet organic flow and organization to your conversation. Though you are not required to cite sources for this assignment, ensure your assignment is well written and formatted per the CSU-Global Guide to Writing and APA. (Look under Personal Communication in this Guide.)

For the duration of the course, you will revise your list of Visible Teaching interview questions to reflect learned information. This list will be included in your final portfolio project.

Portfolio Reminder

The information gained in the interview will assist you in the final portfolio project.

Module 4

Readings

· Chapter 5 in *Teacherpreneurs: Innovative Teachers Who Lead but Don't Leave*

Discussion (25 points)

Critical Thinking: Technology Inventory (50 points)

Technology enhances teaching and learning environments. Investigate the various ways technology is utilized in your organization. Consider equipment as well as website, resource, and program subscriptions. Based on your findings, create a technology inventory itemizing the resources available within your organization.

Then, take two pieces of underutilized technology in the school currently (e.g., smartboards; technology lab; websites: Edmodo, blogger, teacher webpages, electronic grade book, iPads) and describe ways that teachers could use this technology more effectively in their classrooms to increase student achievement. Brainstorm ideas for ways to make that happen (e.g., professional learning, collaboration, mentoring, etc.).

Your suggestions should be reasonable for current staff abilities and measurable over time (i.e., how will you know that staff are better utilizing the technologies you identified as underutilized?).

Your assignment (inventory and implementation improvement plan) should be formatted so the information is easy to share and reference in the future. This means the bulk of your assignment should not be a narrative essay. Consider using tables to organize information, bullet points, headings, etc., to

organize your ideas and suggestions. Make sure your inventory and improvement plan are in the same Word document file for submission.

Your total assignment should be 2-4 pages long, well written, and logically organized. If you cite any sources, ensure they are formatted per the CSU-Global Guide to Writing and APA.

Portfolio Reminder

The technology inventory and project improvement plan will be included as a part of the final Portfolio Project.

Module 5

Readings

· Chapter 6 in *Teacherpreneurs: Innovative Teachers Who Lead but Don't Leave*

Discussion (25 points)

Critical Thinking: Program Proposal (100 points)

For this week's assignment, you will propose a program that could benefit students in your organization. Consider the following components as you create your proposal:

- Who are the stakeholders? Who are the participants?
- What is the purpose of the program?
- How will the program be structured?
- How will participants be selected?
- How often will the program meet/take place/be offered?
- What is the duration of the program?
- What educational theory or theorist would support this program?

Make sure to support your decisions with research. You may choose the best presentation format for your proposal. A great presentation tool is Haiku Deck. Other tools to consider include: Prezi, teachertube, podcast, popplet or canva.

Copy the URL to your presentation and paste it into a Word document and upload that document to the **Week 5 Assignments** page. Your presentation should be long enough to explain all aspects of the proposed initiative (approximately 10-15 minutes). Ensure your ideas are supported by research. Cite at least three different sources and format your citations according to the CSU-Global Guide to Writing and APA. The CSU-Global Library is a good place to find credible and scholarly sources. Your presentation should be clear, error free and engaging for your target audience.

Module 6

Readings

· Chapter 7 in *Teacherpreneurs: Innovative Teachers Who Lead but Don't Leave*

Discussion (25 points)

Critical Thinking: Barrier Identification and Solution Activity (100 points)

Choose a cultural, organizational, or political barrier you see impacting teacher leaders within your organization. Examine a problem resulting from this barrier (using Root Cause Analysis, Taylor's Brief Guide to Analyzing Issues, or another research-based analysis strategy). Create a worksheet for your analysis of the problem (and to reuse for future problems) and make sure your suggestions are research-based and referenced appropriately within the worksheet.

Your worksheet should be 1-2 pages long, cite at least two outside sources, and adhere to the CSU-Global Guide to Writing and APA. The CSU-Global Library is a good place to find credible and scholarly sources.

Portfolio Reminder

The barrier identification and solution activity will be included as a part of the final Portfolio Project.

Module 7

Readings

· Chapters 8 & 9 in *Teacherpreneurs: Innovative Teachers Who Lead but Don't Leave*

Discussion (25 points)

Portfolio Reminder

The final portfolio project is due the end of week 8. You should begin working on it this week. See the project description on the **Week 8 Assignments** page.

Notice that you should have a great deal of this work finished because you have been working on most of these components in your weekly Critical Thinking assignments. Please use the feedback you received from your instructor to help you revise your work and prepare it for use in your final project.

Your portfolio project will be based on this fictional (but potentially realistic scenario). A teacher leadership position within your organization has just opened up. This position seems like a great fit for you based on the knowledge gained about leadership and your personal leadership skills throughout the course. Create a professional document that you will submit as a part of the interview process. Include no more than one page on each of the following components:

- a description of the role,
- your qualifications,
- a teacherpreneur self-evaluation with your current skill set based on knowledge gained from the course (from Module 1),
- the Mentoring Program Information (as an example of your qualifications) (from Module 2),
- an example of how you will use visible teaching in this role (from Module 3),
- a technology inventory and implementation improvement plan (from Module 4),
- potential barriers and possible solutions you may face (from Module 6), and
- a reference list.

There is no required format for each item; however, this document should be formatted so an interviewer could easily scan the pages (without reading multiple pages of lengthy text) to understand the desired position and your strengths as they apply to the position and teacher leadership.

Module 8

<u>**Readings**</u>

· Chapter 10 in *Teacherpreneurs: Innovative Teachers Who Lead but Don't Leave*

<u>**Discussion (25 points)**</u>

<u>**Portfolio Project (350 points)**</u>

The final Portfolio Project is due the end of Week 8.

Your portfolio project will be based on this fictional (but potentially realistic scenario). A teacher leadership position within your organization has just opened up. This position seems like a great fit for you based on the knowledge gained about leadership and your personal leadership skills throughout the course. Create a professional document that you will submit as a part of the interview process. Include no more than one page on each of the following components:

- a description of the role,
- your qualifications,
- a teacherpreneur self-evaluation with your current skill set based on knowledge gained from the course (from Module 1),
- the Mentoring Program Information (as an example of your qualifications) (from Module 2),
- an example of how you will use visible teaching in this role (from Module 3),
- a technology inventory and implementation improvement plan (from Module 4),
- potential barriers and possible solutions you may face (from Module 6), and
- a reference list.

There is no required format for each item; however, this document should be formatted so an interviewer could easily scan the pages (without reading multiple pages of lengthy text) to understand the desired position and your strengths as they apply to the position and teacher leadership.

If you have questions, reach out to your instructor this week! Do not wait until the last moment. Consider asking your questions, if general enough, in the General Questions discussion forum for the benefit of your fellow learners. No doubt others have similar questions.

Your final project should be 8-10 pages long, cite at least five credible sources, and adhere to the APA and writing guidelines as outlined in the CSU-Global Guide to Writing and APA. Submit your final project to the **Week 8 Assignments** page. If you developed your project or any of its component parts in a digital format using online tools (vs. in an MS Word document), ensure you provide links to each part in a Word document. You will not be able to upload any URLs to the **Week 8 Assignments** page. Submit your entire project in a single file submission.

Don't forget to review the final Portfolio Project grading rubric, which you can access in the **Course Information** section.

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
45% Critical Thinking Activities
35% Final Portfolio Paper

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our **In-Classroom Student Policies and Guidelines** or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style
All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the "APA Guide & Resources" link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement
CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.