

## **Teacher Leadership Project**

The Teacher Leadership Project is a requirement for all teacher education students at Midway College. Through this project, the student will research an educational topic related to their area of emphasis, implement a strategy from the research findings in their student teaching experience, and present their findings.

All work is to be done in APA format (please see the current APA Handbook or visit: <http://owl.english.purdue.edu/owl/resource/560/01/> for more details on APA formatting). All work should be double-spaced, completed in Arial or Times New Roman, 12-point font.

The timetable for the project is as follows:

### Step 1: The Proposal

The student will propose a topic to their advisor prior to Checkpoint I. This topic should be given considerable thought, as it will be the basis for a long-term project. The topic must relate to the student's area of emphasis (English/Communication, Mathematics, Social Science, Science, or Arts and Humanities). The advisor must approve the topic chosen. Once approved, the student will present the proposal at Checkpoint I.

### Step II: Review of Literature/Research

After Checkpoint I, the student should begin collecting reading relevant books, articles, and journals on the proposed topic. The review of literature/research section should be no less than five pages long. This section is not a position paper, and should be written in third person. Include the References section in this submission (see below). No less than one month prior to Checkpoint II, the advisor should be given a copy of this section to read, make suggestions for improvement, and approve. The advisor must approve this section prior to inclusion in Checkpoint II. Once approved, the student will present the review of literature at Checkpoint II.

### Step III: Implementation and Final Submission

A strategy or idea found in the review of literature is to be applied in the student teaching experience. The student should discuss this strategy or idea with the supervising teacher, college observer, and advisor prior to implementation. After considerable thought and reflection on the results of the strategy or idea, the student should write up a Reflection section in which they discuss at length how well the strategy or idea worked. The final Teacher Leadership Project will be presented at Checkpoint III.

The layout of the Teacher Leadership Project should be as follows:

Title Page  
Table of Contents  
Introduction

Review of Literature (to be completed at Checkpoint II)  
Implementation  
Reflection  
References

The Title Page is one page and should be written as APA requires.

The Table of Contents should list all of the sections of the Teacher Leadership Project as APA requires.

The Introduction should be 1 to 2 pages in length, giving the reader an overview of the entire project. It should be written last.

The Review of Literature section should be no less than five pages in length. This section is not a position paper, and should be written in third person. There should be no "I" in this section. It is an overview of the current research on the topic chosen.

The Implementation section is an explanation of how the student teacher implemented the strategy or idea from the research in the classroom. In addition, any data collected should be included in this section. This section should be 1-2 pages in length, not including charts or graphs. .

The Reflection section should be 2 to 3 pages in length, in which the student reflects upon the implementation of the strategy or idea. The student could consider what went well, what she would do differently next time, and how the students reacted and performed.

The References section should include all cited sources from the Teacher Leadership Project, written in APA format. Only sources that have been cited in the paper should be included in this section. There should be at least two sources for each page in the Review of Literature section.