OAKLAND UNIVERSITY
M.Ed. in Teacher Leadership
Fall, 2018

A Joint Program between the Departments of Organizational Leadership
& Teacher Development and Educational Studies at Oakland University

EST 5105: TEACHER LEADER AS HIGHLY EFFECTIVE INSTRUCTOR (3 credits)

Dr. Anica Bowe
Assistant Professor, Teacher Development & Educational Studies
470A Pawley Hall
bowe@oakland.edu
612.802.0144 (cell)

COURSE PREREQUISITE: Admission to M.Ed. Program in Teacher Leadership
COURSE CO-REQUISITE: EL 5100: Foundations of Leadership

COURSE DESCRIPTION: This course begins the process of teacher leaders inquiring into their own practice; a thread that will follow throughout the program. In short, teacher leaders know themselves as instructional practitioners, know their students as learners, and plan instruction accordingly.

REQUIRED TEXT
Samaras, A. (2010). *Self-study teacher research: Improving your practice through collaborative inquiry*. Thousand Oaks, CA: Sage.

LEARNING OUTCOMES (and Essential Questions)

1. Understand the importance of self-discovery as a foundation for teaching and leading. *(Who am I as a teacher?)*

2. Develop an understanding of the climate and culture of the classroom and how they impact student learning. (*What do I need to know about students to teach them effectively?)*

3. Identify and demonstrate effective instruction through practitioner inquiry, e.g. self-study and action research. *(How do I monitor and improve my own instruction?)*

MICHIGAN TEACHER LEADERSHIP PREPARATION STANDARDS
As a state-approved program, the courses in the M.Ed. in Teacher Leadership are designed to introduce and develop your understanding of the knowledge, skill and dispositions outlined in the *MI Teacher Leader Preparation Standards*. The program accomplishes this in two ways: 1) through the use of a spiral curriculum model where standards repeat themselves across courses for deepened understanding and engagement; and 2) through a series of performance-based assessments that provide observable evidence of your growing expertise and skill. In EST 5105, all seven of the MI standards are addressed; however, only a smaller number of sub-elements are covered in depth. Because EST 5105 is an introductory course, it is not expected that you will show mastery of the sub-elements by the end of the term. Rather, our goal is for you to demonstrate *progress toward mastery*. A complete listing of the standards and sub-elements addressed in EST 5105 can be found in the appendix.

MI Teacher Leader Standards

Standard 1: Promoting a Shared School Vision, Mission, and Goals of Learning

Standard 2: Fostering a Collaborative Culture to Support Educator Development
     and Student Learning

Standard 3: Accessing and Using Research to Improve Practice, Student Learning,
     and Using Authentic Assessments

Standard 4: Promoting Professional Learning for Continuous Improvement

Standard 5: Facilitating Improvements in Instruction and Student Learning

Standard 6: Improving Outreach and Collaboration with Families and Community

Standard 7: Advocating for Student Learning and the Profession

METHODS OF INSTRUCTION
1. Required and optional reading (to develop instructional expertise)
2. In class and online discussion (to support a classroom learning community)
3. Coaching in self-study classroom inquiry (to develop your skill as a researcher)
4. Collaboration with colleagues (to develop your skill as a critical friend)
5. Performance-based assignments (to apply and document your learning)

PERFORMANCE-BASED ASSIGNMENTS
The following performance-based assessments have been designed to support and document your understanding of course content and your development as a skilled teacher. *Additional guidance for each will be provided in class and posted on Moodle.*

Teaching Journey (25 points)
Help us get to know you as a teacher! In this introductory activity, you will visually tell the story of your learning to teach. Your journey map, along with a brief oral introduction, will be shared with the class at our first face to face session.

Classroom Portrait (25 points)
Introduce us to your classroom through a series of still photographs, video and/or artwork. Then explain the thinking behind your choices for what is in the space and how the space is used. You will share your work with the class on moodle.

Classroom Audit (50 points)
Knowing your students and the community in which you teach is critical to planning instruction that meets the needs of all students. In this assignment you will conduct an audit of your classroom and then examine how you can use that information to help each student succeed. Part of this audit will involve looking for themes that guide your work and shape who you are as a teacher. Your classroom audit will be shared with at least one Critical Friend who will give you feedback and provide an additional perspective on the themes that guide your teaching.

Self-Study Video Reflection (50 points)

As supporting data for your self-study, you will make at least two different 20mins video recordings of your classroom. The goal is not to document effective teaching, but to gain a better understanding of what drives you as a teacher. For example, how do your beliefs translate into instructional practices? What evidence do you have that the connection between your beliefs and practices is genuine? Are these connections evident to your students, and what convinces you that they are or are not? Where do you see a disconnect between beliefs and practices, and what might you do next? You will work with a Critical Friend to de-brief this activity.

Mini Self-Study (200 points)
A requirement of the Teacher Leadership degree is engaging in practitioner inquiry, specifically self-study and action research. This term, you will be introduced to and practice self-study research. You will begin by asking yourself: What do I wonder about my students, my classroom, and my teaching? Based on this wondering, you will outline a plan that will help you arrive at a satisfying answer. What information (data) will you need to gather? Are there people you need to talk to? Who knows more about your question or has information that could help answer your wondering? How will you make sense of this information (data analysis)? Who else cares about what you learn (dissemination of findings)? How can what you learn be used to improve teaching and learning in your classroom? What did you learn about yourself as a teacher and leader? Note: Your self-study will include a review of the literature and take the form of a poster for sharing the last day of class in a "gallery walk" format.

Weekly Moodle Posts (10 posts x 5 points each = 50 points)
Teacher leaders understand the importance of collegiality and collaboration. Building a learning community with others in the class, whether on ground or online, is an important component of our work together. Our weekly discussion forum will give you a safe place to share your work, express your ideas, exchange information, and practice using your voice as a leader.

Note on Hybrid Learning: Weekly Moodle posts are designed to support your learning in a hybrid setting. Each week you will be asked to engage in a set of learning tasks designed to support your understanding and skill with respect to key course concepts. These tasks will culminate in a Moodle post. To further support the development of our learning community, you will also be asked to respond to your colleagues' posts, e.g., giving feedback, extending ideas, offering insights. *As a general rule, plan to spend 3-4 hours each week competing the assigned learning tasks and working on Moodle*.

COURSE GRADING
The assignments outlined above total 400 points. Points will be totaled, divided by 400 and multiplied by 100.

OAKLAND UNIVERSITY GRADING SCALE

SCALE AS OF FALL 2018	NEW PERCENTAGE	OLD SCALE
A	93 – 100%	4.0
A-	90 – 92%	3.7
B+	87 – 89%	3.3

B	83 – 86%	3.0
B-	80 – 82%	2.7
C+	77 – 79%	2.3
C	73 – 76%	2.0
C-	70 – 72%	1.7
D+	67 – 69%	1.3
D	65 – 66%	1.0
F	Below 65%	0.0

ACADEMIC CONDUCT: Graduate students are expected to conduct their work in conformity with Oakland University policy on academic conduct that appears in the Graduate Catalog. This includes guidelines and policies regarding plagiarism. You are strongly cautioned not to copy any text verbatim on reports, projects, or other class assignments without using appropriate quotations and source citations.

ATTENDANCE & CLASS PARTICIPATION: This class is highly interactive and demands your full and active participation. Those who active learning community members typically leave the course with greater knowledge, skill and appreciation for course content It is expected that each of you will make a measureable and important contribution to our work as a cohort. In the event of an absence, it is your responsibility to contact me via email or phone, as well as a classmate from whom you can get assignments and notes.

PROPOSED CALENDAR
The calendar below provides a week-by-week accounting of our work together this term. Notice how the course is "chunked" into three essential questions, each of which is designed to support course outcomes. Topics and assignments may change as we get deeper into the semester. Any changes, however, will always be announced in class and on Moodle.

CLASS SESSION	TOPIC(S)	WEEKLY TASKS
WHO AM I AS A TEACHER?		
September 8 **9am – 3pm** **154 Pawley Hall**	Welcome & Introductions Course expectations & establish norms Who am I as a teacher? *What is my story of learning to teach?* Practitioner Inquiry Teacher as researcher Self-study methodology Fears, puzzles and wonderings Leadership for Equity Equity & Inclusion stances	**Preparation for Class** 1. Review syllabus & bring your questions and concerns 2. **Complete and bring** Teaching Journey visual Follow-Up Activity: 1. Read Samaras, Ch. 1 & 2 2. Begin Classroom Portrait

WHAT DO I NEED TO KNOW ABOUT MY STUDENTS, MY SCHOOL & MYSELF TO TEACH WELL?		
September 15 (online)	Turn to Self *Turn to self (your teacher beliefs and your equitable/inequitable practices. Who is privileged in your classroom?)* *Intro Classroom Audit*	1. Read Macmillon & Edwards 2. Start Classroom Audit
September 22 (Online)	See the System *Inequality in our schools* *Opportunity gaps*	1. Read Lee & Burnham, also Darling-Hammond 2. Work on Classroom Audit 3. **Complete** Classroom Portrait and post to moodle
September 29 (on-line)	See the System *Inequality in our schools* *Opportunity gaps*	1. Read Massey & Denton 2. Watch Dr. Stovall "Reframing the Education Gap" 3. **Schedule** Classroom Video recordings for month of October
October 6th (online)	Education in a Democracy *Purpose(s) of education* *Teaching in a democracy*	1. Read Labaree 2. Moodle discussion post 3. **Finalize** Classroom Audit
October 13 **9am – 3pm** **154 Pawley Hall** **&** **EdCamp**	Design a Self-Study *Frame a question* *Select a method* *Develop a proposal* *Conduct a literature review* Share Classroom Audit	Preparation for Class: 1. Read Samaras, Ch. 4 & 5 2. Brainstorm self-study topics Follow-Up Activity: 1. Work on self-study design 2. Start literature review
October 20 (Online)	Getting Better *How do I improve as a teacher?* *What can coaching do for the teaching profession?* *Am I coachable?*	Read Gawande article **Select** a self-study topic and post it

HOW DO I MONITOR & IMPROVE MY INSTRUCTION?		
October 27th (on-line)	<u>Think Like a Researcher</u> *Literature reviews* *Research ethics*	1. Read Samaras, Ch. 6 & 7 2. Work on self-study design 3. Start literature review 4. All video recordings of you teaching should be complete by now.
November 3rd 9am – 3 pm 154 Pawley Hall	<u>Self-Study Design Workshop</u> Share your design *Question: How does your question & design allow you to improve equitable practice within your classroom?* Literature review critique	<u>Preparation for Class</u> 1. **Bring** your **finalized** self-study design 2. **Bring** your **DRAFT** of literature review 3. Read Samaras, Ch. 8 & 9
November 10 (Online) November 17 (Online) [Optional Thursday evening Workshops]	<u>Initiate Your Self-Study</u> *Data collection* *Video analysis*	1. **Complete** literature review 2. Collect self-study data 3. **Complete** Video Reflection
November 24 (Online) December 1 (Online) [Optional Thursday evening Workshops]	<u>Complete Your Self-Study</u> *Analyze data* *Report data* <u>Going Public</u> *Self-Assessment of Teaching*	1. Read Samaras, Ch. 10-13 2. Analyze self-study data 3. Prepare poster presentation 4. Read Hatch 5. Moodle discussion post 6. COMPLETE ONLINE COURSE EVALUATION!
December 8 9 am – 3pm 154 Pawley Hall	<u>Going Public</u> *Self-Study Presentations* <u>Final Reflections</u> *How am I developing teaching expertise?* *How am I supporting all students learning?* *What am I learning about myself as a teacher and leader?*	<u>Preparation for Class</u>: 1. Bring your self-study presentation for sharing with our learning community! <u>Follow-Up Activity</u>: 1. Upload self-assessment

APPENDIX:

**MI Teacher Leader Preparation Standards for
EST 5105: Teacher Leader as Highly Effective Instructor**

Collectively, the courses in the M.Ed. in Teacher Leadership are designed to introduce and develop your understanding of the knowledge, skill and dispositions demanded by the *MI Teacher Leader Preparation Standards*. The program accomplishes this in two ways: 1) Through the use of a spiral curriculum model where standards repeat themselves across courses for deepened understanding and engagement, and 2) Through a series of carefully designed performance-based assessments that provide observable evidence of candidates' expertise and skill development over time. In EST 5105, all seven teacher leader standards are addressed; however, only the sub-elements highlighted in BLUE are explicitly covered. Further, because EST 5105 is an introductory course, it is not expected that you will show mastery of the sub-elements by the end of the term. Rather, our goal is for you to demonstrate reasonable progress toward standard mastery.

Standard 1: Promoting a Shared School Vision, Mission, and Goals of Learning
The teacher leader promotes the success of every student by collaboratively participating in the implementation and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, continuous assessment of organizational effectiveness and assistance in implementing school plans to achieve school goals. The teacher leader also promotes continual and sustainable school improvement.

STANDARD ELEMENTS:

1.1 Explains connections between the school vision, mission, goals, and classroom instruction to colleagues;

1.2 Demonstrates how to link the school improvement plan to identified needs to promote continual and sustainable school improvement;

1.3 Demonstrates how to collect and use data to continually identify school goals, assess organizational effectiveness, assist with implementing plans to achieve school goals, and to develop proposals for professional learning; and

1.4 Demonstrates effective use of technology in establishing and implementing data collection, evaluating data, and improving the shared vision of learning.

Standard 2: **Fostering a Collaborative Culture to Support Educator Development and Student Learning**
The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning.

STANDARD ELEMENTS:

2.1 Demonstrates effectively leading group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;

2.2 Models the skills necessary to serve as an effective teacher leader with colleagues: listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;

2.3 Provides examples of using facilitation skills to create trust among colleagues, develop collective wisdom, and build ownership and action that supports student learning;

2.4 Provides an example of experience with creating an inclusive culture where diverse perspectives are welcomed in addressing challenges; and

2.5 Demonstrates how understanding of different backgrounds, ethnicities, cultures, and languages has been used to promote effective interactions among colleagues.

2.6 Demonstrates application of the principles and theories of effective leadership.

Standard 3: Accessing and Using Research to Improve Practice, Student Learning and Using Authentic Assessments
The teacher leader utilizes research to create new knowledge, inform policies and practices, and improve teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development. The teacher leader is knowledgeable about current evidence-based research on classroom- and school-based data and the design and selection of appropriate formative and summative assessment methods to inform school and district improvement strategies. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students.

STANDARD ELEMENTS:

3.1 Provides example of assisting colleagues in accessing and using evidence-based research in order to select appropriate strategies to improve student learning;

3.2 Demonstrates how to use emerging technology tools to facilitate the analysis of student learning and behavioral data, fosters collaborative interpretation of results and applies findings to improve teaching and learning;

3.3 Exhibits evidence of supporting colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues;

3.4 Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning;

3.5 Acts as a leader to collaborate with colleagues to identify and use multiple assessment tools aligned to state and local standards in order to improve student achievement;

3.6 Explains how to collaborate with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning;

3.7 Establishes and documents a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues;

3.8 Provides an example of supporting colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning (utilizing a systematic approach for using data);

3.9 Facilitates the collection, analysis, and use of classroom and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture; and

3.10 Demonstrates how to engage in reflective dialogue with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices.

Standard 4: Promoting Professional Learning for Continuous Improvement
The teacher leader understands the importance of the evolving nature of teaching and learning, both established and emerging technologies, the school community, and a variety of data promoting, designing, and facilitating job-embedded professional learning aligned with school improvement goals and plans.

STANDARD ELEMENTS:

4.1 Presents evidence of collaborating 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 plans;

4.2 Provides example of using adult learning theory to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;

4.3 Presents evidence of facilitating professional learning among colleagues;

4.4 Uses technologies to promote collaborative and differentiated professional learning;

4.5 Demonstrates working with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;

4.6 Provides evidence of advocating for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;

4.7 Provides constructive feedback to colleagues and school administrators to strengthen teaching practices and improve student learning;

4.8 Serves as a resource to support colleagues who request help with strategies to continuously improve;

4.9 Demonstrates skill in using valid and reliable lesson observation protocols to create opportunities for improvement; and

4.10 Explains how to use information about emerging educational, economic, and social trends in planning and facilitating professional learning (for individuals or groups).

Standard 5: Facilitating Improvements in Instruction and Student Learning
The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice to colleagues based on student results. The teacher leader understands that a variety of roles may be needed to support colleagues as continuous learners.

5.1 Provides examples of supporting colleagues' individual and collective reflection and professional growth by serving in a variety of roles, such as leader, mentor, coach, and content facilitator;

5.2 Demonstrates how to serve as team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;

5.3 Evaluates effective and appropriate technologies to support teaching and learning in a school environment, appropriately navigates the universe of knowledge available on the Internet, uses social media and digital media to promote collaborative learning, and connects with people and resources around the globe;

5.4 Delineates instructional strategies that address differentiated learning, issues of diversity and equity in the classroom and appropriate grade level instruction, and ensures that individual student learning needs remain the central focus of instruction; and

5.5 Models and provides instruction on the integration of effective and appropriate technologies to improve instruction and student achievement based on the needs of diverse learners.

Standard 6: Improving Outreach and Collaboration with Families and Community
The teacher leader understands that families, cultures, and communities have a significant impact on educational processes and student learning. The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system and expand opportunities for student learning.

STANDARD ELEMENTS:

6.1 Provides examples of using 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;

6.2 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;

6.3 Provides examples of working with colleagues to develop culturally responsive and linguistically appropriate strategies to enrich the educational experiences of all students;

6.4 Presents evidence of a shared understanding among colleagues of the diverse educational needs of families and the community; and

6.5 Provides examples of collaborating with colleagues, families, and communities to develop comprehensive strategies to address the diverse educational needs of families and the community.

Standard 7: Advocating for Student Learning and the Profession
The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student

learning, and serves as an individual of influence and respect within the school, community, and profession.

<u>STANDARD ELEMENTS</u>**:**

7.1 Provides examples of sharing information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;

7.2 Provides evidence of working with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;

7.3 Portrays examples of providing leadership for colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, and communicates effectively with targeted audiences such as parents and community members;

7.4 Explains how to secure additional resources within the building or district that support community and family outreach to enhance student learning; and

7.5 Demonstrates how to access professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals.