



Oakland University  
M. Ed. in Teacher Leadership

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

[Winter/2018]

**COURSE:** EST 5115 Teacher Leader as Collaborative Practitioner (3 credits)

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**COURSE PREREQUISITE:** EST 5105 Teacher Leader as Highly Effective Instructor

**COURSE DESCRIPTION:** This course engages students in the process of collaborative interaction with colleagues with the focus on instructional design, peer coaching, continued reflection through self-study and introductory exploration of the action research process.

**COURSE LOGISTICS**

EST 5115 is designed as a hybrid course that meets on (3) Saturdays & (1) week night with online course work completed during the intervening weeks. Face-to-face sessions will both introduce new course material and serve as a time for group sharing and problem-solving. The remainder of the time we will use a combination of readings, activities and Moodle discussions to reinforce new understandings, practice new skills, and provide ongoing support for your Unit Design and course projects.

**REQUIRED TEXTS:**

Michigan Department of Education. *Michigan curriculum framework.* Lansing, MI. /Michigan K-8 Grade Level Content Expectations/Common Core Standards (All of these are available on line at [www.michigan.gov/mde](http://www.michigan.gov/mde))

Common Core Standards link <http://www.corestandards.org>

Samaras, A. (2010). *Self-study teacher research: Improving your practice through collaborative inquiry.* Sage Publishers.

Wiggins, G., & McTighe, J. (2005). *Understanding by design.* 2<sup>nd</sup> Ed. Upper Saddle River, NJ.: Pearson/Merrill Prentice Hall.

*All additional readings (required & optional) will be posted on Moodle or provided in class.*

## **Disregard this section!!!!**

This course requires a LiveText subscription. LiveText allows you to create and submit course assessments online and allows for long-term storage of projects, documents, and your teaching portfolio. Only one LiveText subscription is needed for the length of your program. Therefore, if you already have purchased LiveText for another course, you need not purchase an additional subscription for this course. If the purchase of LiveText is a hardship for you, please see your instructor. You can find more information at <https://www.oakland.edu/sehs/student-resources/livetext/> and can purchase your five year LiveText Student Membership: Field Experience Edition license from <https://www.livetext.com/purchase-register-membership/>.

## **LEARNING OUTCOMES:**

*Upon successful completion of the course students will...*

- ✓ *Develop a unit design inclusive of curriculum, assessment & instructional components in a specific content and grade level framework.*
- ✓ Conduct a literature review that focuses on instructional design & the impact it has on student achievement to demonstrate increasing skill in the use of action research to inform and improve student learning outcomes at the classroom level.
- ✓ Continue to internalize the process of reflection on the art & science of teaching & learning through the practice of self-study and collaborative exchange with TL colleagues.
- ✓ Develop an organic practice of observation & examination of teaching practices & instructional design through the sustained process of video observation & peer coaching of personal & colleague instruction & interaction with students.
- ✓ Utilize data to make informed decisions about curriculum & instructional design & assessment techniques that lead to improved & measurable student achievement.

## **MICHIGAN TEACHER LEADER MODEL STANDARDS ADDRESSED IN THIS COURSE:**

Although this course may reinforce numerous Teacher Leader Model Standards, the primary standards addressed in EST 5115 are Standards 2, 3, 4, 5, & 7.

**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 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 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 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.

**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.

Course Big Ideas	Course Essential Questions
<ul style="list-style-type: none"> <li>• Sound instructional design &amp; authentic use of data result in successful student achievement</li> <li>• Effective pedagogy must be aligned with instructional design</li> <li>• T.L. know their students so they can match teaching with learning</li> <li>• T.L. self-reflect &amp; collaborate with peers for effective instruction &amp; assessment</li> <li>• T.L. must examine issues &amp; current research in education to frame a meaningful action research model</li> </ul>	<ul style="list-style-type: none"> <li>• What makes effective unit design?</li> <li>• How do I match teaching &amp; learning for each child in my classroom?</li> <li>• How do I transform data into useful information to determine what is working &amp; what is not working in my classroom?</li> <li>• What is effective peer coaching?</li> <li>• How does effective literature review begin to frame action research?</li> </ul>

**KNOWLEDGE & SKILLS: (What will we learn to do?)**

- ✓ Effective data collection & processing of information to inform instruction
- ✓ Develop draft model of IEP for students in the classroom
- ✓ Create effective unit design
- ✓ Reflect on classroom audit that impacts alignment of teaching & learning
- ✓ Enhance competency in questioning & listening in the classroom for the teacher & the learners
- ✓ Continue self-study of who I am as a teacher & how I impact students
- ✓ Begin collaboration process to reflect on effective instruction & authentic assessment through video observations & interactive dialogue
- ✓ Create rubric for above process
- ✓ Practice effective feedback exchange of effective instruction & authentic assessment
- ✓ Explore & review current educational research to initiate framework of action research

**METHODS OF INSTRUCTION: (How will we learn?)**

Scholarly Reading | Group Discussion | Reflective & Analytic Writing | Data Analysis/Collaborative Observation of Peer Instruction & Assessment Design & Implementation

## **PERFORMANCE ASSESSMENT: (How will we demonstrate learning?)**

- **I. Continue self-study process** initiated in TL 5105; document application of instructional design you created; includes a reflection journal shared with the instructor for interactive feedback composed of collaborative reflections on self-chosen topics and instructor directed provocations
  - **Rationale: Teacher Leaders should be reflective about their instructional capacity and their professional development. This assessment provides the opportunity for teachers to self-reflect on their professional growth and development.**
- **II. Development of a new unit design** using the UbD model that will be implemented during the TL program; details of this design will be discussed & explained in class
  - **Rationale: Teacher Leaders should be masterful designers of instruction & assessment. This assessment provides teachers with the experience of constructing their own unit design inclusive of curriculum, assessment and instruction.**
- **III. Instructional Video Tape developed in TL 5105** observed collaboratively with a TL peer & examined using data collection & processing of student achievement based on teacher-designed rubric with instructor approval; teacher designed rubric draft collaboratively developed with TL peer on the elements used in peer coaching sessions
  - **Rational: Teacher Leaders should be effective communicators and collaborators with their peers regarding their instructional understandings and implementation and to utilize data on student achievement to inform their instruction. This assessment requires teachers to view and reflect on their instructional competencies and to collaborate with peers on how to use data on student achievement to adjust and refine instruction. It also involves teachers serving as peer coaches with each other in reflecting on teaching and learning recorded on video taped lessons.**
- **IV. TL will conduct a Literature Review** that will begin to frame an Action Research project that connects with unit design & wonderings/reflections from instructional design & video observations targeting Inquiry-Based instruction
  - **Rationale: Teacher Leaders conduct on-going action research to support and direct improved teaching and learning in their classroom. This assessment begins the process for teachers as they explore current research in educational literature and initiate a framework for their future study and action research.**

## **OTHER EVIDENCE OF UNDERSTANDING:**

### **SAMPLE REQUIREMENTS**

The requirements described below are all designed to meet course outcomes, including the preparation of an exemplary final performance.

**ATTENDANCE & CLASS PARTICIPATION:** This class is highly interactive and demands your full and active participation. Those who actively participate in the discussion usually leave the course with greater knowledge and appreciation for the subject area. It is expected that each of you will make a measurable 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.

**MOODLE POSTS :** During the on line connection time each month TL will interactively engage in dialogue provocations posted by the instructor as well as fellow TL in the cohort. Required numbers of interactions and postings will be explained during class time.

### **ACADEMIC HONESTY:**

Cheating and plagiarism are considered serious at Oakland University. All allegations of academic misconduct will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found guilty of cheating in this course may receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee.

**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.

<b>GRADING:</b>	<b>POINTS:</b>
Participation/Face-to-Face & On-Line	75
Self-Study Process	75
Unit Design	100
Collaborative Instructional Video Reflection/ Peer Coaching Project/Development of Rubric for both	100
Literature Review	50
<b>TOTAL</b>	<b>400</b>

**Point Equivalency:**

4.0 400-395	3.5 354-345	2.9 294-285	1.9 194-185
3.9 394-385	3.4 344-335	2.8 284-275	1.8 184-175
3.8 384-375	3.3 334-325	2.7 274-265	1.7 174-165
3.7 374-365	3.2 324-315	2.6 264-255	1.6 164-155
3.6 364-355	3.1 314-305	2.5 254-245	1.5 154-145
	3.0 304-295	2.4 244-235	1.4 144-135
		2.3 234-225	1.3 134-125
		2.2 224-215	1.2 124-115
		2.1 214-205	1.1 114-105
		2.0 204-195	1.0 104-95

**SELECT REFERENCES**

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