

Oakland University
Department of Teacher Development and Educational Studies
Department of Organizational Leadership
M.Ed. in TEACHER LEADERSHIP
(Winter 2018)

COURSE: EST 6125: Teacher Leadership for Professional Learning

HOURS OF CREDIT: 3 credits

INSTRUCTOR: Kaarin Averill, Ed.S.
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REQUIRED TEXT:

Katz, Stephen, & Dack, Lisa Ain. (2013) *Intentional Interruption: Breaking down learning barriers to transform professional practice*. Thousand Oaks, CA: Corwin Press

Excerpts from the following texts (provided by the instructor):

Mc Donald, J., Mohr, N., Dichter, A., & McDonald, E. (2007) *The Power of Protocols*. New York, NY: Teachers College Press

Yendol-Hoppey, D. & Dana, N. (2010). *Powerful Professional Development: Building expertise within the four walls of your school*. Thousand Oaks, CA: Corwin Press

COURSE DESCRIPTION: This course is one of two capstone experiences for the entire Teacher Leadership Program. Students will use the skills gained throughout the program to create a final project that demonstrates their ability to influence positive change in their school or the educational community.

LEARNING OUTCOMES:

Upon successful completion of the course students will...

1. Utilize collaborative culture and collective responsibility to facilitate an environment of collegiality, trust and respect focusing on instructional improvement and student learning.
2. Understand the importance of professional learning as a process that occurs over time through collaborative inquiry and focus and instructional leadership.
3. Understand and be able to identify barriers that get in the way of professional learning, and utilize intentional strategies to break down these learning barriers.

4. Assist and support colleagues in using evidence based research to select appropriate strategies to improve student learning.
5. Demonstrate deep understanding of the teaching and learning processes and utilize this knowledge to advance the professional skills of colleagues.
6. Share information with colleagues within and/or beyond the district regarding how trends and policies can impact classroom practices.
7. Demonstrate increasing skill with academic reading, e.g. finding the argument, identifying and analyzing key themes, synthesizing across themes, engaging in critical reflection.
8. Apply new understandings and skills to the practice of teacher leadership.
9. Articulate a personal vision for professional growth and lifelong learning that will guide professional practice.

TEACHER LEADER STANDARDS ADDRESSED IN THIS COURSE:

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

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;

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

3.6 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;

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

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 Shows results of using technologies to promote collaborative and differentiated 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 education, economic, and social trends in planning facilitating professional learning (for individuals or groups).

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

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;

COURSE TOPICS: (What will we learn?)

The nature of coaching and mentoring colleagues
Nature of adult learning and in particular, barriers to learning
Teacher leadership across the career
Utilization of Professional Learning Formats
Utilization of Professional Learning Networks

METHODS OF INSTRUCTION: (How will we learn?)

Scholarly Reading | Group Discussion | Video|Film|Web
Field Experience | Reflective & Analytic Writing

PERFORMANCE ASSESSMENT: (How will we demonstrate learning?)

Probing Analysis and Critical Reflection on Written Assignments
Performance Assessments, including Effective Leadership in Class Activities

COURSE LOGISTICS

The M.Ed. in Teacher Leadership is designed as a hybrid program. You will meet face-to-face with your instructor on (4) Saturdays during the semester, with online course work completed during the intervening weeks. Practically speaking, this means:

A lot is expected of you this semester, so keeping up is really important. Put due dates in your calendars and devote time each week to your coursework.

COURSE ASSIGNMENTS & GRADING

Graded course assignments include the following. Each of these practical tasks is designed to support your ability to lead school change and influence others as a teacher leader. Additional details, including guidelines and rubrics, will be reviewed in class and posted on Moodle.

Engagement On Ground & On Line (50 points)

Because of the limited number of on ground classes, it is important that you attend all Saturday classes. This class will require your full and active participation. In the event of an absence, it is your responsibility to contact me via email or phone. Completion of Moodle assignments and submission of drafts will be included in this portion of your grade. Included in the Moodle assignments will be self-study reflections to help you reflect on your learning and development as a teacher.

Rationale: Teacher Leaders should be reflective about their instructional capacity, engagement in the change process and their professional development. This assessment provides the opportunity for teachers to self-reflect on their professional growth and development.

Leading Professional Learning- Project (100 points)

You will select, investigate and lead a professional learning/development experience that utilizes teacher collaboration and research based rationale and is designed to improve student learning. Depending on your individual circumstances and needs in your school, you might lead a whole staff or small group PL. You might choose to lead a PL session on some aspect of instructional study your staff is already engaged in, or elect to engage staff members in new learning regarding instructional technology, reading/writing workshop, math workshop, cultures of thinking routines or the like. You could also investigate and lead adult learning in areas such as Lesson Study, Teacher Lab or PLC's as examples. *Your work should be part of a focused professional learning topic currently underway, or beginning, at your school.*

You will reflect on the experience through a presentation to our class. Your presentation must include **artifact(s) that document adult thinking and learning as a result of your work**. These might include video or written reflections by participants, results of protocols or thinking routines used, or transcript/summary of professional discussions. You must also include a brief follow-up plan of how the work could be sustained over time, including a needs assessment to facilitate sustaining the plan, and potential roadblocks that could prevent further implementation over time.

Your research and preparation for this assignment will take place over the course of the term and you will be sharing your research, plans and progress with the class along the way.

Rationale: 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 and student learning. (Standard 2)

Legacy Paper (50 points)

This is an informal paper describing the legacy you want to leave after your career in education. This paper should serve as a guideline for goal setting as you continue to develop as a teacher leader and as a professional. You will write the paper as a description of what you want to achieve over the next 10-15 years.

Rationale: 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 learning and modeling reflective practice. (Standard 5)

Building Your Professional Library: Professional Reading (50 points)

You will work alone or with a partner to select and study a well-known written work, and will present your learning to the class through a presentation on March 5. You may choose from the suggested list or select another work with teacher approval.

Rationale: The teacher demonstrates increasing skill with academic reading, e.g. finding the argument, identifying and analyzing key themes, synthesizing across themes, engaging in critical reflection.

Classic Educational/Business

Newer Educational/Business

Good to Great, Jim Collins
The Leadership Challenge, Kouzes & Posner
Frames of Mind, Howard Gardner
Emotional Intelligence, Daniel Goleman
The Courage to Teach, Parker Palmer

Switch, Chip and Dan Heath
Habits, Charles Duhig
5 Kinds of Minds, Howard Gardner
Primal Leadership, Daniel Goleman
Making Thinking Visible, Ron Ritchhart
Drive, Daniel Pink
Predictably Irrational, Dan Ariely
Mindset, Carol Dweck
PEAK, Ericcson and Pool

*Other authors to consider: Alfie Kohn, Michael Fullan, Margaret Wheatley, Tony Wagner, Roland Barth, David Perkins, Malcolm Gladwell, Doug Reeves, Mike Schmoker, Seth Godin

You may also want to consider works by authors in your academic area of teaching, for example: Ralph Fletcher or Nancy Atwell, etc. in the area of literacy/reading/writing

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.

GRADING:

Participation/Face-to-Face & On-Line
Leading PL/Capstone Project
Legacy Paper
Professional Reading

TOTAL

POINTS:

50
100
50
50
250

SELECT REFERENCES

Coaching

Psencik, Kay. (2011) *The Coach's Craft: Powerful practices to support school leaders*. Oxford, OH: Learning Forward

Knight, Jim. (2009). *Coaching Approaches & Perspectives*. Thousand Oaks, CA: Corwin Press

Change Theory & Schools

Fullan, M. (2009). *Motion Leadership: The skinny on becoming change savvy*. Thousand Oaks, CA: Corwin Press.

Fullan, M. (2007). *The new meaning of educational change, 4th Ed.* New York: Teachers College Press.

Reeves, D. B. (2009). *Leading change in your school: How to conquer myths, build commitment, and get results*. Alexandria, VA: ASCD.

Schmoker, M. (2006). *Results NOW: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, VA: ASCD.

Teacher Leadership

Ackerman, R. H. & Mackenzie, S. V. (2006). *Uncovering teacher leadership*. Thousand Oaks, CA: Corwin Press.

Berry, B. (2009). *Teaching 2030*. New York: Teachers College Press.

Bolman, L. G. & Deal, T. E. (2010). *Reframing the path to school leadership: A guide for teachers and principals, 2nd Ed.* Thousand Oaks, CA: Corwin Press.

Collay, M. (2011). *Everyday teacher leadership: Taking action where you are*. San Francisco: Jossey-bass.