

Course	Teacher Led Instruction	SEA	Instruction	Fieldwork
8111	35	0	as required	60
8112	35	0	as required	60
8113	35	0	as required	60

College Education Program Attributes

The manner in which we prepare educational personnel is informed by the following essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action on one's daily work;
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-based; and
8. ensuring that programs promote the effective use of technology

Program Theory and Foundation

Link to the Program Theory will be used at the top of your program

Program Competencies: [EDL Doctorate in Educational Leadership](#)



Teacher Leader Exploratory Consortium Standards (Research based and aligned to InTASC standards) and Teacher Leader Exploratory Consortium Standards

InTASC Standards: Interstate Teacher Assessment Support Consortium (InTASC)

Specialized Professional Association Standards ELCC 2011 Building and District Standards CAEP and ELCC 2011 Standards/Elements Document

Technology Standards: International Society for Technology Administrator Standards

Wilmington University Graduate Graduation Competencies: Graduate Graduation Competencies

Delaware Performance Appraisal System II DPAS II for Administrators

Additional Course Information and Schedule of Class Activities will be posted on the course blackboard site

College of Education Attendance Policy:

In the College of Education faculty must approve all requests for absence that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Candidates who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the candidate's responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week's assignments.

Suggested Readings:

Curriculum

DuFour, R., & Marzano, R. J. (2011). Leaders of learning: How district, school, and classroom leaders improve candidate achievement Bloomington, IN: Solution Tree Press.

Glathorn, Alan A Curriculum Leadership: Strategies for Development and Implementation. Sage Publications: Thousand Oaks, CA 2009

Haggerson, Nelson L. Expanding Curriculum Research and Understanding: A Multiple Perspective. Peter Lang Publisher. New York, New York. 2000.

Hale, Janet A Upgrade Your Curriculum: Practical Ways to Transform Units and Engage Students ASCD. Alexandria, VA. 2013.

Jacobs, Heidi Hayes Setting Results With Curriculum Mapping ASCD. Alexandria, VA. 2004.

Silver, Harvey. *The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson*. ASCD. Alexandria, VA. 2007.

Ethical Conduct

UNICEF (2012). Child Friendly Schools. Retrieved November 2017
from http://www.unicef.org/lifeskills/index_7260.html .

Internship Introduction

The learning outcomes described on the following pages illustrate tasks that must be carried out during the classroom or district level administrative internship. Each learning outcome is described in terms of Model Teacher Leader Standards/Element purpose, topics, products/artifacts, rubric assessments.

Every educational leader must be able to work with others to create a vision; assure the students and staff in the school respond to the needs and interests of those who send their students to the school; advocate for parents and caregivers, especially the marginalized and those in poverty; and lead in a way that is reflective, transparent, honest (outwardly) and (i)-1.7 (v)-

5. Candidate will analyze multiple measures for building improved colleague capacity and student learning.

Teacher Leader Standards

IV a. 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.

IV d. Serves as a team leader to harness the

Learning Outcome 2. (required –V c. and d.)

1. Candidate will collaborate with school subject department or grade level leadership team and outside experts.
2. Candidate will design a comprehensive plan for school subject department or grade level safety and security.
3. Candidate reviews, analyzes and evaluates discipline management data.
4. Candidate will present the discipline management implementation plan.

Teacher Leader Standards

V. c. Creates a climate of t

1. Candidate will collaborate with faculty colleagues and school and district support personnel and families and caregivers.
2. Candidate conducts a needs assessment of family and caregivers in grade level or subject department
3. Candidate develops collaboration strategies.
4. Candidate involves families and caregivers about resources and options for the students.
5. Candidate analyzes the application of law and policy for consistency, fairness and ethics.
6. Candidate uses an analysis of poverty and other disadvantages as a basis for advocacy.
7. Candidate represents the school as a respectful spokesperson.

Respond to community interest and relationships with families and caregivers and advocating for student, families and caregivers

Teacher Leader Standards

VI. a. Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote

	Unsatisfactory	Emerging	Basic	Proficient	Distinguished
	work and contributions.	Candidate takes credit and acknowledges colleague contributions for work.			
	Candidate holds oneself responsible for ethical conduct by supporting the academic achievement for the learning of high achievers.	Candidate holds oneself responsible for ethical conduct by supporting the academic achievement of students.			
	The candidate maintains fidelity to the Code by talking to their colleague when having reason to believe that another educator may be approaching or involved in an ethically compromising situation	The candidate maintains fidelity to the Code by talking to their colleague when having reason to believe that another educator may be approaching or involved in an ethically compromising situation			
					colleague

	Unsatisfactory	Emerging	Basic	Proficient	Distinguished
				educator may be approaching or involved in an ethically compromising situation	involved in an ethically compromising situation and knows when to take independent action

5. Candidate Personalized Learning Projects

Learning Outcomes 1, 2, 3 and 4 end the assessment system required activities for **EBL181**. The following projects are the personalized candidate learning activities. The personalized section includes learning outcomes beyond the formal assessment system and are based on the candidate's declared needs as described in the candidate's Leadership Development with approval of the Field Advisor and the Program Chair.

These activities are individualized and aligned to Model Teacher Leader Standards/Elements by the candidate with the a

	<p>elements. Candidates states the findings. Candidate's reflection lacks connection.</p>	<p>without an explicit connection. Candidate fails to identify the element(s) that inform the project. Candidates states the finding but presents no analysis of the project based on the findings. Candidate's reflection lacks connection to the key elements of the leadership standard.</p>	<p>element(s) that inform the project. Candidates states the finding and presents an analysis of the project based on the findings. Candidate's reflection is linked to the key elements of the leadership standard.</p>	<p>artifacts or evidence to the standard. Candidate identifies the standard(s) element(s) that inform the project. Candidates states the findings and presents an analysis of the project based on the findings including a critique of the work. Candidate's reflection is linked to the key elements of the leadership standard and demonstrates personal growth as a leader.</p>	<p>Candidate aligns tasks and activities to the Standard and relates the artifacts or evidence to the standard and explains the importance of the connection. Candidate identifies the standard(s) element(s) that inform the project. Candidates states the findings and presents an analysis of the project based on the findings including a critique of the work and provides suggestions for further or continued impact. Candidate's reflection is linked to the key elements of the leadership standard and demonstrates personal growth as a leader and provides personal goals for continued learning.</p>
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Domain 2 - Accessing and Using Research to Improve Practice and Student Learning Promoting

Project 2

	Unsatisfactory	Emerging	Basic	Proficient	Distinguished
Teacher Leader Domain 2	Candidate lack ar alignment the goals of the project to the Teacher Leader				

the key elements of the leadership standard.

Candidate's reflection is linked to the key elements of the leadership standard and demonstrates personal growth as a leader.

presents an analysis of the project based on the findings including a critique of tindard ancct.2 (ke)4.4 (y) proje (t)-103.7 (0.0053 hve)4.4 (y)

resulting in a misalignment of elements. Candidates states the findings. Candidate's reflection lacks connection.

activities to the Standard without an explicit connection. Candidate fails to identify the element(s) that inform the project. Candidates states the finding but presents no analysis of the project based on the findings. Candidate's reflection lacks

educational practice and student learning creates 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, and with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.

Project 5		Unsatisfactory	Emerging	Basic	Proficient	Distinguished
Teacher Leader Domain 5	Candidate lack alignment the goals of the project to the Teacher Leader Standard Candidate tasks and activities are not aligned to the Standard resulting in a misalignment of elements. Candidates states the findings. Candidate's reflection lacks connection.	Candidate aligns the goals of the project to the Teacher Leader Standard Candidate tasks and activities are not aligned to the Standard resulting in a misalignment of elements. Candidates states the findings. Candidate's reflection lacks connection.	Candidate aligns the goals of the project to the Teacher Leader Standard Candidate tasks and activities are not aligned to the Standard resulting in a misalignment of elements. Candidates states the findings. Candidate's reflection lacks connection.	Candidate aligns the goals of the project to the Teacher Leader Standard Candidate tasks and activities are not aligned to the Standard resulting in a misalignment of elements. Candidates states the findings. Candidate's reflection lacks connection.	Candidate aligns the goals of the project to the Teacher Leader Standard Candidate tasks and activities are not aligned to the Standard resulting in a misalignment of elements. Candidates states the findings. Candidate's reflection lacks connection.	Candidate aligns the goals of the project to the Teacher Leader Standard Candidate tasks and activities are not aligned to the Standard resulting in a misalignment of elements. Candidates states the findings. Candidate's reflection lacks connection.

states the finding but presents no analysis of the project based on the findings. Candidate's reflection lacks connection to the key elements of the leadership standard.

the findings. Candidate's reflection is linked to the key elements of the leadership standard.

Candidates state:

Teacher
Leader
Domain 7

Candidate lack ar
alignment the
goals of the
project to the
Teacher Leader
Standard
Candidate tasks
and activities are
not aligned to the
Standard
resulting in a
misalignment of
elements.
Candidates states
the findings.
Candidate's
reflection lacks
connection.

Candidate
aligns the goals
of the project to
theTeacher
Leader
Standardbut
lacks a strong
connection.
Candidate
aligns tasks and
activities to the
Standard
without an
explicit
connection.
Candidate fails
to identify the
element(s) that
inform the
project.
Candidates
states the
finding but
presents no
analysis of the
project based on
the findings.
Candidate's
reflection lacks
connection to
the key
elements of the
leadership

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					provides personal goals for continued learning.
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Suggested Personalized Projects : Leadership in Practice

The personalized project is to be standards based and rubric scored and no less significant in scope and depth than the four required projects. The identification of the project and the activities involved in the project should be driven by the needs of the school or district and the learning needs and interest of the candidate.

For the identification of the candidate's proposed personalized learning project,

- x Demonstrates recognition of importance of respecting colleagues' opinions
- D. Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and

- x Demonstrate alignment of content standards with school or 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
 - x Demonstrates understanding of adult learning styles
 - x

B.

- x Reads professional journals and newspapers, print and virtual, and shares with colleagues
 - x Attends Education Committee hearings of local board and state legislature
- B. Works with colleagues to identify and use research to advocate for teaching and learning processes that address the needs of all candidates;
- x Conducts research reading circle
 - x Includes relevant research in PLC meetings
 - x Models high expectations for all candidates
- C. Collaborates with colleagues to select appropriate opportunities to advocate for the rights of candidates, to secure additional resources within the building or district that support candidate learning, and to communicate effectively with targeted audiences such as parents and community members;
- x Maintains communication with school and district leadership over resources to improve candidate learning
 - x Considering audience, composes clear message to building and district leadership regarding resource needs
 - x Considering audience, composes clear message to parents and community members regarding needs
- D. Advocates for access to 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; and
- x Maintains communication with school and district leadership over resources to support professional learning
 - x Considering audience, composes clear message to building and district leadership regarding needs for professional learning
 - x Considering audience, composes clear message to parents and community members regarding resource needs for professional learning
- E. Represents and advocates for the profession in contexts outside of the classroom.
- x Makes presentations and connects to parents and community members regarding resource needs for professional learning

Jacobs, Heidi Hayes. *Setting Results With Curriculum Mapping*. ASCD. Alexandria, VA. 2004.

Silver, Harvey. *The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson*. ASCD. Alexandria, VA. 2007.

Ethical Conduct

Carr, David. *Professionalism and Ethics in Teaching*. Routledge: Abingdon, Thames, United Kingdom. 2000.

Dewey, John. *Ethics*. Dossier Publishing: New York, New York. 2015.

Higgins, Chris. *The Good Life of Teaching: An Ethics of Professional Practice*. Wiley: Hoboken, New Jersey. 2011

Murphy, Daniel. *Professional School Leadership: Dealing With Dilemmas*. Edinburgh, Scotland. 2007.

Noddings, Nel. *Caring: A Relational Approach to Ethics and Moral Education*. University of California Press: Berkeley, California. 2013.

Safety and Security

Centers for Disease Control and Prevention. (2016a). Youth Risk Behavior Surveillance - United States, 2015. *Surveillance Summaries. Morbidity and Mortality Weekly Report* 2016, 65(6).

Dunlap, E. Scott. *The Comprehensive Handbook of School Safety*. CBC Press: Boca Raton, Florida. 2013.

Fennely, Lawrence. *The Handbook for School Safety and Security: Best Practices and Procedures*. Butterworth-Heinemann Press: Waltham, Massachusetts. 2014.

Hayes, Ted. *If It's Predictable, it's Preventable*. Little Creek Press: Iowa County, Wisconsin. 2013.

Jackson, A. (2002). Police School Resource Officers' and Students' Perception of the Police and Offending. *Policing: An International Journal of Police Strategies & Management*, 25(3): 631-650.

Caregivers and Families

Berns, Roberta. *Child, Family, School, Community: Socialization and Support*. Engage Learning: Stanford, Connecticut. 2016.

Collaborating for Success: Parent Engagement Toolkit.

https://www.michigan.gov/documents/mde/4a.Final_Toolkit_without_bookmarks_370151_7.pdf

Dewey, John. *The School and Society*. Southern Illinois University Press: Carbondale, Illinois. 1980.

Grant, Kathy Beth. *Home, School, and Community: Culturally Responsive Family Engagement*. Sage Publications: Los Angeles, California. 2018.

UNICEF (2012). Child Friendly Schools. Retrieved November 2017
from http://www.unicef.org/lifeskills/index_7260.html.