

Course Description:

This course has been designed to assist teacher candidates in developing the attributes, knowledge, skills, and strategies necessary to serve as a teacher leader. The course will explore teacher leadership in a variety of capacities including but not limited to instruction/curriculum development, assessment, school reform, classroom management, technology, advisory/mentoring, and ongoing professional development, and collaboration. A strong emphasis will be placed on ethical issues related to teaching and learning. Appropriate and effective oral and written communication skills will also be discussed. Moreover, teacher

1. Discussion boards
2. Teacher Action Research
3. Professional Development Best Practices
4. Personal Professional Growth Plan

Learning Outcome 2 Candidates will engage in personal development and professional ethics

Learning Activities/Performance Tasks:

1. The teacher candidate will engage in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards
2. The teacher candidate will learn about meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
3. The teacher candidate will Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning practice.
4. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

Assessment:

1. Discussion boards
2. Teacher Action Research
3. Professional Development Best Practices
4. Personal Professional Growth Plan

Learning Outcome 3 Candidates will develop the capacity for leadership and collaboration

Learning Activities/Performance Tasks

1. The teacher candidate learns how to take an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability in learning.
2. The teacher candidate learns how to work with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
3. The teacher candidate develops the skill to work collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
4. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.
5. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
6. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
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Assessment:

1. Discussion boards
2. Teacher Action Research
3. Professional Development Best Practices

4. Personal Professional Growth Plan

Week	Week at a Glance Essential Questions
One	What is Teacher Action Research and how can we use it in the classroom?
Two	How do teachers use Professional Learning Communities?
Three	How do we develop positive learning experiences for students?
Four	Why do we engage in Professional Development?
Five	Why do we engage in Professional Development?
Six	How do we use action research in the classroom?
Seven	How do we develop and maintain ethical standards for educators?

MAS 7204 Leadership and Collaboration SEA Rubric

	Novice	Emerging	Proficient	Advanced Performance
1(b) The candidate creates developmentally appropriate instruction that takes into account strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning.	The teacher actively seeks out information about learner interests in order to engage learners in developmentally appropriate learning experiences.	The candidate creates developmentally appropriate instruction in inclusive environments that takes into account strengths, interests, and needs	The candidate creates developmentally appropriate instruction in inclusive environments that takes into account strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning reflecting equitable practices.	The candidate creates developmentally appropriate personalized instruction in inclusive environments that takes into account individual strengths and needs and that enables each learner to advance and accelerate his/ her learning reflecting equitable practices. The candidate plans for a variety of methods of access implementing Universal Designs for Learning Practices.

Novice

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	Novice	Emerging	Proficient	Advanced Performance
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10(q) The candidate respect

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