Minnesota State University Moorhead

ED 671: Teacher Leadership: Issues in Education

A. COURSE DESCRIPTION

Credits: 2

Lecture Hours/Week: 2

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Leadership course that examines current issues and trends in education with an emphasis on Teacher Leadership.

B. COURSE EFFECTIVE DATES: 02/02/2019 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)

1. Be able to explain several of the seismic shifts and major trends and their implications for society at large and schools and school districts in particular.
2. Demonstrate an understanding of the history of diverse groups in the United States and review education in the United States in reference to diverse groups as well as the privileges or inequities that members of these groups have encountered on the basis of race, ethnicity, and social class.
3. Articulate how student diversity can help teachers and administrators develop curriculum that includes global literacy with a significant effect on economic, cultural, and political matters, with particular attention on how culture influences learning.
4. Be able to explain the definitions and characteristics of children with special learning needs, i.e., learning disabilities, behavioral disorders, visual and hearing impairment, ADHD, and giftedness.
5. Describe the educational rights of individuals with disabilities including the legal foundations, models of service delivery, and the concepts of mainstreaming and inclusion.
6. Describe ways in which special educators and regular educators can partner with regard to shared goals, collaboration, referrals, and placements.
7. Be able to articulate effective knowledge management strategies that use technology to enhance administration, teaching, and learning at the school and district levels.
8. Be able to synthesize recent research relative to student achievement in diverse school settings, with particular attention to the relationships between student achievement and gender, race, and poverty.
9. Demonstrate the ability to make educational decisions which are supported by data rather than only on personal opinions.
10. Identify various strategies to maximize the effective use of data to improve student achievement and effective ways to communicate results to various community groups.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted