COURSE SYLLABUS – ED 671 Issues in Education

Teacher Leadership

CREDIT HOURS: 2 Semester Credits
CLASS TIME: TBD
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Course Description

This course examines current and emerging issues and trends impacting education: inquiring into demographic shifts; globalization; technology, data-based decision-making; inclusion of diverse learners in American schools; and recent research on student achievement when influenced by race, gender, and poverty.

Student Outcomes

Participants will:

- 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.
- 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.
- 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.
- 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.
- Describe the educational rights of individuals with disabilities including the legal foundations, models of service delivery, and the concepts of mainstreaming and inclusion.
- Describe ways in which special educators and regular educators can partner with regard to shared goals, collaboration, referrals, and placements.
- Be able to articulate effective knowledge management strategies that use technology to enhance administration, teaching, and learning at the school and district levels.
- 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.
- Identify various strategies to maximize the effective use of data to improve student achievement and effective ways to communicate results to various community groups.
- Demonstrate the ability to make educational decisions which are supported by data rather than only on personal opinions.
Performance Outcomes

This course is organized to improve teacher instructional effectiveness using several intended outcomes. This course is aligned to the Teacher Leader Model Standards (TLMS). The Teacher Leader Model Standards are intended to codify, promote, and support teacher leadership as a vehicle for transforming schools to meet the needs of 21st-century learners. Rather than serve as a comprehensive job description for teacher leaders, the Standards instead describe seven domains of leadership. Each domain is further developed and supported by a list of functions that a teacher leader who is an expert in that domain might perform.

It is expected that acceptable performance on all of the organized course activities will lead to satisfaction of the following:

Domain 1: Fostering a Collaborative Culture to Support Educator Development and Student Learning

d) Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and

e) Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.

Domain 2: Accessing and Using Research to Improve Practice and Student Learning

c) Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues; and

Domain 3: Promoting Professional Learning for Continuous Improvement

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;

Domain 4: Facilitating Improvements in Instruction and Student Learning

f) Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.

Domain 6: Improving Outreach and Collaboration with Families and Community

c) Facilitates colleagues’ self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students;
d) Develops a shared understanding among colleagues of the diverse educational needs of families and the community;

**Domain 7: Advocating for Student Learning and the Profession**

a) Shares 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;

b) Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;

c) Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members;

**EVALUATION AND GRADING**

**Assignment #1 – Written Essay – Contemporary Topics in Education**

Students will select an issue that is of high interest to them and write an essay (3 to 5 pages) which a) shows evidence of reading and thought on the topic; b) connects to research/thought/examples in practice; and c) which analyses the prevailing issue(s) and presents at least 3 recommendations as possible solutions.

25% of Final Grade

**Possible Topics:**

- Instructional Coaching
- Teacher Pay
- Graduation Rates
- Teacher Assignments
- Gender Equity
- Class Size
- Gifted Programs
- High School Reform
- Disabilities Grouping and Tracking
- Standards
- Standardization vs. Variation
- Assessment
- Retention and Promotion
- Low Performance in Urban Areas
- Centralization vs. Decentralization
- Low Performance in Rural Areas
- Charter Schools
- AYP as defined by NCLB
- School Choice and Vouchers
- Teacher Education
- Privatization
- Teacher Quality
- Home Schooling
- Pre – Education Evolution
Assignment #2 – Consultant presentation
The school board has created a planning group to advise it on issues which may impact the district in the future. Students will work with a partner as Futurist Consultants. They will present information to the School Board Planning Group (the rest of the class) on an assigned topic decided upon by the class. In order to prepare the Planning Group for the presentation each pair will locate and assign readings to be completed by the class prior to the presentation. Remember- the school district is paying big bucks for your consulting services. The presentation should be worth it.

25% of Final Grade

Assignment #3 – Major Trends in Education
Student groups will present information on the major trends affecting education in the immediate future. Presentations are of the students design and should incorporate the use of technology. A power point is not required! Utilization of outside sources is expected and at least one journal article for each member of the class will be handed out the class meeting before the presentation so everyone has some background knowledge. 20 to 30 minutes will be allocated in class for presentations.

The topics of choice for this assignment may include, but are not limited to:

Teacher Leadership


**Teacher Leadership (Best Practices/Research)**


Joyce, B., & Showers, B. (2002). Student achievement through staff development (3rd ed.). Alexandria, VA: ASCD.


**Peer Assistance and Review (PAR)**


**Finland**


**Motivate to Lead**


**Teacher Led Schools**


**Shared Leadership**


25% of Final Grade

**TLMS Standards Assessed:** 1D, 1E, 2C, 3B, 4F, 6C, 6D, 7A, 7B, 7C
**CF (Reflective, Humanistic, Creative, and Knowledgeable)**

**Assignment #4 – Class participation**
Class participation in Voicethread and other synchronous class meetings is expected

25% of Final Grade

**TLMS Standards Assessed:** 1E, 2C, 4F, 6C, 6D, 7A, 7B, 7C
**CF (Reflective, Knowledgeable)**

**Evaluation**

Your grade for the course will be calculated based on the total points that you have accumulated as the percentage of possible points.

A = 94-100, A- = 90-93.9, B+ = 87-89.9, B = 84-86.9, B- = 80-83.9, C+ = 77-79.9, C = 74-76.9, C- = 70-73.9, D+ = 67-69.9, D = 64-66.9, D- = 60-63.9, F = 59.9 and below

**Professional Ethics**

Work in this course must be completed in a manner consistent with the Minnesota State University Student Academic Honesty policy which can be found in the student handbook published on the web. Steps that might be taken are described along with the student appeal process.

**Special Accommodations**

A student with a disability or other special needs and who requires special accommodations for success in this course is invited to share those concerns or requests with the instructor as soon as possible. Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services at 477-5859 (Voice) or 1-800-627-3529 (MRS/TTY), CMU 114 as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Text**

There is no text for this class

**Reasoned Action Leadership**

This course is organized to achieve several intended outcomes. The organization employed therein follows the Reasoned Action Leadership model of development. This model is based upon current knowledge of teaching and learning, and on the research on administration and leadership founding the National Policy board Standards for Educational Administration programs.
In the Reasoned Action leadership model, the research on and our knowledge of the activities and principles of teaching surround all other components of the school leadership process. This portion of the knowledge base then serves as a conceptual framework for those aspects of education, which deal most specifically with school leadership. In this manner – with the principles of teaching encompassing the principles of administration – the interdependence of teachers and administrators is given recognition and reinforcement.