



## Graduate Programs in Education Course Syllabus

Course Title, Number, and Section Number:

**Instructional Leadership: Teaching-Learning-Leading  
EDUC 548-018**

**Tuition: \$110.00-\$220.00-\$330.00 for a 1-2-3 credit course.**

**Location: DC EVEREST MIDDLE SCHOOL**

### Course Dates and Times:

- August 14, 15, 16, 2017 (8:00 am – 4:00 pm)
- Ending date – November 1, 2017

### Course Format:

- X **Partially Online:** 6 to 69% of the class sessions of a course delivered online

**Legal Name of Instructor:** Dr. Mary Jo Lechner

**Mailing Address:** 5960 Joes Rd., Hatley, WI 54440

**Email address:** [mjlechner@dce.k12.wi.us](mailto:mjlechner@dce.k12.wi.us)

**Home Phone:** 715-446-2507

**Cell Phone:** 715-470-0322

### Instructor Preferred Method/ Times for Student Contact:

<b>Online Office Hours</b>	Email is fine anytime; Cell phone evenings & weekends.
<b>Instructor's Response Policy</b>	Instructor will respond to emails within 24 hours on weekdays and within 48 hours on weekends.

### Course Description:

This course is designed to support educators as they respond to the ever-changing educational landscape, while meeting the needs of diverse learners. Educators will be encouraged to embrace change, achieve results, and step into new possibilities.

### Texts & Readings:

Lieberman, A. & Friedrich, L.D. (2010). *How teachers become leaders: Learning from practice and research*. New York: Teacher College Press.

DuFour, R., Eaker, r. & DuFour . (Eds.). (2005). *On common ground: the professional learning communities*. Power of Bloomington, IN: Solution Tree.

Hill, J., & Flynn, M. (2006). *Classroom Instruction that works with English language learners*. ASCD

Singleton, G. (2015). *Courageous conversations about race*. Corwin:CA.

Hefelbower, T., Hoegh, J.K., Warrick, P. (2014). *A school leader's guide to standards-based grading*. Bloomington, IN: Marzano Laboratory.

Bray, B., & McClaskey, K. (2015). *Make learning personal*. Corwin:CA.

#### **BIBLIOGRAPHY:**

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

Gabriel, J. G. (2005). *How to thrive as a teacher leader*. Alexandria, VA:ASCD.

Lieberman, A. & Friedrich, L.D. (200). *How teachers become leaders: Learning from practice and research*. New York, NY: Teachers College Press.

Marzano, R.J., Waters, T. & McNulty, B.A. (2005). *School Leadership that works: From research to results*. Alexandria, VA:McRel.

Reeves, D.B. (2006). *The learning leader: How to focus school improvement for better results*. Alexandria, VA:ASCD

Fattig, M., Taylor, M. (2008). *Co-teaching in the differentiated classroom*. John Wiley & sons, Inc.

Duforu., R., & Dufour, R., Eaker, R., & Many, T. (2006). *Learning by doing*. Solution tree.

#### **Course Objectives/Competencies:**

1. Learn about multiple leadership models and how to implement them in a school setting.
2. Learn how to lead with attention to diverse learners while building resiliency.
3. Design an action plan for a new leadership model in participants school based on research.

**Course Instruction Methodology:** Course activities will include video presentations, discussing, modeling, and providing examples of each skill; readings, and structured group exercises and discussions.

#### **Assignments and Requirements:**

##### **1 Credit:**

- Attend the equivalent of 1 day of Teaching-Learning-Leading
- Create and implement an action plan focused on a topic from Teaching-Learning-Leading

##### **2 Credits:**

- Attend the equivalent of 2 days of Teaching-Learning-Leading
- Create and implement an action plan focused on a topic from Teaching-Learning-Leading

##### **3 Credits:**

- Attend 3 days of Teaching-Learning-Leading
- Create and implement an action plan focused on a topic from Teaching-Learning-Leading

**Evaluation Tools:**

**Teaching-Learning-Leading Action Plan**

Participants will create an action plan focused on a minimum of one topic from the Teaching-Learning-Leading class. Please see suggested template attached.

Action Plan Due Date: November 1, 2017

Criteria	5 Points (A)	3 Points (B)	1 Point (C)
Action plan focuses on the professional growth, clear outcomes for both teacher and learner(s) with data to evaluate the outcome.	Action plan is very clear and accurate. Includes all essential elements and concrete examples with supporting evidence.	Action plan is vague and/or lacks essential elements or concrete examples with supporting evidence.	Action plan is unclear. Essential elements are missing and concrete examples are missing & do not lend support.

**Evaluation Method:**

Performance will be graded on Viterbo University established policy. An “A” represent clearly superior work, A “B” represents higher achievement than average. A “C” represents average and satisfactory work. The combination grades of “AB” “BC” and “CD” will also be used. *Evidence of Superior graduate work indicates not only high achievement, but also an unusual degree of initiative.* Grade deduction can occur for assignments that are late or do not reflect the quality of work expected of graduate level work. Grades cannot be submitted to Viterbo until all work has received a grade.

**Course Grade Calculation:**

**Grading Scale:**

- A 95-100%
- A/B 90-94%
- B 85-89%
- B/C 80-84%
- C 75-79%
- C/D 70-74%
- D65 -69%

**Instructor Late Work Policy:** All work is expected to be turned in on time. Late work will be deducted one grade for each day that it is submitted late. Final assignments and projects will not be accepted late. University policy rarely supports extensions, incompletes, independent study, or other adjustments to course deadlines.

**Conceptual Framework:**

Viterbo University Programs in Education have adopted the Wisconsin/Iowa Standards for Teacher Development and Licensure, and INTASC (Interstate New Teacher Assessment and Support Consortium) Standards. Each course contributes to the development of one or more of the WI/IA/INTASC Standards, and specific content standards where applicable.



Franciscan values permeate the program. The focus of every professional education course is on the learning of the PK-12 pupil. Viterbo education courses infuse constructivist practices, use of technology, PK-12 collaboration, awareness of diversity, traditional and authentic assessment, research, and real-world experiences into the professional development of the teacher. The course will utilize a blend of traditional and authentic assessments.

Graduate courses are intended to provide each learner with an opportunity to extend and broaden professional knowledge. The learner will use personal skills of listening, communication, collaboration, and inspiration to further deepen his or her knowledge and to extend his or her preparation for leadership.

**Viterbo University Core Values:** In keeping with the tradition of our Franciscan founders, we hold the following core values:

- **Contemplation**, reflecting upon the presence of God in our lives and work
- **Hospitality**, welcoming everyone we encounter as an honored guest
- **Integrity**, striving for honesty in everything we say and do
- **Stewardship**, practicing responsible use of all resources in our trust
- **Service**, working for the common good in the spirit of humility and joy

### Alignment of InTASC and Wisconsin Teaching Standards to Course Objectives and Competencies

InTASC Standards:	Wisconsin Teaching Standards:	Course Objectives and Competencies
<b>Standard 1:</b> Learner Development	Standard 2: Know how children grow	
<b>Standard 2:</b> Learning Differences	Standard 3: Know children learn differently	2. Learn how to lead with attention to diverse learners (ELL, diverse racial settings).
<b>Standard 3:</b> Learning Environments	Standard 5: Know how to manage a classroom	2. Learn how to lead with attention to diverse learners (ELL, diverse racial settings).
<b>Standard 4:</b> Content Knowledge	Standard 1: Know subjects they are teaching	1. Learn about multiple leadership models and how to implement them in a school setting.
<b>Standard 5:</b> Application of Content	Standards 1 and 4: Know subjects and know how to teach	3. Design an action plan for a new leadership model in his or her school based on research
<b>Standard 6:</b> Assessment	Standard 8: Know how to test for student progress	
<b>Standard 7:</b> Planning for Instruction	Standard 7: Able to plan different kinds of lessons	3. Design an action plan for a new leadership model in his or her school based on research
<b>Standard 8:</b> Instructional Strategies	Standard 4 and 7: Know how to teach and able to plan different kinds of lessons	3. Design an action plan for a new leadership model in his or her school based on research
<b>Standard 9:</b> Professional Learning and Ethical Practice	Standard 9: Able to evaluate themselves	3. Design an action plan for a new leadership model in his or her school based on research
<b>Standard 10:</b> Leadership and Collaboration	Standards 6 and 10: Communicate well and connected with other teachers and the community	3. Design an action plan for a new leadership model in his or her school based on research

For the complete, revised (2011) InTASC Standards, please go to: [http://www.ccsso.org/documents/2011/intasc\\_model\\_core\\_teaching\\_standards\\_2011.pdf](http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf)



# TEACHING – LEARNING – LEADING ACTION PLAN

**NAME(S):** \_\_\_\_\_  
**POSITION:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
**SCHOOL:** \_\_\_\_\_ **DURATION OF PLAN:** \_\_\_\_\_

Use this form to help focus the learning and purpose of the Action Plan that you wish to pursue. Please submit to Mary Jo Lechner by November 1, 2017.

Topic (from 1, 2, or 3 day sessions):
What is the desired outcome for professional growth?
Data that supports the need to learn and/or implement this...
How does the outcome support our school's or district's goals?
How will new learning be shared with colleagues?
How I anticipate this learning will impact our learners...
What data will be used to evaluate the results of the outcome?
Please list an implementation timeline, noting benchmarks when progress will be evaluated.





# TEACHING – LEARNING – LEADING ACTION PLAN

**NAME(S):** \_\_\_\_\_

**POSITION:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_ **DURATION OF PLAN:** \_\_\_\_\_

Use this form to help focus the learning and purpose of the Action Plan that you wish to pursue. If taking course for credit, submit to Mary Jo Lechner by September 1, 2017.

Topic (from 1, 2, or 3 day class):
What is my desired outcome for professional growth?
Data that supports the need to learn and/or implement this...
How does the outcome support my school's or district's goals?
What processes will I use in order to gain the new learning?
How will I share what I've learned with my colleagues?
How I anticipate this learning will change my classroom...
What data will I use to evaluate the achievement of my outcome?
Resources needed:
Please list an implementation timeline, noting benchmarks when progress will be evaluated.