

## ***Course 2: Working with Teachers to Improve Instruction***

### **Course Description**

*Working with Teachers to Improve Instruction* is designed to provide candidates with knowledge of research, theory and methods of effective instruction. Candidates will have opportunities to assist teachers with a) analyzing and utilizing data for instruction, b) creating and delivering standards-based lessons, and c) assessing instructional effectiveness. Candidates will also practice instructional coaching.

**Outcomes/Competencies:** The competencies addressed in this course are those identified by the Professional Standards Commission for the Teacher Leader Endorsement Program. A matrix of the competencies addressed in this course and the corresponding activities/assignments can be found at the end of this syllabus.

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Candidates will:

1. Lead the development of a shared vision that promotes the success of all students based on appropriate data and research.  
Georgia School Keys: Planning and Organization 1.1; Assessment 1.1  
NCATE: Standard 1.1
2. Work effectively and collaboratively with the Board of Education, building leaders, staff, parents, students, and community members to achieve the system's educational vision.  
Georgia School Keys: Leadership 1.4  
NCATE: Standard 1.5
3. Promote the development of a positive school culture that is pervasively academic, focused on improvement and that fosters a sense of belonging and cooperation.  
Georgia School Keys: School Culture 1.1, 1.4; Leadership 1.3, 1.4  
NCATE: Standard 2.1
4. Provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards using research-based instructional

strategies to design effective models of instruction that will enhance and accelerate teaching and learning.

Georgia School Keys: Instruction 1.1

NCATE: Standard 2.2

5. Apply best research-based practices to improve instruction for all students.  
Georgia School Keys: Instruction 2.1; Assessment 1.4  
NCATE: Standard 2.3
  
6. Design comprehensive professional growth plans that apply proven, systematic processes for improvement through analyzing human performance, planning for improvements, and designing, developing, and supporting implementation of solutions to close performance gaps.  
Georgia School Keys: Professional Learning 2.4  
NCATE: Standard 2.4
  
7. Promote accountability by strategically planning, measuring, monitoring, organizing and managing systems and processes necessary to improve student achievement and organizational effectiveness.  
Georgia School Keys: Assessment 1.1; Leadership 1.4  
NCATE: Standard 1.4

**Prerequisites:** A Foundation of Teacher Leadership Course

### **Required Texts**

Glickman, C. 2002. *Leadership for learning: How to help teachers succeed*.  
Alexandria, VA: Association for Supervision and Curriculum Development.

Sagor, R. 2000. *Guiding school improvement with action research*. Alexandria, VA:  
Association for Supervision and Curriculum Development.

### **Recommended Texts**

Crane, T. G. 2002. *The heart of coaching: Using transformational coaching to create a high-performance culture* (2<sup>nd</sup> ed.). San Diego, California: The FTA Press.

Downer, C.; Steffy, B.; English, F.; Frase, L.; & Poston, W.K. 2004. *The three-minute classroom walk-through: changing school supervisory practice one teacher at a time*. Thousand Oaks, California: Corwin Press.

Dufour, R; Dufour, R.; Eaker, R.; & Karhanek, G. 2004. *Whatever it takes: How professional learning communities respond when kids don't learn*.  
Bloomington, Indiana: National Educational Service.

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2007). *SuperVision and instructional leadership: A developmental approach* (7<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

Hendricks, C. (2009). *Improving schools through action research: A comprehensive guide for educators*. Upper Saddle River, NJ: Pearson Education, Inc.

Johnson, A. (2009). *What every teacher should know about action research*. Upper Saddle River, NJ: Pearson Education, Inc.

Marzano, R. 2006. *Classroom assessment & grading that work*. Alexandria, VA: Association for Supervision and Curriculum Development.

Mills, G. (2011). *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ: Pearson Education, Inc.

O'Shea, M. 2005. *From standards to success*. Alexandria, VA: Association for Supervision and Curriculum Development.

### **Required Readings**

Katz, Lilian G. 2008. *The developmental stages of teachers*. Printed from <http://ceep.crc.uiuc.edu/pubs/katz-dev-stages.html>

### **Teacher Leader Websites:**

<http://www.ncrel.org/sdrs/areas/issues/content/cntareas/science/sc6bnfit.htm>

<http://www.rmcdenver.com/useguide/lessons/lindex.htm>

<http://www.englishcompanion.com/pdfDocs/teaching2standards.pdf>

<http://www.thirteen.org/edonline/concept2class/standards/index.html>

[http://www.ascd.org/ed\\_topics/el200009\\_tomlinson.html](http://www.ascd.org/ed_topics/el200009_tomlinson.html)

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm>