

Syllabus

Northeast RESA Teacher Leader Endorsement

Course 1: A Foundation for Teacher Leadership

Course Description

A Foundation for Teacher Leadership is designed to provide and extend candidates' knowledge of the leadership process by examining theory and research relating to leadership, motivation, facilitating change, communicating effectively, team building, and creating and sustaining professional learning communities. Candidates will explore, discuss, and apply theory and research through assignments and activities.

Outcomes/Competencies: The competencies addressed in this course are those identified by the Professional Standards Commission for the Teacher Leader Endorsement Program (505-3-.73) and are correlated to the Georgia School Keys and the Standards for Advanced Programs in Educational Leadership approved by the National Council for Accreditation of Teacher Education (NCATE). A matrix of the competencies addressed in this course and the corresponding activities/assignments can be found at the end of this syllabus.

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. Articulate the components of the vision and the leadership processes necessary to implement and support the vision.
Georgia School Keys: Planning and Organization 2.1
NCATE: Standard 1.2
3. Lead the development and implementation of a mission, strategic plan, and action plans driven by the shared vision.
Georgia School Keys: Planning and Organization 2.1
NCATE: Standards 1.3, 1.4
4. Work effectively and collaboratively with the Board of Education, building leaders, staff, parents, students, and community members to achieve the system's educational vision.

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Georgia School Keys: Planning and Organization 2.1: Student, Family and Community Involvement 1.1, 2.1
NCATE: Standard 1.5

1. 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
NCATE: Standard 2.1
2. Apply best research-based practices to improve instruction for all students.
Georgia School Keys: Instruction 2.1; Assessment 1.4
NCATE: Standard 2.3
3. 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
4. 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: None. This is the first in a series of three courses.

Required Texts

Covey, Stephen R. 1989. *The 7 habits of highly effective people: Restoring the character ethic*. New York: Simon & Schuster.

Eaker, R.; Dufour, R; & Dufour, R. 2002. *Getting started: Reculturing schools to become professional learning communities*. Bloomington, Indiana: National Educational Service.

Marzano, R. J.; Waters, T., & McNulty, B. A. 2005. *School leadership that works: From research to results*. Alexandria, VA: ASCD.

Recommended Texts

Pellicer, L. and Anderson, L.W 1995. *A handbook for teacher leaders*. Thousand Oaks, Calif: Corwin Press.

DePree, M. 2004. *Leadership is an art*. New York, N.Y: Doubleday.

Maxwell, J. C., Dornan, J. 1997. *Becoming a person of influence: How to positively impact the lives of others*. Atlanta, GA: Thomas Nelson Publishers.

Maxwell, J. C. 1993. *Developing the leader within you*. Atlanta, GA: Thomas Nelson Publishers.

Articles and Reports

Atkins, K. & Rossi, M. (2007, September). Change from within. *Educational Leadership*, 65(1).

Barth, R. S. (2001, February). Teacher leader. *Phi Delta Kappan* 82 (4).

Danielson, C. (2007, September). The many faces of leadership. *Educational Leadership*, 65(1), 14-19.

Donaldson, M. (2007, September). What do teachers bring to leadership? *Educational Leadership*, 65(1), 26-29.

Dozier, T. (2007, September). Turning good teachers into great leaders. *Educational Leadership*, 65(1), 54-59.

Georgia Department of Education School Improvement Services (2007 May). *School keys: Unlocking excellence through the Georgia School Standards*.

Harrison, C. & Killion, J. (2007, September). Ten roles for teacher leaders. *Educational Leadership*, 65(1), 74-77.

Ingersoll, R. M. (2007, September). Short on power, long on responsibility. *Educational Leadership*, 65(1), 20-25.

Johnson, S. M. & Donaldson, M. (2007, September). Overcoming the obstacles to leadership. *Educational Leadership*, 65(1), 8-13.

Jolly, A. (2005). Teacher expertise matters. *A Facilitator's Guide to Professional Learning Teams*. US Department of Education: SERVE.

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Task Force on Teacher Leadership (2001, April). *Leadership for student learning: Redefining the teacher as leader*. Washington, DC: Institute for Educational Leadership.

Task Force on Teaching as a Profession (1986). *A nation prepared: Teachers for the 21st century*. New York, NY: The Carnegie Foundation.

Terry, P. M. (1999-2000). Empowering teachers as leaders. *National Forum of Teacher Education Journal* 10E, 3. Lake Charles, LA: National Forum Journals.

Troen, V. & Boles, K. C. (1993, November 3). Teacher leadership: How to make it more than a catch phrase. *Teacher Magazine*.

Teacher Leader Websites:

www.edweek.or/edsearch.cfm

www.nationalforum.com/TERRYte8e3.html

<http://www.iel.org/programs/21st/reports/teachlearn.pdf>

<http://www.teacherleaders.org/>

<http://www.newhorizons.org/trans/raichle.htm>

<http://www.teachermagazine.org/>

http://www.cbu.edu/arts/ed/teacher_as_leader.html

<http://shop.ascd.org/ProductDisplay.cfm?ProductID=104150>

<http://jmm.aaa.net.au/articles/8528.htm>

<http://www.nationalforum.com/Electronic%20Journal%20Volumes/Terry,%20paul%20M.%20Empowering%20Teachers%20As%20Leaders.pdf>

<http://www.nsd.c.org/blog/>

http://www.academicleadership.org/emprical_research/412.shtml

http://www.cehs.wright.edu/academic/educational_leadership/teacherleader/index.php

COURSE SCHEDULE

Class	Content/Topics	Assignment	Assessment/ Evidence
Session 1	<ul style="list-style-type: none"> Course Overview & Assignments Overview of Selected Leadership Theories Teacher Dispositions 	In-class exercise: <i>What I know for sure about leadership</i> Distribute PLC Survey Distribute articles for article analysis exercise/rubric Disposition Rubric	<ul style="list-style-type: none"> Responses to in-class activities. Weekly Reflection Exercise Complete disposition rubric
Session 2	<ul style="list-style-type: none"> Effective Schools Research Georgia School Keys Teacher Leadership Group Presentation: 7 Habits of Highly Effective People, Part I: Paradigms and Principles 	Assignment Due: Article Analysis Exercise <ul style="list-style-type: none"> <i>Overcoming the Obstacles to Leadership</i> <i>The Many Faces of Leadership</i> <i>Change from Within</i> Distribute Sample Group Presentation Feedback Summary Sign up for group presentation Distribute school vision reflection document to bring to class.	<ul style="list-style-type: none"> Weekly Reflection Exercise Article Analysis Rubrics (3) Responses to in-class activities.
Session 3	<ul style="list-style-type: none"> Creating a Vision, Mission and Action Plan Group Presentation: Habit 1: Be proactive 	Assignment Due: Read Marzano, Chapters 1, 2, 3 Assignment Due: School Vision Exercise.	<ul style="list-style-type: none"> Weekly Reflection Exercise School Vision Exercise Rubric Responses to in-class activities. Group Presentation Rubric
Session 4	<ul style="list-style-type: none"> Facilitating Change: The change process Group Presentation: Habit 2: Begin with the end in mind 	Assignment Due: Read Marzano, Chapter 4, 5 In-class: Videotape: <i>Managing Change and Transition</i> by Bissell.	<ul style="list-style-type: none"> Weekly Reflection Exercise Group Presentation Rubric Responses to in-class activities.
Session 5	<ul style="list-style-type: none"> School Leadership Teams Group Presentation: Habit 3: Put first things first. 	Assignment Due: Read Marzano: Chapters 6, 7	<ul style="list-style-type: none"> Weekly Reflection Exercise Group Presentation Rubric Responses to in-class exercises
Session 6	<ul style="list-style-type: none"> School Culture Professional Learning Communities (PLC) Group Presentation: Habit 4: Think win/win 	Assignment Due: Read Eaker and Dufour, Introduction, 1, 2 Due: Bring results of PLC Survey to class. This survey was distributed during Session 1.	<ul style="list-style-type: none"> Weekly Reflection Exercise Group Presentation Rubric Responses to in-class activities.
Session 7	<ul style="list-style-type: none"> Communicating Effectively Group Presentation: Habit 5: Seek first to understand, then to be understood 	Assignment Due: Eaker and Dufour 3, 4 Distribute articles for article analysis exercise/rubric	<ul style="list-style-type: none"> Weekly Reflection Exercise Group Presentation Rubric Responses to in-class activities.

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Session 8	<ul style="list-style-type: none"> • Roles of Teacher Leaders • Panel Presentation: Practicing Teacher Leaders • Group Presentation: <i>Habit 6: Synergize</i> 	<p>Assignment Due: Read Eaker and Dufour 5,6</p> <p>Assignment Due: Article Analyses for</p> <ul style="list-style-type: none"> • <i>Ten Roles for Teacher Leaders</i> • <i>Redefining the Teacher as Leader</i> <p>Distribute teacher interview exercise form</p>	<ul style="list-style-type: none"> • Weekly Reflection Exercise • Article Analysis Rubrics (2) • Teacher Leader Exercise Rubric • Responses to in-class activities. • Group Presentation Rubric
Session 9	<ul style="list-style-type: none"> • Professional Development of Teacher Leaders • Group Presentation: <i>Habit 7: Sharpen the saw</i> 	<p>Assignment Due: Read Eaker and Dufour, 7</p> <p>Assignment Due: Teacher Leader Interview Exercise</p>	<ul style="list-style-type: none"> • Weekly Reflection Exercise • Responses to in-class activities. • Group Presentation Rubric
Session 10	Summary, review, and reflections		Candidate Reflection and Self Assessment Exercise Rubric

Session Format:

- 4:00 – 4:15 Questions/Review of Major Points from Previous Lesson
- 4:15 – 6:00 Content Delivery with Demonstration & Interaction
- 6:00 – 6:30 Working Dinner
- 6:30 – 8:30 Guided & Independent Practice or Group Presentations
- 8:30 – 9:00 Summarizing Strategies/Activities & Reflections

Course Requirements and Assignments

Attendance and Participation

Regular class attendance and participation are required. Discussions in large and small groups are essential to this course. All candidates are expected to read and reflect on assignments prior to each specific class meeting as listed on the course outline.

Oral and Written Assignments

Listed below are the assignments that must be completed for this course. Additionally, candidates must earn at least the minimum number of points required for each assignment. Candidates may be given opportunities to revise and/or redo assignments as needed as part of a remediation plan.

1. Weekly Reading Assignments

Candidates will read selected chapters in required texts each week and be prepared to participate in class discussions.

2. Weekly Reflection Exercise

At the end of each class session, candidates will be allocated time to complete a reflection exercise. The purpose of this exercise is to enable candidates to reflect on the major points of the lesson and provide feedback to the course instructor.

Due Dates: Due at the end of each class period

3. Article Analyses (5 assignments) Maximum points possible for each assignment = 15; Minimum Points Required = 12)

Each candidate will read articles provided by the instructor and will provide written responses to questions about the article. The objective of this assignment is to assess the candidate's understanding of the content and his or her ability to transfer knowledge to practice.

Due Dates: See class outline

4. School Vision Exercise (Maximum points possible = 15; Minimum Points Required = 12)

Each candidate will complete the School Vision Exercise. The purpose of this assignment is to provide candidates with the opportunity to review their school's vision statement, determine its impact, if any, of the school program, and provide recommendations for strategies to increase its impact.

Due Date: Session 3

5. Teacher Leader Interview (Maximum points possible = 20; Minimum Points Required = 16)

Each Teacher Leader candidate will select someone whom he or she regards as a teacher leader to interview. Prior to the interview, the Teacher Leader candidate will develop a list of questions he or she will ask. These questions should be based upon readings and class discussions about the roles of teacher leaders. The candidate will conduct the interview, summarize the salient points, and then provide a thoughtful analysis of the responses in light of class discussions about teacher leaders.

Due Date: Session 9

6. *7 Habits of Highly Effective People* Group Presentation (Maximum points possible = 40; Minimum required = 32)

This assignment will enable candidates to explore and discuss ideas in *7 Habits of Highly Effective People*. Each candidate will:

1. Participate in a group presentation on an assigned habit.
2. Include a handout on their presentation for all class members.
3. Keep presentation to a maximum of 60 minutes.
4. Be assessed by class members using the rubric, *Group Presentation Feedback Form*.

Assessment System:

Full credit will not be earned until every requirement is satisfied and documented in the Assessment system.

	Assignment	Maximum Points Possible	Minimum Points Required
1.	Article Analysis	75	60
2.	School Vision Exercise	15	12
3.	Teacher Leader Interview	20	16
4.	<i>7 Habits of Highly Effective People</i> Group Presentation	40	32
	Totals	150	120

Northeast RESA Teacher Leader Endorsement Standard Alignment Chart

PSC Competencies	Course 1
1.0000 <ul style="list-style-type: none"> Applies knowledge and strategies of adult learning theories across teacher leader practices. 	<ul style="list-style-type: none"> PowerPoint Presentation: Developing Teacher Leaders: Adult Learning Theory (Session 9) Assigned reading: <i>The Adult Learner: Some Things We Know</i> (Session 9)
1.0100 <ul style="list-style-type: none"> Models lifelong learning for students, colleagues, and community stakeholders by being reflective, by engaging in professional development, advocating for the profession, and staying current and knowledgeable of policy, trends, and practices in education. 	<ul style="list-style-type: none"> PowerPoint Presentation: Developing Teacher Leaders: Adult Learning Theory (Session 9) Assignment: Article Analysis Exercise: <i>Ten Roles for Teacher Leaders</i> (Session 8) Assignment: Weekly Reflection Exercise Group Presentation: <i>Habit 7: Sharpen the Saw</i> (Session 9)
1.0200 <ul style="list-style-type: none"> Works with others to build viable professional learning communities designed to support the collaborative work of schools. 	<ul style="list-style-type: none"> PowerPoint Presentation: School Leadership Teams (Session 5) Assigned reading: <u>Getting Started: Reculturing schools to Become Professional Learning Communities</u> PowerPoint Presentation: Building Professional Learning Communities (Session 6)
1.0300 <ul style="list-style-type: none"> Diagnoses staff needs, works with administrators to implement strategies to address needs, and provides ongoing support. 	<ul style="list-style-type: none"> Assignment: Article Analysis: <i>The Many Faces of Leadership</i> (Session 2)
1.0500 <ul style="list-style-type: none"> Stays current with research on the organizational conditions and features of professional learning which are necessary for designing and implementing on-going professional learning experiences that are based on identified teacher and student needs. 	<ul style="list-style-type: none"> Assigned Reading: <u>School Leadership that Works: From Research to Results</u> Assigned Reading: <u>Getting Started: Reculturing Schools to Become Professional Learning Communities</u> PowerPoint Presentations: Building Professional Learning Communities (Session 6) Panel Presentation: Practicing Teacher Leaders (Session 8) PowerPoint Presentation: Developing Teacher Leaders: Adult Learning Theory (Session 9) Assignment: Teacher Leader Interview (Due Session 9)
1.0600 <ul style="list-style-type: none"> Involves colleagues in development and implementation of a coherent professional learning plan based on school goals. 	<ul style="list-style-type: none"> PowerPoint Presentation: Defining Your School's Mission and Crafting a School Vision (Session 3) Recommended in-class activity: Review of School Improvement Plan (Session 3)
1.0700 <ul style="list-style-type: none"> Teaches and models changes in teacher practices that are necessary for improvement in student learning. 	<ul style="list-style-type: none"> Assigned reading: <u>School Leadership that Works: From Research to Results</u> Assigned reading: <u>Getting Started: Reculturing Schools to Become Professional Learning Communities</u>
1.0800	<ul style="list-style-type: none"> Assignment: Article Analysis: <i>Ten Roles of Teacher Leaders</i> (Session 2)

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<ul style="list-style-type: none"> Applies the knowledge and skills of effective mentoring and coaching to provide support for teacher learning and practice. 	<ul style="list-style-type: none"> PowerPoint Presentation: Fulfilling the Roles of Teacher Leaders (Session 8) Assignment: Teacher Leader Interview (Due Session 9)
<p>1.0900</p> <ul style="list-style-type: none"> Continually assesses the effectiveness of professional learning activities and makes adjustments as needed. 	<ul style="list-style-type: none"> Assignment: Weekly reflection exercise
<p>1.1000</p> <ul style="list-style-type: none"> Designs professional development aligned to state and national professional learning standards. 	<ul style="list-style-type: none"> PowerPoint Presentation: Developing Teacher Leaders: Adult Learning Theory (Session 9)
<p>2.0000</p> <ul style="list-style-type: none"> Works with others to create an environment where colleagues and students take learning risks, where fear of initial failure is minimized and mistakes are openly discussed. 	<ul style="list-style-type: none"> PowerPoint Presentation: Facilitating Change (Session 4) DVD: Facing the Challenge of Change (Session 4)
<p>2.0100</p> <ul style="list-style-type: none"> Uses effective conflict management, team building, and consensus-building skills in a variety of contexts to build a culture of collaboration, equity, trust and high expectations. 	<ul style="list-style-type: none"> PowerPoint Presentations: Effective Schools: The Role of Teacher Leaders (Session 2) PowerPoint Presentation: Facilitating Change (Session 4) PowerPoint Presentation: Communicating Effectively (Session 7) PowerPoint Presentation: Fulfilling the Roles of Teacher Leaders (Session 8) Group Reports: <u>The 7 Habits of Highly Effective People: Restoring the Character Ethic</u>
<p>2.0200</p> <ul style="list-style-type: none"> Works with others to create an environment that encourages needed change using a research-based change model. 	<ul style="list-style-type: none"> PowerPoint Presentation: Facilitating Change (Session 4) DVD: Facing the Challenge of Change (Session 4)
<p>2.0300</p> <ul style="list-style-type: none"> Leads analysis of the school's culture and builds understanding of the impact of organizational culture on teaching and learning. 	<ul style="list-style-type: none"> PowerPoint Presentation: The Role of Teacher Leaders (Discussion of Culture strand of Georgia School Keys) (Session 2) Assignment: Article Analysis: <i>Overcoming the Obstacles to Leadership</i> (Session 2) Assignment: Article Analysis: <i>Change from Within</i> (Session 2) Assignment: Article Analysis: <i>Redefining the Teacher as Leader</i> (Session 8) PowerPoint Presentation: Building Professional Learning Communities (Session 6)
<p>2.0400</p> <ul style="list-style-type: none"> Engages colleagues in creating a culture supportive of a collaborative learning community that embraces a shared vision of mission and desired results. 	<ul style="list-style-type: none"> Assignment: School Vision Exercise (Session 3) PowerPoint Presentation: Defining Your School's Mission and Crafting a Vision (Session 3)
<p>2.0500</p> <ul style="list-style-type: none"> Considers the ethical and legal implications of 	<ul style="list-style-type: none"> Assigned Reading: <u>The 7 Habits of Highly Effective People: Restoring the Character Ethic</u> In-class Problem-Solving Exercises: <i>Letter to Faculty</i> (Session 2) and <i>You Decide</i> (Session 3)

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<p>decisions made individually and collectively.</p>	
<p>2.0600</p> <ul style="list-style-type: none"> Is informed on emerging trends and initiatives, and as a result helps the school or school district refine, redefine, or sharpen its vision. 	<ul style="list-style-type: none"> Assigned reading: School Leadership that Works: From Research to Results Assigned reading: The 7 Habits of Highly Effective People: Restoring the Character Ethic Assigned reading: Getting Started: Reculturing Schools to Become Professional Learning Communities Assignment: School Vision Exercise (Session 3) PowerPoint Presentation: Defining Your School's Mission and Crafting a Vision (Session 3)
<p>2.0700</p> <ul style="list-style-type: none"> Facilitates the development of an interdependent culture of improvement and accountability grounded in the belief that collective responsibility and commitment to the team are fundamental to the school's success. 	<ul style="list-style-type: none"> PowerPoint Presentation: School Leadership Teams (Session 5)
<p>2.0800</p> <ul style="list-style-type: none"> Clarifies issues to sharpen the focus on the elements of student, adult, and organizational learning that are most important to the school's success. 	<ul style="list-style-type: none"> PowerPoint Presentation: Effective Schools: The Role of Teacher Leaders (Session 2) PowerPoint Presentation: Developing Teacher Leaders: Adult Learning Theory (Session 9) Assigned reading: School Leadership that Works: From Research to Results
<p>2.0900</p> <ul style="list-style-type: none"> Works with others to build a culture that personalizes the work and learning of colleagues and students. 	<ul style="list-style-type: none"> PowerPoint Presentation: Building Professional Learning Communities (Session 6) Assigned reading: Getting Started: Reculturing Schools to Become Professional Learning Communities
<p>3.0000</p> <ul style="list-style-type: none"> Possess an in-depth knowledge of his/her discipline, and is knowledgeable about the structure of the curriculum. 	<ul style="list-style-type: none"> PowerPoint Presentation: Georgia School Keys: Curriculum Strand (Session 2) In-Class Activity: GA Keys Activity: Artifacts and Evidence (Session 2) In-Class Activity: GA Keys Activity: Selected Rubrics (Session 2) PowerPoint Presentation: Fulfilling the Roles of Teacher Leader: Curriculum Specialist (Session 8) Assigned reading: Redefining the Teacher as Leader (Session 8)
<p>3.0100</p> <ul style="list-style-type: none"> Understands how the program of studies from various disciplines and grade levels are related and sequenced in order to design and deliver meaningful and relevant professional learning and instructional strategies. 	<ul style="list-style-type: none"> PowerPoint Presentation: Georgia School Keys: Curriculum Strand (Session 2) In-Class Activity: GA Keys Activity: Artifacts and Evidence (Session 2) In-Class Activity: GA Keys Activity: Selected Rubrics (Session 2) PowerPoint Presentation: Fulfilling the Roles of Teacher Leader: Curriculum Specialist (Session 8)
<p>3.0200</p> <ul style="list-style-type: none"> Uses a variety of processes to engage and focus teachers in cooperative planning to improve teaching and learning. 	<ul style="list-style-type: none"> PowerPoint Presentation: Building Professional Learning Communities (Session 6) Assigned reading: Getting Started: Reculturing Schools to Become Professional Learning Communities PowerPoint Presentation: Fulfilling the Roles of Teacher Leaders Teacher: Classroom Supporter, Mentor, Data Coach (Session 8)

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<p>3.0300</p> <ul style="list-style-type: none"> • Uses protocols such as Standards in Practice to audit curriculum and classroom work to assure high expectations for all students. 	<ul style="list-style-type: none"> • PowerPoint Presentation: Fulfilling the Roles of Teacher Leader: Curriculum Specialist, (Session 8) • In-class Activity: GA Keys Artifacts and Evidence (Session 2) • In-class Activity: GA Keys Activity: Selected Rubrics (Session 2) • In-class Activity: Teacher Leader Scenarios: Roles of Teacher Leaders (Session 8)
<p>3.0400</p> <ul style="list-style-type: none"> • Demonstrates deep understanding of the curriculum and is able to use a variety of protocols and organizing frameworks to engage in discussions about what students should know, understand, and do in each instructional unit based on those standards. <p>http://www.grantwiggins.org/documents/UbDQui kvue1005.pdf</p>	<ul style="list-style-type: none"> • PowerPoint Presentation: Fulfilling the Roles of Teacher Leader: Curriculum Specialist, (Session 8) • In-class Activity: GA Keys Artifact and Evidence (Session 2) • In-class Activity: GA Keys Activity: Selected Rubrics • In-class Activity: Teacher Leader Scenarios: Roles of Teacher Leaders (Session 8)
<p>3.0500</p> <ul style="list-style-type: none"> • Identifies content specific resources that are important in the curriculum implementation process. 	<ul style="list-style-type: none"> • PowerPoint Presentation: Fulfilling the Roles of Teacher Leader: Resource Provider and Curriculum Specialist (Session 8) • Assigned reading: <i>Ten Roles for Teacher Leaders</i> (Session 8) • PowerPoint Presentation: Fulfilling the Roles of Teacher Leader: Curriculum Specialist, (Session 8) • In-class Activity: GA Keys Activity: Artifacts and Evidence (Session 2) • In-class Activity: GA Keys Activity: Selected Rubrics (Session 2) • In-class Activity: Teacher Leader Scenarios (Session 8)
<p>3.0600</p> <ul style="list-style-type: none"> • Leads others in prioritizing, mapping, and monitoring the implementation of the curriculum. 	<ul style="list-style-type: none"> • PowerPoint Presentation: GA School Keys: Curriculum Strand (Session 2) • PowerPoint Presentation: Fulfilling the Roles of Teacher Leader: Curriculum Specialist, (Session 8) • Article Analysis Exercise: <i>Ten Roles for Teacher Leaders</i> (Session 8) • In-class Activity: GA Keys Activity: Artifact and Evidence (Session 2) • In-class Activity: GA Keys Activity: Selected Rubrics (Session 2) • In-class Activity: Teacher Leader Scenarios: Roles of Teacher Leaders (Session 8)
<p>4.0000</p> <ul style="list-style-type: none"> • Models and articulates exemplary instructional practices and strategies based on current research. 	<ul style="list-style-type: none"> • PowerPoint Presentation: Georgia School Keys: Instruction Strand (Session 2)
<p>4.0100</p> <ul style="list-style-type: none"> • Models the effective application of curriculum standards, instructional choices, and student learning monitoring. 	<ul style="list-style-type: none"> • PowerPoint Presentation: Fulfilling the Roles of Teacher Leader: Instructional Specialist, Classroom Supporter, Mentor, Data Coach (Session 8) • In-class Activity: GA Keys Activity: Artifacts and Evidence (Session 2)

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	<ul style="list-style-type: none"> • In-class Activity: GA Keys Activity: Selected Rubrics (Session 2) • In-class Activity: Teacher Leader Scenarios: The Roles of Teacher Leaders (Session 8)
4.0200 <ul style="list-style-type: none"> • Guides and assists teachers in designing and planning quality and meaningful student work and learning experiences. 	<ul style="list-style-type: none"> • Article Analysis Exercise: <i>Ten Roles for Teacher Leaders</i> (Session 8)
4.0500 <ul style="list-style-type: none"> • Integrates technology to support classroom instruction and student learning. 	<ul style="list-style-type: none"> • PowerPoint Presentation: Fulfilling the Roles of Teacher Leader: Instructional Specialist (Session 8) • In-class Activity: GA Keys Activity: Artifacts and Evidence (Session 2) • In-class Activity: Teacher Leader Scenarios (Session 8)
5.0100 <ul style="list-style-type: none"> • Assists teachers in identifying resources and providing appropriate support services for specific student needs. 	<ul style="list-style-type: none"> • In-class Activity: GA Keys Activity: Artifacts and Evidence (Session 2) • In-class Activity: Teacher Leader Scenarios: Roles of Teacher Leaders (Session 8)
5.0300 <ul style="list-style-type: none"> • Facilitates teachers in the collection, analysis, use, and interpretation of varied assessment data. 	<ul style="list-style-type: none"> • In-class Activity: PLC Survey Activity (Session 6)
6.0000 <ul style="list-style-type: none"> • Guides colleagues to relevant research to find the appropriate method and solutions to instructional problems and challenges. 	<ul style="list-style-type: none"> • Assigned reading: <i>Ten Roles for Teacher Leaders</i> (Session 8) • Assigned reading: <u>School Leadership that Works: From Research to Results</u> • In-class Activity: PLC Survey Activity (Session 6)
6.0100 <ul style="list-style-type: none"> • Conducts and engages others in action research to improve educational outcomes and to help address critical educational issues. 	<ul style="list-style-type: none"> • In-class Activity: PLC Survey Activity (Session 6)
6.0300 <ul style="list-style-type: none"> • Reads and stays informed of current educational research, trends, and innovations; and shares current research with the school community. 	<ul style="list-style-type: none"> • Assigned reading: <u>School Leadership that Works: From Research to Results</u>
6.0500 <ul style="list-style-type: none"> • Initiates new or different ideas and approaches based on informed decision-making. 	<ul style="list-style-type: none"> • PowerPoint Presentation: Facilitating Change (Session 4) • In-class Activity: PLC Survey Activity (Session 6)
7.0000	<ul style="list-style-type: none"> • In-class Activity: PLC Survey Activity (Session 6)

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<ul style="list-style-type: none"> Facilitates group processes and builds alliances necessary for school improvement. 	
<p>7.0100</p> <ul style="list-style-type: none"> Exhibits strong interpersonal skills that establish and maintain effective working relationships. 	<ul style="list-style-type: none"> PowerPoint Presentation: Building Professional Learning Communities (Session 6) In-class Activity: PLC Survey Activity (Session 6)
<p>7.0200</p> <ul style="list-style-type: none"> Develops and sustains trusting, productive, and supportive relationships with all stakeholders. 	<ul style="list-style-type: none"> Reading assignment: <u>The 7 Habits of Highly Effective People: Restoring the Character Ethic</u> (Habit 4: Think win/win; Habit 5: Seek first to understand, then to be understood; Habit 6: Synergize) PowerPoint Presentation: Building Professional Learning Communities (Session 6) In-class Activity: PLC Survey Activity (Session 6)
<p>7.0300</p> <ul style="list-style-type: none"> Promotes an atmosphere of collaboration through the effective use of problem solving processes and protocols. 	<ul style="list-style-type: none"> PowerPoint Presentation: Building Professional Learning Communities (Session 6) In-class Activity: PLC Survey Activity (Session 6)
<p>7.0400</p> <ul style="list-style-type: none"> Supports colleagues in the development and improvement of interpersonal skills. 	<ul style="list-style-type: none"> PowerPoint Presentation: Communicating Effectively (Session 7) PowerPoint Presentation: Building Professional Learning Communities (Session 6) In-class Activity: PLC Survey Activity (Session 6) In-class Activity: Envelope Activity (Session 10)
<p>7.0500</p> <ul style="list-style-type: none"> Promotes effective communication and collaboration with diverse groups of people. 	<ul style="list-style-type: none"> PowerPoint Presentation: Communicating Effectively: Intercultural Communication (Session 7) PowerPoint Presentation: School Leadership Teams: The Compass Activity (Session 5) In-class Activity: PLC Survey Activity (Session 6) Group Presentations: 7 Habits of Highly Effective People
<p>7.0600</p> <ul style="list-style-type: none"> Articulates and advocates to various audiences the rationale and processes of school improvement. 	<ul style="list-style-type: none"> In-class Activity: PLC Survey Activity (Session 6)
<p>7.0700</p> <ul style="list-style-type: none"> Facilitates open dialogue of ideas and information that support student achievement goals and the change of teaching and learning practices. 	<p>PowerPoint Presentation: Building Professional Learning Communities (Session 6)</p>

<p>7.0800</p> <ul style="list-style-type: none">Identifies and utilizes resources to promote school and community relations.	<ul style="list-style-type: none">PowerPoint Presentation: Fulfilling the Roles of Teacher Leader: Resource Provider (Session 8)