

# Teacher Leadership for Learning and Teaching

GRADES K–12

*This course is designed for K–12 classroom teachers, lead teachers, curriculum coordinators, special education teachers, reading specialists, and subject teachers.*

Teacher Leadership for Learning and Teaching focuses on the positive impact teachers can make in their classrooms to affect the learning and achievement of their students. Key topics include deepening knowledge of learners and the learning process; understanding how the latest findings from brain research can inform instructional practice; and implementing strategies in the classroom that are based on sound theoretical, research, and pedagogical foundations. Teachers will explore these topics with the goal of becoming more intentional in their instructional choices so that they may become leaders of learning in the classroom.

## COURSE TOPICS

- Put a focus on learning
- Learner-centered principles (online format only)
- Brain research and learning
- Brain-compatible teaching strategies
- Effective strategies to teach for learning
- The understanding model
- The self-expressive model
- The interpersonal model

## COURSE OUTCOMES

By the end of the course, educators will:

- Evaluate what it means to shift one's focus from teaching to learning and how this concept contributes to effective leadership in the classroom
- Examine research and theory on the process of learning, including brain research as they relate to learning, and reflect on the implications for their teaching practice
- Develop a lesson that focuses on the learner and employs brain-compatible strategies to best support student learning
- Analyze impediments to learning and formulate approaches for overcoming these impediments
- Analyze a unit plan to determine how well it attends to the four human interests (online only)
- Evaluate ways in which the mastery model exemplifies learning theories and brain-based research on effective learning
- Develop an idea for a learning experience that promotes students' mastery of content, using either the new American lecture strategy or the graduated difficulty strategy
- Apply what they have learned about teaching for understanding by changing the focus of an existing lesson from mastery of knowledge to understanding, analyzing, and applying concepts
- Design a lesson that utilizes one of the understanding model strategies
- Analyze the value of the self-expressive model of instruction to the learning process
- Evaluate the ways in which the inductive learning and metaphor strategies enable creative thought and learning in the classroom (online format only)
- Design a lesson using either the inductive learning strategy or the metaphor strategy and explain how the strategy relates to brain-based research on how to best facilitate student learning
- Analyze their educational experiences with regards to effective implementation of the interpersonal model

## TEACHER LEADERSHIP FOR LEARNING AND TEACHING

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### COURSE ASSESSMENT

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This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

→ **Discussions**

Participants engage in discussions that stimulate professional dialogue among colleagues regarding the content presented. Discussion summaries require participants to make connections among key ideas and synthesize their learning through thoughtful written responses.

→ **Activities**

Activities help participants explore concepts and make connections during the course. Some activities are graded assessments; others are ungraded and are preparation for other assignments.

→ **Application Assignments**

Participants personalize course content and plan how they will apply the theories, concepts, and strategies in their teaching practice.

→ **Quizzes**

Several multiple-choice quizzes assess students' knowledge of the theories, concepts, and strategies presented in the course.

→ **Reflection Paper**

Participants summarize their course learning from a more global perspective in a final reflection paper that exhibits the knowledge and insights gained from the course material.

### COURSE FORMAT AND MATERIALS

This course is offered in two distance-learning formats: print & DVD and online. Participants choose and enroll in one format.

#### PRINT & DVD FORMAT

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Participants in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The participant must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and solicit for feedback. It is not necessary for the study partner to be enrolled in the course. Participants enrolled in the print & DVD version should have Internet access in order to connect with the many Web sites that are offered as learning resources. Assignments are submitted via email or through the mail. Participants will receive:

- The print study guide
  - *Teacher Leadership for Learning and Teaching*
- The DVD
  - Laureate Education, Inc. (Executive Producer). (2008). *Teacher leadership in the classroom: Increasing learning and achievement*. Baltimore: Executive Producer.
- The course textbook(s)
  - Beers, B. (2006). *Learning-driven schools: A practical guide for teachers and principals*. Alexandria, VA: Association for Supervision of Curriculum and Development (ASCD).
- The other required readings

#### ONLINE FORMAT

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Participants in the online version of the course access the content via an online classroom. The course textbook is shipped to participants, but the video programs and other resources are available within the online classroom. Participants are expected to engage in collegial interaction on the course discussion board, also in the online classroom. Assignments are submitted through the online classroom. The online course includes:

- Access to the online classroom for
  - *Teacher Leadership for Learning and Teaching*
- Access to the video programs in the online classroom as well as a back-up DVD
  - Laureate Education, Inc. (Executive Producer). (2008). *Teacher leadership in the classroom: Increasing learning and achievement*. Baltimore: Executive Producer.
- The course textbook(s)
  - Beers, B. (2006). *Learning-driven schools: A practical guide for teachers and principals*. Alexandria, VA: Association for Supervision of Curriculum and Development (ASCD).
- Access to the other required readings

### SYSTEM REQUIREMENTS FOR THE ONLINE COURSE:

- Operating system for PC: Windows® XP or Windows Vista®
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 2.0 or higher
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft® Word, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

**Note:** If you are using a Macintosh®, please be sure to download the latest version of Firefox® from Mozilla®. It's free and the download should take only a few minutes at <http://www.mozilla.com/en-US/firefox/firefox.html>.

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- Mozilla and Firefox are registered trademarks of the Mozilla Foundation.
- Adobe, Flash, and Acrobat Reader are registered trademarks of Adobe Systems Incorporated in the United States and/or other countries.

## EDUCATION EXPERTS

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### Patricia Alexander, Ph.D.

Dr. Patricia Alexander is professor and distinguished scholar-teacher in the Department of Human Development at the University of Maryland. Dr. Alexander has published more than 160 articles, books, and chapters in the area of learning and instruction. Currently, she serves as the co-editor of *Contemporary Educational Psychology* and is on nine editorial boards.

### Arthur L. Costa, Ed.D.

Dr. Arthur L. Costa is professor emeritus of the School of Education, California State University, Sacramento. Dr. Costa has worked with educational associations around the globe and has authored dozens of journal articles, books, and papers.

### David W. Johnson, Ed.D.

Dr. David W. Johnson, professor at the University of Minnesota, is internationally known for his extensive educational research, which has spanned the past 30 years. He is a fellow of the American Psychological Association and best known as a pioneer in cooperative learning. Dr. Johnson has authored more than 550 books and articles.

### Bena Kallick, Ph.D.

Working as a private consultant, Dr. Bena Kallick shares her expertise with teachers and administrators around the country by focusing on curriculum development, instruction, and assessment. She is co-editor of *Assessment in the Learning Organization: Shifting the Paradigm, Activating and Engaging Habits of Mind*, and *Assessing and Reporting on Habits of Mind*.

### Harvey F. Silver, Ed.D.

Dr. Harvey F. Silver is president of Silver Strong & Associates, an educational training and consulting firm specializing in learning styles, effective teaching strategies, and curriculum design. The author of numerous books and articles, Dr. Silver has served as a consultant/trainer for the Association for Supervision and Curriculum Development (ASCD), RAND Corporation, Educational Testing Service, Phi Delta Kappa, and IDEA-Kettering, as well as a host of state departments of education and school districts in the United States, Canada, and overseas.

### Patricia Wolfe, Ph.D.

Dr. Patricia Wolfe, a veteran educational consultant and staff-development trainer, has developed expertise in the study of brain functions and their implications on teaching and learning. She has published many articles and books and has also developed videotapes for educators.

### Judy Willis, M.Ed., M.D.

Dr. Judy Willis is a board-certified neurologist and middle school teacher in Santa Barbara, Calif. She has taught at the elementary, middle school, and graduate school levels. Willis has published two books for education professionals, *Research-Based Strategies to Ignite Student Learning: Insights from a Neurologist/Classroom Teacher*, and *Brain-Friendly Strategies for the Inclusion Classroom*.



**Learn. Teach. Grow.™**

### **ABOUT CANTER**

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 30 years later, has helped more than 260,000 educators address the most critical issues in education through proven programs delivered through distance-learning.

### **FOR MORE INFORMATION**

For more information regarding Canter graduate-level courses, visit [www.Canter.net](http://www.Canter.net) or call 1-800-669-9011.

## **ABOUT ACCREDITED UNIVERSITY PARTNERS**

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Canter partners with accredited universities nationwide to provide educators access to graduate courses through a distance-learning format. Course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through a partnering university that assesses student work. Credit may be applicable for certification renewal and/or salary advancement. Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

*The selection of a partner university is dependent on the state in which the teacher works. Some courses are not available through all partner universities.*

### **Walden University**

Walden University is accredited by The Higher Learning Commission and is a member of the North Central Association, [www.ncahlc.org](http://www.ncahlc.org); 1-312-263-0456. Canter and Walden University are both subsidiaries of Laureate Education, Inc.

### **Andrews University**

Andrews University is accredited by The Higher Learning Commission and is a member of the North Central Association, [www.ncahlc.org](http://www.ncahlc.org); 1-312-263-0456. Its School of Education is also accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org); 1-202-466-7496.

### **Cardinal Stritch University**

Cardinal Stritch University is accredited by The Higher Learning Commission and is a member of the North Central Association, [www.ncahlc.org](http://www.ncahlc.org); 1-312-263-0456. Its College of Education is also accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org); 1-202-466-7496.

### **Indiana Wesleyan University**

Indiana Wesleyan University is accredited by The Higher Learning Commission and is a member of the North Central Association, [www.ncahlc.org](http://www.ncahlc.org); 1-312-263-0456. Its Education Division is also accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org); 1-202-466-7496.

### **Marygrove College**

Marygrove College is accredited by The Higher Learning Commission and is a member of the North Central Association, [www.ncahlc.org](http://www.ncahlc.org); 1-312-263-0456.

### **Olivet Nazarene University**

Olivet Nazarene University is accredited by The Higher Learning Commission and is a member of the North Central Association, [www.ncahlc.org](http://www.ncahlc.org); 1-312-263-0456. Its School of Education is also accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org); 1-202-466-7496.

### **University of New England**

The University of New England is accredited by the New England Association of Schools and Colleges Commission on Institutions of Higher Education, [www.neasc.org](http://www.neasc.org); 1-781-271-0022.