

March 27, 2011

TO: Dr. Patrick Mooney, Chair, Committee on Academic Policies

FROM: Dr. Mark Storz, Associate Dean, College of Arts and Sciences

RE: Teacher Leader Endorsement Program

Narrative

The Teacher Leader Endorsement Program (TLEP) is a New Academic Program request for post-graduate students who are licensed teachers, have a minimum of seven (7) years of successful teaching, have earned a Master's degree and have earned, or are in the process of earning a Master Teacher ranking.

The attached document that details the five (5) course program sequence (10 semester hours) has been prepared using the template required by the Ohio Board of Regents (OBR) for state approval of all new program submissions. The details of this new TLEP program as developed within this OBR document are responsive to the new academic program guidelines under discussion at present within the APTF New Program Committee, and the Committee on Academic Policies.

In an effort to provide clarity to specific characteristics of this endorsement program this summary document has been prepared as an introduction to the attached OBR new program approval submission.

This new endorsement program has been in preparation since April, 2010 and was initially submitted to the Ohio Board of Regents January 10, 2011. The John Carroll University faculty who prepared this document include: Dr. Mark Storz, Associate Dean, Graduate Studies, College of Arts & Sciences; Dr. Kathleen Manning, and Dr. Catherine Rosemary, Department of Education & Allied Studies; and Mrs. Laurie Chapman, Cleveland Heights-University Heights School District.

Program Overview

The attached document provides a complete description of the overall program including the following:

- a. Admission and Retention Criteria
- b. Key Assessments with rubrics, to be used to monitor student progress
- c. Alignment of the program with the State Teacher Leader Endorsement Standards
- d. Faculty information for those tentatively scheduled to teach in the program, including one adjunct instructor
- e. Program outline for each course within the five course sequence including
 - Course descriptions
 - Goals
 - Alignment with state standards
 - Course readings
 - Assessments
 - Syllabi

1. Program Description

The Teacher Leader Endorsement is a new graduate endorsement program that is included in State House Bill 1 that went into effect January 1, 2011. State House Bill 1 changed the teacher licensure structure in the state of Ohio and created four licensure levels with the entry level called the Teacher Residency Program, which is the new entry level for novice teachers. The Teacher Leader Endorsement Program will support this new teacher residency program for novice teachers by preparing educators to serve as coaches and mentors in order to provide the guidance that is necessary for long and successful careers as educators.

The aim of the Teacher Leader Endorsement Program is to prepare education professionals for positions in instructional leadership with a specific focus on adult learning, changes in effective teaching and learning strategies, and professional development with a goal of school improvement at local educational levels.

The program is a hybrid program (face-to-face/online/site-based) consisting of 10 semester hours designed to be completed in one year. Licensed teachers will enter as a cohort during the summer and complete the program the following spring semester. Curriculum design and candidate outcomes are based on the Teacher Leader Endorsement Standards (detailed within the OBR document) as well as the Ohio Standards for Teaching Profession, the Ohio Standards for Professional Development.

2. Staffing Implications

At this time it is envisioned that three John Carroll faculty and one adjunct faculty will teach in the program. One course scheduled to be taught in the summer will not affect faculty fall/spring loads. The other two full time faculty members would teach the

courses as part of their 9 semester hour teaching load which may necessitate the hiring of part-time faculty.

3. Funding Implications

The program will not require any additional funding in terms of course development or educational resources. Costs will come in the form of monies for adjunct faculty which is common in the Department of Education and Allied Studies.

4. University Budget Committee

Dr. Mark Storz has met with Dr. John Day regarding this program and it is scheduled for discussion at the next UBC meeting on Friday, April 1st, 2011.

5. Endorsements

An endorsement is awarded to a licensed teacher upon the completion of an approved curriculum in a specific area of academic expertise, e.g., Reading, Technology. To qualify for the endorsement a licensed teacher is required to complete all programmatic requirements as identified by the Ohio Board of Regents and in some instances pass an outcomes assessment, such as Praxis.

6. Market Implications

As mentioned above, this is a new program in the state of Ohio. To date, only four institutions in the state have had their programs approved by the Ohio Board of Regents, none of which are in Northeast Ohio. While other institutions in the area are currently in the process of developing programs, it is probable that we will be the first such program approved by OBR in Northeast Ohio. This Teacher Leader Endorsement is situated in the fourth, and highest, tier of the new four tier teacher licensure program mandated in State House Bill 1. Teachers who desire to be promoted and serve in mentoring roles within their schools/districts must hold a tier 4 teaching license which will include the Teacher Leader Endorsement. It is predicted that there should be a steady pool of potential teachers/students since it is a requirement for promotion within the new teacher licensure paradigm. Conversations have been held with the Cleveland Heights-University Heights School District regarding piloting the program with CH-UH teachers beginning summer, 2011 through May, 2012 should the program be approved by OBR and JCU prior to summer 2011. There is potential for 15-20 participants in the first cohort.

Program Report for the Teacher Leader Endorsement Grades P-12

Institution: John Carroll University State: Ohio

Address: 20700 North Park Blvd., University Heights, OH 44118

Date submitted: January 7, 2011

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To be submitted with the following program (check one):

Program Report Status:

New

Continuing

For reports that received a "conditionally approved" report status (check one):

First Response Report

Second Response Report

Third Response Report

Title of Program Submitted

Teacher Leader Endorsement Program

Program Type: Initial Advanced

Program Level: Associate Undergraduate Post-Baccalaureate Graduate

For the following Programs:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

<p>Check appropriate box</p> <p><input type="checkbox"/> TEAC Submission (a program submission in preparation for TEAC accreditation visit)</p> <p><input type="checkbox"/> Response Report 1</p> <p><input type="checkbox"/> Response Report 2</p>	<p>Check appropriate boxes</p> <p><input type="checkbox"/> Change in program standards (Change in standards by a national specialized professional association [SPA] or change in Ohio program standards or requirements)</p> <p><input type="checkbox"/> (**\$500 After January 1, 2010) New Program (a new program is one that has not been approved by the State Board of Education; assessments and rubrics in place) All items bolded below, if applicable, are required for a new program submission.</p> <p>(See fee Schedule)</p> <p><input type="checkbox"/> Academic Content Standards Alignment</p> <p><input type="checkbox"/> Reading Requirements</p> <p><input type="checkbox"/> *School Operating Standards</p> <p><input type="checkbox"/> Value-Added Progress Dimension</p> <p><input type="checkbox"/> Level A-Minimal changes that do not affect program content. Submit: (a) all changes with a brief rationale; (b) updated program of study (No Charge)</p> <p><input type="checkbox"/> Level B—Changes that affect program content. Submit: (a) all changes with a brief rationale (b) updated programs of study; and (c) updated standards matrix (No Charge)</p>	<p>Submit this Cover Sheet---All SPA Reports available electronically on NCATE's AIMS website. Do not send copies to OBR.</p>
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PROGRAM REPORT

SECTION I—CONTEXT¹

- 1. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the courses accepted by the program.**

Program Overview

The aim of the Teacher Leader Endorsement Program is to prepare education professionals for positions of instructional leadership with a specific focus on school improvement at local educational levels. The program is a hybrid program consisting of 10 semester hours that is completed in one year. Curriculum design and candidate outcomes are based on the Teacher Leader Endorsement Standards as well as the Ohio Standards for Teaching Profession and the Ohio Standards for Professional Development.

Admission Criteria

- Master's degree
- Minimum of seven years successful teaching experience under a current professional certificate or license
- 3.0 GPA in master's degree

Applicant submits:

- Official transcripts for highest degree earned
- Resume
- Statement of Intent
- One letter of recommendation supporting applicant's professional development leadership work in the school or district
- Letter of assurance by school administrator that states:
 - administrator's support for internship in which the candidate will lead professional development and coach teachers individually
 - applicant is pursuing or has completed Master Teacher

Retention Criteria

- Average GPA of 3.0 maintained throughout the program, with minimum of 80% in each course and internship; including a minimum of 85% passing score on the key assessment in each course
- Continuity in participation throughout the program
- If student withdraws during the program year, candidate may re-enter the program within the next year; beyond one year, the candidate will need to re-apply to the program

¹ Remember this report will be used as evidence in a national accreditation visit and should be written with a national audience in mind.

Exit Criteria

- Successful completion of all courses and internship
- 3.0 GPA

2. Description of the several field experiences required for the program, including the number of hours required.

Each course has a practice component that requires candidates to work within their school setting. The following table outlines these experiences with an indication of required hours.

Course Title	Field Activities	Proposed hours
Course I: Teacher Learning	<ul style="list-style-type: none">• Plan research-based strategies to support teacher learning in various professional development settings• Design and critique professional learning activity based on professional development research and Ohio Standards for Professional Development	5
Course II: Leading and Leadership	<ul style="list-style-type: none">• Analyze roles and responsibilities of teacher leaders in diverse school settings	5
Course III: Assessment for Learning	<ul style="list-style-type: none">• Evaluate assessment tools and resources• Construct classroom or subject specific assessment plan to support school improvement goals• Plan research-based strategies to lead and facilitate professional development on assessment	10
Course IV: Evidenced-based Professional Development	<ul style="list-style-type: none">• Design evaluation tools to measure effectiveness of professional development• Construct PD plan to support school improvement goals based on needs assessment	10
Internship	This school-based practicum over a semester includes providing group and individual professional development [coaching] to colleagues for continuous improvement of curriculum, instruction, and assessment. Experiences focus on data-based decision making to inform professional development provided in both group and individual settings (one-to-one coaching and mentoring).	15

3. Indication of whether the program has a unique set of program assessments and the relationship of the program's assessments to the unit's assessment system.

The Teacher Leader Endorsement Program proposal for John Carroll University has been developed with integrity to the Mission of John Carroll, and the Department of Education and Allied Studies, the Ohio Standards for the Teaching Profession (OSPT) and the Ohio Teacher Leader Endorsement Standards (TLE.) The Teacher Leader Endorsement program demonstrates a natural grounding in the academic unit's mission *"To provide Educational Leadership for a more just society in schools and community agencies."* This mission is actualized and elaborated upon within the unit's Conceptual Framework, "The Jesuit Ideal of an Educator," the unit's learning objectives for advanced programs, the unit's curricular strands identified advanced

programs (Personal and Professional Development, Scholarship, Leadership, Specialization) and the Performance-Based Assessments (PBA's) (Key Assessments) unique to this program as well as all licensure programs within the academic unit. The PBA's provides a structural and continuous foundation for assessment of a candidate within a licensure program. The PBA's are narrow in the sense that the assessment is specific to goals and objectives of a course, as well as broad in the sense that they provide evidence of program continuity, e.g., ongoing intellectual development, problem-solving and critical thinking, scholarship, leadership, application, and candidate assessment. The PBA's are aligned with the department's mission, conceptual framework, curricular strands, the TLE standards and the OPST standards.

The TLE program and course assessments were developed with a reflective focus on the philosophy and implementation of the unit's assessment system in general, and specifically, to fulfill the TLE program aim to prepare professional educators as leaders-in-service in multiple areas of professional development such as, instructional expertise, implementation and use of assessments, mentoring and coaching, and reflective practice. The assessment process, beginning with admission to the program, has been organized in a sequential, but spiral frame of learning to assure program and content knowledge continuity. This approach provides opportunity to maintain integral dependence of intellectual development and application within each course and throughout the program.

The assessment system for the TLE program is reflective of the four general assessment stages for each licensure programs within the academic unit, e.g., Program Admission; Program Retention; Internship; and Program Completion. Some aspects of the assessment stages are guided by an administrative perspective based on accumulated evidence, such as: 1) Admission: academic expertise and professional development, e.g., University degrees, professional licenses, evidence of success in teaching, leadership and professional development, and evidence of potential for success within the TLE program; 2) Program Retention and Internship: 3.0 Overall Grade Point Average, as well as 80% minimum in each course, and Participation, as evidenced in such manners as communication, collaboration, and disposition; 3) Program Completion: completion of all coursework and 3.0 GPA.

The PBA's for each course provide specific formative, summative, and program assessment information at five (5) points throughout the program. To accomplish this individual and programmatic assessment goal, the PBA's have been designed in a sequential, spiral and cumulative manner. The submitted PBA's have been aligned with the TLE standards as well as the academic unit's 4 curricular strands and seventeen (17) learning outcomes for advanced programs. The PBA's are unique to this program and the recommended content for each course. The initial assessment in course 1 provides the candidates' opportunities to investigate the research related to adult learning, teaching expertise, professional development, and mentoring with a deliberate focus on themselves, the candidate, as a person and a leader. This opportunity for reflection as a leader provides foundation and research for second PBA in which the candidates focus on an analysis of a specific contextual environment and identify, research, and create a plan related to specific "problems of practice" that impact teacher learning and instruction, and therefore children learning. The continuation of the assessments throughout the course sequence extends the knowledge and application base to the frame of professional development for one teacher, e.g., mentoring and coaching, and for groups of teachers. Each assessment strives to create expertise in ability to focus on one teacher and to also be able to

extend that expertise to larger groups of teachers. The culminating assessment within the internship is a reflection of the sequential process for learning and development throughout the year within multiple and interrelated domains, e.g., self-knowledge, leadership, research-based decision-making and learning, effective use of assessments, human relations, communication and collaboration.

Attachments B and C outlining program faculty expertise and experience can be found on pages 26-28. **Attachment D** outlining the Program of Study and Course Outlines can be found at the end of the report on pages 29-35.

SECTION II— LIST OF ASSESSMENTS

In this section, list the 4 to 6 key assessment tools that are being submitted as evidence for meeting the standards. All programs must provide evidence of a minimum of 4 assessments (2 additional assessments are optional). For each assessment, indicate the type or form of the assessment and when it is administered in the program.

Name of Assessment ²	Type or Form of Assessment ³	When the Assessment Is Administered ⁴
1 Assessment of the candidate's skill in evidenced-based principles of effective leadership and teacher learning. [Required]	Case Analysis [case study with reflection]	Course I Teacher Learning [required course – early in program]
2 Assessment of the candidate's use of data-based decisions and evidence-based practice. [Required]	Assessment for Learning Presentation [project with reflection]	Course III Assessment for Learning [required course: mid-program]
3 Assessment of the candidates' ability to facilitate a collaborative learning culture. [Required]	Professional Development Plan Implementation: Group Setting [project with reflection]	Internship [second half of program]

² Identify assessments by title used in the programs; refer to Section IV for further information on appropriate assessments to include.

³ Identify the type of assessments (e.g., essay, case study, project, comprehensive exam, reflection, portfolio, action research).

⁴ Indicate the point in the program when the assessment is administered (e.g., admission to the program, half-way through the program, required courses [specify course title and numbers], or completion of the program).

Name of Assessment ²	Type or Form of Assessment ³	When the Assessment Is Administered ⁴
4 Assessment of candidate's ability to promote and support professional learning and improved practice. [Required]	Professional Development Plan [project with reflection]	Course IV Evidenced-based Professional Development [required course: mid-program]
5 Additional assessment that addresses Ohio Teacher Leader Endorsement standards. [Optional]	Problem of Practice Strategic Plan [project with reflection]	Course II Leading and Leadership [required course – early program]
6 Additional assessment that addresses Ohio Teacher Leader Endorsement standards. [Optional]		

SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each standard on the chart below, identify the assessment(s) in Section II that address the standard at the element level. One assessment may apply to multiple standards and elements.

Teacher Leader Endorsement Standards	APPLICABLE ASSESSMENTS FROM SECTION II
Standard 1. Teacher Leader candidates know and demonstrate skill in evidenced-based principles of effective leadership and teacher learning.	
1.1 Candidates articulate their knowledge of effective leadership to encourage high levels of performance for educators and students.	X #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3
1.2 Candidates demonstrate skill in managing the change process by assisting and supporting teacher learning through professional development.	<input type="checkbox"/> #4 X #5 <input type="checkbox"/> #6
1.3 Candidates understand and apply strategies that assist adult learning and development.	
1.4 Candidates respect the diversity of the school staff; teachers, administrators, and other personnel.	
1.5 Candidates engage in reflective practice concerning leadership roles and responsibilities, and encourage reflective practice in others.	

1.6 Candidates assume leadership roles at the school, district, state or national levels and in professional organizations.	
1.7 Candidates facilitate the development of efficacy among other teachers in their school and district.	
Standard 2.	
Teacher Leader candidates promote the use of data-based decisions and evidence-based practice.	
2.1 Candidates serve as building leaders in the development, implementation, and continuous improvement of a comprehensive, cohesive, and integrated school assessment plan grounded in multiple measures and data sources.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6
2.2 Candidates collaboratively analyze assessment data to plan and implement differentiated instruction to meet student needs.	
2.3 Candidates lead collaborative efforts to develop high quality classroom assessments among grade-level and content-area teachers.	
2.4 Candidates support teachers in responding to the intervention process by designing, implementing, and gathering appropriate data and evidence.	
2.5 Candidates identify resources (including instructional technology) and research-based strategies to support the assess-plan-teach-reassess cycle.	
Standard 3.	
Teacher Leader candidates facilitate a collaborative learning culture.	
3.1 Candidates coach and model collaborative efforts to share knowledge and demonstrate interdisciplinary instruction among teachers.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6
3.2 Candidates nurture open and effective lines of communication with students, parents, other educators, administrators, and the community through professional learning communities.	
3.3 Candidates work with stakeholders to identify appropriate resources for enhancing collaboration.	
3.4 Candidates facilitate collaborative professional learning activities for educators, families, and the community.	
Standard 4.	
Teacher Leader candidates participate in developing and supporting a shared vision and clear goals for their schools.	
4.1 Candidates participate in developing a shared vision for short-term and long term goals for ongoing school reform, and continuous improvement.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6
4.2 Candidates advocate for and initiate increased opportunities for teamwork to promote and support student achievement and other school goals.	
4.3 Candidates participate in designing practices and structures that create and maintain an effective learning culture.	
4.4 Candidates support other school leadership team members in advocating and communicating the school's vision and goals.	
Standard 5.	
Teacher Leader candidates promote and model ongoing professional learning and	

improved practice within a learning community.	
5.1 Candidates use their knowledge of professional standards, including the Standards for Ohio Educators to support teachers' professional growth.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6
5.2 Candidates work effectively with individuals and groups of teachers by demonstrating the skills and competencies needed to teach adult learners.	
5.3 Candidates demonstrate skills in serving as mentors and coaches to others.	
5.4 Candidates develop, implement, and evaluate professional development activities for teachers.	
5.5 Candidates engage in activities that promote reflective practices in others.	
5.6 Candidates model professional, ethical behavior and expect it from others.	

SECTION IV—EVIDENCE FOR MEETING STANDARDS

#1 (Required) Assessment of the candidate’s skill in evidence-based principles of effective leadership and teacher learning. Examples of appropriate assessments include comprehensive examinations, individual reports, case studies, action research, portfolio projects,⁵ and self-assessments.
Provide assessment information (items 1-5) as outlined in the directions for Section IV

Key Assessment #1 – Understanding Role of Knowledge in Supporting Teacher Development

1. Description

The performance-based assessment for *Teacher Learning* consists of three parts: Part I: analysis of current research study (e.g., Mann & Firestone, 2008) on how teacher leaders with different subject knowledge interact with teachers and interpret findings; Part II: construct a strategic plan that focuses on the development of teacher leaders’ knowledge expertise to support teachers’ learning in local school settings; and Part III: complete a peer and self-critique that will provide substantive feedback on each component of the plan, including goals and action steps in each of the domains listed in Part II.

2. Alignment with Teacher Leader Standards

This assessment addressed Teacher Leader Endorsement Standard 1

Standard 1: Teacher Leader candidates know and demonstrate skill in evidenced-based principles of effective leadership and teacher learning.

⁵ For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.

Each candidate will demonstrate their knowledge and skill related to effective leadership, teacher learning and professional development through an analysis of research, the development of a strategic plan grounded in the research with a focused emphasis on the developmental nature of teaching, content area expertise, and contextual factors critical to the process of effective teaching and learning.

3. Data Analysis

This is a program proposal; there are no data to report.

4. Data Interpretation

Although there are no data to report in this program proposal, we plan to analyze and interpret data regarding this and other assessments as cohorts progress through the program. Faculty will use the key assessments and other assignments for the purposes of candidate progress monitoring and evaluation, and formative and summative program assessment.

5. Attachments

Description

The performance-based assessment for *Teacher Learning* consists of three parts:

Part I: Candidates will analyze a current research study on how teacher leaders with different subject knowledge interact with teachers and interpret findings in relation to: (a) concept of adaptive expertise; (b) research-based strategies to support teacher learning, and (c) contextual factors that influence instructional change.

Part II: After completing the analysis, the candidates will construct a strategic plan that focuses on the development of teacher leaders' knowledge expertise to support teachers' learning in local school settings. The plan should include goals and rationale, and action steps in each of the domains: content knowledge, effective teaching strategies, instructional materials and resources, and assessment of outcomes.

Part III: The candidates will complete a peer and self-critique that will provide substantive feedback on each component of the plan, including goals and action steps in each of the domains listed in Part II.

Example Research Study: Manno, C. M. & Firestone, W. A. (2008). Content is the subject: How teacher leaders with different subject knowledge interact with teachers. In M. M. Mangin & S. R. Stoelinga (Eds.) *Effective Teacher Leadership: Using research to inform and reform*. New York: Teachers College Press.

Submission:

1. Analysis of Research Study
2. Strategic Plan
3. Self-Critique and Peer-Critique of Strategic Plan

Rubric

	3	2	1	weight	TL Standard
<p>Understanding of Content in Analysis Concepts:</p> <ul style="list-style-type: none"> • adaptive expertise • research based strategies to support teacher learning • contextual factors that influence teacher learning 	<p>Analysis demonstrates strong knowledge of all three concepts and includes elaborated explanations and connections to research base.</p>	<p>Analysis shows evidence of substantive knowledge of at least two concepts; may show superficial knowledge of one of the concepts and/or lack research support.</p>	<p>Analysis demonstrates rudimentary knowledge of the concepts. Limited in description and explanation.</p>	<p>X 3 = 9 points possible</p>	<p>1.3</p>
<p>Understanding of Content in Strategic Plan Concepts:</p> <ul style="list-style-type: none"> • adaptive expertise • research based strategies to support teacher learning • contextual factors that influence teacher learning 	<p>Plan demonstrates strong knowledge of all three concepts and includes elaborated explanations and connections to research base. Plan provides strong rationale based on research.</p>	<p>Plan shows evidence of substantive knowledge of at least two concepts; may show superficial knowledge of one of the concepts and/or lack research support. Rationale for plan is somewhat supported by research.</p>	<p>Plan demonstrates rudimentary knowledge of the concepts. Limited in description and explanation. Rationale based on research is not evidenced.</p>	<p>X 3 = 9 points possible</p>	<p>1.2 1.3</p>
<p>Higher Order Thinking in Analysis</p>	<p>Analysis demonstrates critical examination, which includes organizing, interpreting, and evaluating. Analysis includes specific strategies and alternative points of view.</p>	<p>Analysis demonstrates close examination of the study but is limited in showing evidence of organizing, interpreting, and evaluating. Analysis includes specific strategies but is limited in articulating alternative strategies or points of view.</p>	<p>Analysis demonstrates surface level of examination with minimal evidence of organizing, interpreting, and evaluating. Plan includes mostly general strategies and does not articulate alternative strategies or points of view.</p>	<p>X 3= 9 points possible</p>	<p>1.2 1.3</p>
<p>Higher Order Thinking in Strategic Plan</p>	<p>Plan demonstrates critical examination, which includes organizing, interpreting, evaluating. Plan includes specific strategies and alternative points of view.</p>	<p>Plan demonstrates close examination of the study but is limited in showing evidence of organizing, interpreting, and evaluating. Plan includes specific strategies but is limited in articulating alternative strategies or points of view.</p>	<p>Plan demonstrates surface level examination with minimal evidence of organizing, interpreting, and evaluating. Plan includes mostly general strategies and does not articulate alternative strategies or points of view.</p>	<p>X 3 = 9 points possible</p>	<p>1.2 1.3</p>

Clarity of Expression	Analysis and plan are coherent and elaborated in communication. Demonstrates clear and logical chain of reasoning.	Analysis and plan are coherent in communication. Elaboration in some parts may be limited. Demonstrate clear and logical chain of reasoning.	Analysis and plan lack coherence in many parts and do not consistently demonstrate clear and logical chain of reasoning.	X 1 = 3 points possible	1.2 1.3
Peer and Self-critique of Plan	Provides substantive critique to self and peers; poses specific suggestions in three or more parts of the plan	Critique is mostly general and provides one or two suggestions for improvement	Critique does not provide specific nor substantive feedback	X 2 = 6 points possible	1.5
Total Score					possible maximum score = 45; Target Performance Score [passing 85%] = 38.25)
If candidate receives a score less than 38.25, the candidate will receive an “I” or incomplete in the course until the necessary revisions have been completed satisfactorily.					
Required Revisions:					

#2 (Required) Assessment of the candidate's use of data-based decisions and evidence-based practices. Examples of assessments include comprehensive examinations, research based strategies, data-related projects.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Key Assessment #2 - Assessment for Learning Presentation

1. Description

Candidates will create an enhanced PowerPoint presentation, which integrates current research, to lead professional development on assessment for learning in their local context. Classroom or subject specific data is gathered and analyzed and integrated into the professional development presentation.

2. Alignment with Teacher Leader Standards

This assessment addresses Teacher Leader Standard 2.

Standard 2: Teacher Leader candidates promote the use of data-based decisions and evidence based practice.

The purpose of this assessment is two-fold for the candidate to (1) demonstrate their knowledge of assessment constructs and processes; and (2) promote among colleagues an appreciation for and knowledge of the use of data as the basis of instructional decision making. Through their own analysis of classroom or subject specific data, candidates will provide

colleagues with a professional development experience that addresses the need to develop classroom and school-wide efforts to implement data-based decision making practices.

3. Data Analysis

This is a program proposal; there are no data to report.

4. Data Interpretation

Although there are no data to report in this program proposal, we plan to analyze and interpret data regarding this and other assessments as cohorts progress through the program. Faculty will use the key assessments and other assignments for the purposes of candidate progress monitoring and evaluation, and formative and summative program assessment.

5. Attachments

Description

Candidates will create a PowerPoint presentation to lead professional development on assessment for learning in their local contexts. The content will integrate current research on assessment and local school/district data and address constructs (e.g., formative, summative, assessment, value-added, reliability, validity, triangulation) and processes (e.g., data analysis and interpretation, using data to plan targeted and differentiated instruction). Candidates will draw on this work during their internship when they lead professional development in group and individual settings (one-to-one coaching and mentoring).

Tasks:

1. Describe purpose and the intended audience (e.g., grade level of teachers, subject area, department)
2. Select, gather and analyze classroom or subject specific student data (e.g., formal, informal, achievement, etc.) to demonstrate knowledge of the constructs and processes
3. Construct the PPT slides with presentation notes according to design criteria
4. Construct a tool for gathering feedback on participant learning based on the presentation and explain how the data will be used to improve professional development on assessment

Submission:

1. Description of background information gathered to prepare the presentation (tasks 1, 2, 4)
2. PowerPoint slides with notes
3. Evaluation tool and description of data uses

Rubric

	3	2	1	Weight	Teacher Leader Standards Addressed
Understanding of Content [constructs and processes]	Presentation demonstrates strong knowledge of multiple constructs and processes	Presentation demonstrates adequate knowledge of multiple constructs	Presentation demonstrates minimal knowledge of multiple constructs and processes through explanations and	X2=6 points possible	2.2 2.3 2.4

	through elaborated explanations and connections to research base.	and processes through explanations and connections to research base.	connections to research base.		
Higher order thinking	Presentation demonstrates critical examination, which includes organizing, interpreting, evaluating.	Presentation demonstrates examination, which includes organizing, interpreting, evaluating.	Presentation demonstrates surface level examination, which includes organizing, interpreting, evaluating.	X2=6 points possible	2.2 2.3 2.4
Clarity of expression	Analysis and plan are coherent and elaborated in communication. Demonstrate clear and logical chain of reasoning; adheres to design criteria	Analysis and plan are coherent in communication. Elaboration in some parts may be limited. Some parts do not demonstrate clear and logical chain of reasoning; adheres to design criteria	Analysis and plan lack coherence in many parts and do not consistently demonstrate clear and logical chain of reasoning; does not adhere to design criteria	X2=6 points possible	2.5
Self-assessment	Provides substantive, critique to self and peers; poses specific suggestions in three or more parts of the plan	Critique is mostly general and provides one or two suggestions for improvement.	Critique does not provide specific nor substantive feedback.	X2=6 points possible	2.5
Total Score					possible maximum score = 24; Target Performance Score [passing 85%] = 20.4)
If candidate receives a score less than 20.4, the candidate will receive an "I" or incomplete in the course until the necessary revisions have been completed satisfactorily.					
Required Revisions:					

#3 (Required) Assessment of candidate's ability to facilitate a collaborative learning culture. Examples of assessments include evaluations of practicum projects, case studies, portfolio tasks, action research, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Key Assessment #3: PD Plan in Group and Individual Settings

1. Description:

The Performance Based Assessment in the internship consists of two parts: Group PD and Individualized PD [coaching two individual teachers). Interns are required to revise, implement, and evaluate professional development in two primary types of settings, group and individual, bases on the plan they designed in Course 4.

2. Alignment with Teacher Leader Standards

This assessment addresses Teacher Leader Endorsement Standards 2, 3, 4, and 5:

Standard 2: Teacher Leader candidates promote the use of data-based decisions and evidence-based practice.

Over the 12-week span of the internship, candidates engage in a continuous process of revising, implementing, and evaluating the professional development plan they created in Course 4, which is aligned with the school and district improvement plans. Multiple sources of data are used to inform the planning process; analysis of student work is a central focus of the PD in both types of settings and used as a primary means of formative assessment of the PD.

Standard 3: Teacher Leader candidates facilitate a collaborative learning culture.

Over the 12-week span of the internship, candidates lead and facilitate a minimum of 7 professional development sessions with colleagues in group settings. The teacher groups may consist of subject alike- or grade- level teams, and may include the already established professional learning communities in the school. Activity in the PD settings engages the participants in continuous cycles of assess-plan-teach-revise, with direct application to classroom settings and extensions to home learning environments. The PD learning objectives are aligned with the overall goals and are revised based on feedback from teachers and analysis of student performance.

Standard 4: Teacher Leader candidates participate in developing and supporting a shared vision and clear goals for their schools.

Analysis of documentation and artifacts gathered from the professional development and coaching activity [based on PD Plan in Course 4] implemented over the 12-week span of the internship supports ongoing development of a shared vision and clear goals for instructional improvement.

Standard 5: Teacher Leader candidates promote and model ongoing professional learning and improved practice within a learning community.

The PD Plan from Course 4, which is implemented during the internship, is aligned with the Standards for Ohio Educators to support teachers' professional growth and Ohio's Professional Development Standards. Candidates lead and facilitate a minimum of 7 professional development sessions with colleagues in group settings and coach at least two teachers individually for a minimum of one hour per week. The intern and teacher engage in a series of coaching cycles, consisting of preconference planning, focused observation, and post observation debriefing with feedback, reflection, and revision. The activity in these PD settings engages all of the participants in continuous reflective processes of assess-plan-teach-revise.

3. Data Analysis

This is a program proposal; there are no data to report.

4. Data Interpretation

Although there are no data to report in this program proposal, we plan to analyze and interpret data regarding this and other assessments as cohorts progress through the program. Faculty

will use the key assessments and other assignments for the purposes of candidate progress monitoring and evaluation, and formative and summative program assessment.

5. Attachments

Description

The Performance Based Assessment in the internship consists of two parts: Group PD and Individualized PD [coaching two individual teachers). Interns are required to revise, implement, and evaluate professional development in two primary types of settings, group and individual, bases on the plan they designed in Course 4.

Rubric

Criteria:	4	3	2	1	weight	TL Std
<p><u>Disciplinary Concepts:</u> understanding of the concepts, theories, and principles of professional development by using them to create effective professional development for teachers: PD learning environment demonstrates understanding of concepts, i.e., teachers' diverse backgrounds</p> <p>a) group settings [e.g., schedule reflects minimum of 7 hours over the semester, 1-hour session duration].</p> <p>b) coaching of two teachers individually for minimum of 1 hr/ wk-participating in preconference, observation, post conference activity for 8 weeks</p>	uses concepts to organize, explain, interpret, summarize and extend the meaning and significance of pieces of information; use of ideas illustrate exemplary understanding	includes concepts to organize, explain, interpret, summarize, and extend the meaning and significance of otherwise discrete pieces of information; use of ideas is somewhat limited and/or shows some flaws in understanding.	concepts included, but their use is significantly limited and/or shows significant flaws in understanding.	few concepts included and the use of any concepts that are included shows limited understanding.	X3=12 points possible	4.1- 4.4 5.1 – 5.6
<p><u>Disciplinary Content:</u> PD and coaching content demonstrate understanding of teachers' prior knowledge of the content; content is organized to support teachers' learning; participants are engaged in learning</p>	uses concepts to organize, explain, interpret, summarize and extend the meaning and significance of pieces of information; use of ideas illustrate exemplary understanding	includes concepts to organize, explain, interpret, summarize, and extend the meaning and significance of otherwise discrete pieces of information; use of ideas is somewhat limited and/or	relevant concepts included, but their use is significantly limited and/or shows significant flaws in understanding.	few concepts included and the use of any concepts that are included shows limited understanding.	X3=12 points possible	2.3 2.4 3.1 3.2 3.3 3.4

		shows some flaws in understanding.				
Disciplinary Content: implementation of PD and coaching plans demonstrate use of teacher and student data as bases for selecting and organizing content; goals are well articulated and aligned with the content; research based principles of effective PD are observed: focus on critical thinking skills, problem solving; practice and feedback; application to instructional practice	uses concepts to organize, explain, interpret, summarize and extend the meaning and significance of pieces of information; use of ideas illustrate exemplary understanding	includes concepts to organize, explain, interpret, summarize, and extend the meaning and significance of otherwise discrete pieces of information; use of ideas is somewhat limited and/or shows some flaws in understanding.	relevant concepts included, but their use is significantly limited and/or shows significant flaws in understanding.	few concepts included and the use of any concepts that are included shows limited understanding.	X3=12 points possible	2.3 2.4 3.1 3.2 3.3 3.4 4.1- 4.4 5.1 – 5.6
<u>Analysis:</u> Demonstrates use of critical thinking in methods of data collection, analysis, and interpretation of assessments for progress monitoring and evaluation; uses multiple sources of data in reflecting on PD and coaching effectiveness, including teacher feedback and analysis of session components to determine what worked and what needs to improve to achieve PD goals; plan for subsequent sessions and other follow up demonstrates application of formative assessments aligned with PD goals.	substantial evidence of analysis. most of the work includes analysis.	moderate evidence of analysis; central portion of work includes analysis.	some evidence of analysis; small but not central portion of the work includes analysis	little or no evidence of analysis; recording specific information without evidence of organizing or reflecting upon it; analysis is weak or flawed.	X3=12 points possible	2.3 2.4 3.1 3.2 3.3 3.4 4.1- 4.4 5.1 – 5.6
<u>Elaborated Communication:</u> Written documentation of PD and coaching plans, implementation, and evaluation demonstrates elaborated account of decision making that is clear and coherent; considers points of view of participants, other colleagues, and researchers	provides substantial and accurate statements that elaborate decision making; expresses details and qualifications within an overall coherent framework; response can serve as an	provides some statements elaborating decision making and provide rationale; expresses details and qualifications within an overall coherent framework without major inaccuracies.	provides reasonably accurate elaboration in statements of decision making and rationale.	provides little or no information related to decision making; provides claims, broad generalizations, conclusions that are not elaborated	X3=12 points possible	4.1- 4.4 5.1 – 5.6

	exemplar		Total Score		
If candidate receives a score less than 51, the candidate will receive an “I” or incomplete in the course until the necessary revisions have been completed satisfactorily.					possible maximum score = 60; Target Performance Score [passing 85%] = 51)
Required Revisions:					

#4 (Required) Assessment of candidate’s ability to promote and support professional learning and improved practice. Examples of assessments include evaluations of practicum experiences, mentoring activities, portfolio tasks, action research, and follow-up studies.

Key Assessment #4: Professional Development Plan

1. Description

The purpose is to design a strategic, evidenced -based and goal-oriented plan for improving instruction. The plan should align with the Ohio Standards for Professional Development and research-based principles of effective professional development, and address instructional needs that stem from an analysis of multiple sources of data, including student achievement and other student performance data, classroom data, etc. The plan consists of four parts: Goals, Professional Development in Group Settings, Professional Development in Individual Settings, and Assessment of Professional Development Outcomes.

2. Alignment with Standards:

Implementation meets Teacher Leader Endorsement Standards 3, 4 and 5.

Standard 3: Teacher Leader candidates facilitate a collaborative learning culture.

Candidates design an evidenced-based, goal-oriented plan for improving instruction that will stem from an analysis of multiple sources of data: student, teachers, and parents. The plan will describe the group and individual settings (one-to-one coaching and mentoring) in which the candidates will lead professional development with teachers. The plan will also describe the parent and community activities to further the instructional goals.

Standard 4: Teacher Leader candidates participate in developing and supporting a shared vision and clear goals for their schools.

The Professional Development Plan is designed to be implemented over a series of months in established settings in which the goals, activity, outcomes are aligned with the school’s instructional improvement. Key components the professional development is the follow through from the professional development setting to the classroom with the analysis of student work used as a measure of teaching effectiveness. The plan will describe how the process of learn-apply-revise-reflect will be implemented to support and maintain an effective learning culture.

Standard 5: Teacher Leader candidates promote and model ongoing professional learning and improved practice within a learning community.

The Professional Development Plan will include a description of the goals, activity, intended outcomes and assessments used to monitor and evaluate the professional development. Each part of the plan will be aligned with Ohio’s Standards for Professional Development.

3. Data Analysis

This is a program proposal; there are no data to report.

4. Data Interpretation

Although there are no data to report in this program proposal, we plan to analyze and interpret data regarding this and other assessments as cohorts progress through the program. Faculty will use the key assessments and other assignments for the purposes of candidate progress monitoring and evaluation, and formative and summative program assessment.

5. Attachments

Description

The purpose is to design a strategic, evidenced -based and goal-oriented plan for improving instruction. The plan should align with the Ohio Standards for Professional Development and research-based principles of effective professional development, and address instructional needs that stem from an analysis of multiple sources of data, including student achievement and other student performance data, classroom data, etc. The plan consists of four parts: Goals, Professional Development in Group Settings, Professional Development in Individual Settings, and Assessment of Professional Development Outcomes.

I. Goals

The goal(s) of the professional development plan should be based on demonstrated need: student learning need and instructional improvement need. Goals should be stated for both instruction and student learning. Each goal should incorporate Standard 1, Element 1.1 from the Ohio Standards for PD.

- The PD goals should be clearly stated. Clearly stated goals are observable and measurable.
- The PD goals should be focused. Each priority area, writing or reading comprehension, for example, can generate two or three focused goals for teacher and student learning.
- The PD goals should be aligned with school and district priorities. The goals should be aligned with identified areas for improvement in your setting.

Each set of goals should be followed by a brief rationale statement, including data to justify the goal. Refer to the Ohio Professional Development Standards, Standard 2, for statements on how professional development should be informed by multiple sources of data.

II. Group Settings for Professional Development

One setting in which educators participate in professional development is a group setting. Design one or more group settings(s) [e.g., grade level meetings, professional learning

community, subject-alike team meetings) to meet the goals of your professional development plan. The description of your setting should include who, what, when, where, why, and how. The professional development plan should also describe the parent and community activities to further the instructional goals. The professional development in group settings should be aligned with goals stated in Part I.

III. One-To-One Settings for Professional Development

Individual setting is a second type of setting in which educators participate in professional development. Describe individual settings (one-to-one coaching and mentoring) for your professional development plan. The professional development in individual settings should be aligned with goals stated in Part I.

IV. Evaluating Professional Development

Part IV of the PD Plan describes the purpose, rationale, and tools for assessing professional development at five levels of evaluation (Guskey, 2000).

Rubric

	3	2	1		Teacher Leader Standard
Understanding of Content	PD Plan demonstrates deep understanding of critical concepts related to, and is comprehensively inclusive of, the key principles of effective professional development	PD Plan demonstrates adequate understanding of critical concepts related to, and is adequately inclusive of, the key principles of effective professional development.	PD Plan demonstrates minimal understanding of critical concepts related to, and is minimally inclusive of, the key principles of effective professional development.	X1=3 points possible	3.4 4.3 5.1 5.4 5.5 5.6
Higher Order Thinking	PD Plan demonstrates high level analysis related to principles of effective professional development, as evidenced in Evaluation Plan.	PD Plan demonstrates adequate analysis related to principles of effective professional development, as evidenced Evaluation Plan.	PD Plan demonstrates minimal analysis related to principles of effective professional development, as evidenced in Evaluation Plan.	X1=3 points possible	4.3 5.1 5.4 5.5
Reflection on PD Setting	Summary of school context clearly incorporates relevant data about school and district and presents a coherent and cohesive portrait of district and school profile. All essential details are included.	Summary of school context adequately incorporates relevant data about school and district and is resents a somewhat coherent and cohesive portrait of district and school profile. Some details may be lacking or obscure.	Summary of school context is seriously lacking in relevant data about school and district and school profile is disjointed. Essential details are lacking or confusing.	X1=3 points possible	4.3 5.6
Goals of PD Plan (multiply points x 2)	Goal statements of PD plan for teachers and students are clearly aligned with student data	Goal statements of PD plan for teachers and students are somewhat aligned with student data. Some connections	Goal statements of PD plan for teachers and students are not clearly aligned with student data.	X2=6 points possible	5.1 5.4

		between goals and data may be unclear.			
Individual Settings for PD (multiply points x 2)	Individual settings for PD are described in detail and are clearly aligned with goals of PD Plan.	Individual settings for PD are described, but essential details are lacking; and are somewhat aligned with PD Plan	Individual settings for PD are lacking in detail and are minimally aligned with goals of PD Plan	X2=6 points possible	3.4 4.3 5.1 5.4
Group Settings for PD (multiply points x 2)	Group settings for PD are described in detail and are clearly aligned with goals of PD Plan.	Group settings for PD are described, but essential details are lacking; and are somewhat aligned with PD Plan.	Group settings for PD are lacking in detail and are minimally aligned with goals of PD Plan.	X2=6 points possible	3.4 4.3 5.1 5.4
Evaluation of PD Plan (multiply points x 2)	The tools designed to collect evidence for two of the professional development goals are aligned with the goals and incorporate strong evidence of sound evaluation practice.	The tools designed to collect evidence for two of the professional development goals are somewhat aligned with the goals and incorporate adequate evidence of sound evaluation practice.	The tools designed to collect evidence for two of the professional development goals are minimally aligned with the goals and minimally incorporate evidence of sound evaluation practice.	X2=6 points possible	5.4 5.5
Written Conventions (2 points possible)		The PD Plan is written with minimal technical errors. Format is easy to follow.	The PD Plan contains many technical errors. Format is difficult to follow.	2 points possible	
Total Score					possible maximum score = 35; Target Performance Score [passing 85%] = 29.75)
If candidate receives a score less than 29.75, the candidate will receive an “I” or incomplete in the course until the necessary revisions have been completed satisfactorily.					
Required Revisions:					

#5 (Optional) Additional Assessment that addresses Ohio Teacher Leader Endorsement Standards

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Key Assessment #5 – Problem of Practice Strategic Plan

1. Description

Candidates will work with the building leadership team to identify a ‘problem of practice.’ A problem of practice is something that the team identifies that has the potential of making a difference in student learning if it were to be improved upon. Candidates will develop a plan to address the problem, create a process and work with peers to solve the problem, and design an evaluation of the process. It will serve as the culminating activity for the second course in the sequence, Leading and Leadership.

2. Alignment with Teacher Leader Standards

This assessment addressed Teacher Leader Endorsement Standards 1, 3, 4, and 5.

Standard 1: Teacher Leader candidates know and demonstrate skill in evidenced-based principles of effective leadership and teacher learning. Candidates will demonstrate their knowledge and skill in the principles of effective leadership and teacher learning through the way in which they engage their building leadership team in identifying a new or existing issue that at the time hinders student learning. Their study of theories of school change will provide candidates with the knowledge to create a strategic plan that could be used to increase student learning by having teachers work collaboratively on one specific area of practice. They will be asked to engage in reflective practice as they consider their roles and responsibilities as a leader of this planning process and of the planning process itself.

Standard 3: Teacher Leader candidates facilitate a collaborative learning culture.

Collaboration with others is a key component to this assessment. Initially, candidates will meet with members of their building's leadership team. Working with their colleagues, they will identify a new or existing problem of practice that will be the focus of this learning activity. In gathering background information on the problem, the candidate works with school colleagues to begin to create a strategic plan. In the task which asks candidates to identify plausible solutions to the problem of practice, the course will provide for simulations for individuals to work with members of the class to work through this part of the activity. Together, students will explore alternative solutions to the problem following a chain of logic that will lead to a final solution for implementation.

Standard 4: Teacher Leader candidates participate in developing and supporting a shared vision and clear goals for their schools. The strategic plan, the process of implementing the plan, and the tools for evaluating the process allow candidates to develop and support a shared vision with clear goals for addressing student learning in collaborative and meaningful ways. The research based strategies identified to address the problem of practice and the process of implementing and evaluating those strategies in terms of student learning serve to create and maintain an effective learning culture.

3. Data Analysis

This is a program proposal; there are no data to report.

4. Data Interpretation

Although there are no data to report in this program proposal, we plan to analyze and interpret data regarding this and other assessments as cohorts progress through the program. Faculty will use the key assessments and other assignments for the purposes of candidate progress monitoring and evaluation, and formative and summative program assessment.

5. Attachments

Description

Candidates will work with the building leadership team to identify a “problem of practice.” Candidates will develop a plan to address the problem, create a collaborative process for solving the problem, and design an evaluation of the process and determine next steps. The development of the plan occurs over the span of the course. The problem of practice and strategic plan could be used as part of the internship experience.

Tasks

1. Identify the building leadership team, schedule a meeting with the team to identify a new or existing problem of practice (building or instructional focus; i.e. developing higher level questioning techniques, formative assessment, differentiated instruction);
2. Gather background information on the problem of practice (i.e. what’s been done; how it’s being monitored; why it’s a problem); and situate the problem in current research;
3. Using the background information gathered, identify plausible, research-based strategies to address the problem of practice, that is, explore alternative solutions to the problem following a chain of logic (if . . . then, leading to the most plausible solution); Students will collaborate with two or three of their peers to work through this process of deciding on the most plausible solution.
4. Develop a school-wide plan and recommendations for implementation of a process to address the problem of practice over time;
5. Design a formative assessment tool for progress monitoring and determining targets;
6. Design a summative evaluation tool that will assess the success of implementation.

Submission: Artifacts of Problem-solving Process, Enhanced PowerPoint Presentation with detailed notes, and Reflection:

1. Artifacts: suggested-
 - a. Minutes of meeting with building leadership team
 - b. Notes from collective problem solving session around problems of practice presenting alternative solutions with peer critique
 - c. Progress Monitoring tool
 - d. Evaluation tool
2. Enhanced PowerPoint includes:
 - a. description of the problem of practice
 - b. outline of the plan to address the problem of practice
 - c. detailed explanation of the process to implement the plan, including protocols
3. Reflection on process, including reference to the strength and weaknesses of the process, the role and responsibilities of the candidate as leader of this process; speculation on the success of the process developed, recommendations for future work in identifying, implementing, and evaluating plans for problems of practice.

Rubric

	3	2	1	weight	Teacher Leader Standards
Understanding of	Problem of practice	Problem of practice and	Problem of practice	X2=6	1.1

content in problem of practice	and strategic plan demonstrate deep understanding of critical concepts related to theories of school change collaborative problem solving and strategic planning and evaluation.	strategic plan demonstrate adequate understanding of critical concepts related to Theories of change collaborative problem solving and strategic planning and evaluation.	and strategic plan demonstrate minimal understanding of critical concepts related to theories of change collaborative problem solving and strategic planning and evaluation.	points possible	
Higher Order Thinking In problem of practice	The problem of practice and strategic plan demonstrate high levels of analysis related to the principles of effective collaborative problem solving and evaluation.	The problem of practice and strategic plan demonstrate adequate levels of analysis related to the principles of effective collaborative problem solving and evaluation.	The problem of practice and strategic plan demonstrate minimal levels of analysis related to the principles of effective collaborative problem solving and evaluation.	X2=6 points possible	1.1
Problem of Practice	The problem of practice is clearly and thoroughly articulated, relevant to the school setting, and grounded in the appropriate research.	The problem of practice is clearly articulated but essential details are lacking; problem of practice is grounded in research but the research is either not current or not clearly aligned to the problem.	The problem of practice is lacking detail and minimally grounded in the research.	X2=6 points possible	4.1 4.4
Strategic Plan -planning for plausible solutions	Plan identifies several plausible solutions appropriate to the problem with clear explanation of why one solution is more plausible than the others.	Plan identifies a few plausible solutions appropriate to the problem of practice with an adequate explanation of why one solution is more plausible than the others.	Plan identifies plausible solutions which do not appear appropriate to the problem of practice; an explanation of why one solution is more plausible than the others lacks clarity and relevance.	X2=6 points possible	4.2 4.3
- planning for Implementation Process	Plan is detailed and aligned and includes recommendations for implementation over time; shows consistency with the problem and process to identify solutions.	Plan is lacking detail and somewhat aligned and includes recommendations for implementation over time; shows some consistency with the problem and process to identify solutions.	Plan is lacking and not aligned and fails to include recommendations for implementation over time; shows no consistency with the problem and process to identify solutions.	X2=6 points possible	3.4 4.3
-planning for evaluation	Formative and summative tools are aligned with the problem of practice and implementation process and incorporate strong evidence of effective evaluation practice	Formative and summative tools are somewhat aligned with the problem of practice and implementation process and incorporate some evidence of effective evaluation practice	Formative and summative tools are minimally aligned with the problem of practice and implementation process and incorporate little evidence of effective evaluation practice	X2=6 points possible	4.3

Reflection on Process	Reflection includes detailed explanation of strengths and weaknesses of the process, sense of self as leader, speculation on the success of the process developed, and recommendations for future problem-solving work.	Reflection includes some explanation of strengths and weaknesses of the process, sense of self as leader, speculation on the success of the process developed, and recommendations for future problem-solving work.	Reflection includes little explanation of strengths and weaknesses of the process, sense of self as leader, speculation on the success of the process developed, and recommendations for future problem-solving work.	X2=6 points possible	1.5
Professional Presentation	Presentation includes all of the prescribed elements; is clear and coherent and contains minimal technical or mechanical errors.	Presentation includes some of the prescribed elements; is somewhat clear and coherent and contains minimal technical errors.	Presentation includes few of the prescribed elements; lacks clarity and coherence, and contains many technical or mechanical errors.	X1=3points possible	
<p style="text-align: right;">Total Score</p> <p>If candidate receives a score less than 38.25, the candidate will receive an “I” or incomplete in the course until the necessary revisions have been completed satisfactorily.</p> <p>Required Revisions:</p>					<p>possible maximum score = 45; Target Performance Score [passing 85%] = 38.25)</p>

SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

Not required – new program submission

SECTION VI—For Response Reports Only

Describe what changes or additions have been made in the report to address the standards that were not met in the original submission. List the sections of the report you are resubmitting and the changes that have been made.

Not required – new program submission

ATTACHMENTS

Attachment A: Teacher Leader Endorsement Candidate Information

Not required – new program

Attachment B: Full-Time Faculty Information

Directions: Include a chart like the example shown below that includes all the information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Highest Degree, Field, & University ⁶	Assignment: Indicate the role of the faculty member ⁷	Faculty Rank ⁸	Tenure Track (Yes / No)	Scholarship, ⁹ Leadership in Professional Associations, and Service: ¹⁰ List up to 3 major contributions in the past 3 years ¹¹	Teaching or other professional experience in P-12 schools ¹²
Mark Storz	Ph.D., Urban Education (Learning and Development) Cleveland State University	Associate Dean for Graduate Studies, College of Arts and Sciences, Faculty, Department of Education	Associate	Yes	<p>Storz, M., & Nestor, K. (2008). It's all about relationships: Urban middle school students speak out on effective schooling practices. In F. Peterman (Ed.), <u>A call to activism: Preparing teachers for urban schools</u>. New York: Lang.</p> <p>Storz, M. (2008). Educational inequity from the perspective of those who live it: Urban middle school students' perspectives on the quality of their education. <u>The Urban Review</u>, 40, 247-267.</p> <p>Storz, M., & Nestor, K. (2007). <u>They call us to justice: Responding to the call of the Church and our students</u>. Washington, DC: National Catholic Education Association.</p>	Principal, K-8, 7-8; Associate Principal and Teacher, 7-12; Educational Consultant, 6-8; PDS coordinator, PK-8; Clinical Supervisor, 6-8; 7-12 Teaching License (Social Studies)
Catherine Rosemary	Ph.D., Literacy and	Faculty Member,	Professor	Yes	Professional development settings: More than time, place,	16 years of public school teaching

¹⁰ e.g., PhD in Teacher Education

¹¹ e.g., faculty, clinical supervisor, department chair, administrator

¹² e.g., professor, associate professor, assistant professor, adjunct professor, instructor

¹³ *Scholarship* is defined as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

¹⁴ *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

¹⁵ e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

¹⁶ Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

	Policy, University of Virginia	Department of Education and Allied Studies			<p>activity. http://www.literacycoachingonline.org/briefs.html</p> <p>Rosemary, C. A., Kinnucan-Welsch, Cardenas, M. & Young-Groach, P. (2008). The future is now: Ohio Consortium for online graduate education program in literacy. In R. M. Augustine (Chair), <i>Midwestern Association of Graduate Schools: Proceedings of the 63rd annual meeting</i>. Charleston, IL: Paap Printing.</p> <p>2000- 2007 Project Director, Literacy Specialist Project and Field Faculty Network in Literacy Education (funded by Ohio Department of Education)</p> <p>Chair, Literacy Specialist Endorsement Standards Writing Committee. In collaboration with Office of Professional Development, Center for the Teaching Profession, Ohio Department of Education.</p>	<p>kindergarten, special ed., K-12 reading, 7-8 English Language Arts</p> <p>13 years Educational Consultant, PreK-12 Literacy, Ohio public schools</p>
Kathleen Manning	Ph.D. Motor Development and Learning University of Toledo	Faculty Member, Department of Education and Allied Studies	Associate	Yes	<p>Chair: Department of Education & Allied Studies—2000-2008; NCATE Coordinator—2000-2008;</p> <p>Co-Recipient with Lakeland Community College OBR grant to implement program to prepare high school students in math and science;</p> <p>Member/President Association of Jesuit Colleges and Universities Deans and Chairs of Education Professional Association—2006--2008</p>	<p>Member, Pre-K to 12th grade Professional Development Executive Committee for Cleveland Heights—University Heights—2004—Present; Taught on-site seminar on Learning and Professional Development at St. Joseph Academy, Cleveland, spring, 2010 as part of Master's degree requirements</p>

Attachment C: Part-Time Faculty and Adjunct Faculty Information

Directions: Include a chart like the example shown below that includes all the information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Highest Degree, Field, & University¹³	Assignment: Indicate the role of the faculty member¹⁴	Faculty Rank¹⁵	Tenure Track (Yes/No)	Scholarship,¹⁶ Leadership in Professional Associations, and Service:¹⁷ List up to 3 major contributions in the past 3 years¹⁸	Teaching or other professional experience in P-12 schools¹⁹
Joseph Micheller	Ed.D Leadership and Administration University of Akron	District Administrator (CHUH)	Adjunct	No	Educational Advisory Board, Cleveland Council on World Affairs, Cleveland OH; Schools Affairs Committee, Walsh Jesuit High School, Cuyahoga Falls, OH	Middle School Social Studies Teacher, Kirk Middle School; East Cleveland City Schools; Superintendent of Schools, Cuyahoga Falls; Director of Special Programs and Compliance Cleveland Heights-University Heights City Schools

Attachment D: Program of Study

The Program of Study for John Carroll University’s Teacher Leader Endorsement Program consists of 10-semester credit hours, including four courses and an internship. It is designed for a teacher to complete over the course of one academic year.

For each of the courses, we have provided an outline that includes (1) the instructor’s name; (2) the course description; (3) course goals; (4) alignment of the course with the Teacher Leader

¹⁷ e.g., PhD in Teacher Education

¹⁸ e.g., faculty, clinical supervisor, department chair, administrator

¹⁹ e.g., professor, associate professor, assistant professor, adjunct professor, instructor

²⁰ *Scholarship* is defined as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one’s work for professional review and evaluation.

²¹ *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit’s mission.

²² e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

²³ Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

Standards; (5) a sample of readings; and (6) course assessments. This outline will form the basis of the course syllabus.

While each course has particular selected readings, there will be core documents that will be used in each of the courses. These include:

1. Ohio Teacher Leader Standards
2. Ohio's Leadership Development Framework
3. Ohio Standards for the Teaching Profession
4. Ohio Standards for Professional Development.

Course Outlines

Course 1: Teacher Learning [2 semester-credit hours]

ED 5XX

Instructor: Dr. Kathleen Manning

Description

Teaching is a developmental process. Understanding this concept lays a foundation for successfully working with novice and experienced teachers. Through examination of research, collaborative learning activity, practical applications, and reflection, participants will examine learning theory, schools as contexts for change, and evidenced-based practices that support individual professional development and the design of collaborative learning settings.

Learning Goals

- Expand knowledge of teaching as situated activity, influenced by individual development, social interaction, and contextual factors that influence classroom, school, district and broader educational environments
- Expand knowledge of research-based strategies to support teacher learning
- Plan research-based strategies to support teacher learning in various professional development settings
- Design and critique professional learning activity based on professional development research and Ohio Standards for Professional Development

Teacher Leader Standards Addressed:

Standard 1: Teacher Leader candidates know and demonstrate skill in evidenced-based principles of effective leadership and teacher learning.

1.1 Candidates articulate their knowledge of effective leadership to encourage high levels of performance for educators and students.

1.2 Candidates demonstrate skill in managing the change process by assisting and supporting teacher learning through professional development.

1.3 Candidates understand and apply strategies that assist adult learning and development.

1.5 Candidates engage in reflective practice concerning leadership roles and responsibilities, and encourage reflective practice in others.

Sample Readings

Darling-Hammond, L. & Bransford, J. (2005). *Preparing Teachers for a Changing World*. California: Jossey-Bass.

Hargreaves, A. & Shirley, D. (2009). *The FOURTH WAY: The Inspiring Future for Educational Change*. California: Corwin.

MacDonald, E. & Shirley, D. (2009). *The Mindful Teacher*. New York: Teachers College Press.

Manno, C. M. & Firestone, W. A. (2008). Content is the subject: How teacher leaders with different subject knowledge interact with teachers. In M. M. Mangin & S. R. Stoelinga (Eds.) *Effective Teacher Leadership: Using research to inform and reform*. New York: Teachers College Press.

Rodgers, C. (2002). Defining Reflection: Another Look at John Dewey and Reflective Thinking. *Teachers College Record*. 104 (4), pp. 842-866.

Evaluation

Students' performance in the class will be evaluated through the following means. Detailed guidelines will be distributed in class.

1. Understanding Role of Knowledge in Supporting Teacher Development (Key Assessment): Students will analyze a current research study on how teacher leaders with different subject knowledge interact with teachers and construct a strategic plan that focuses on the development of teacher leaders' knowledge expertise to support teachers' learning (45%) **Refer to pg. 10 for a more complete description of the assignment.**
2. Discussion Forum: The purpose of the assignment is to share learning about teacher leadership and effective professional development through substantive dialogue with colleagues. The candidates will participate in a discussion thread with three other class members. The discussion will be evaluated on both the quality of initial posts and responses to colleagues' questions. (20%)
3. Feature Analysis: (35%). The purpose of the assignment is to explain and self-assess understanding of research-based professional development that supports teacher learning. Following their readings on teacher learning and professional development research, candidates will complete the assignment by following these steps: (1) Articulate four principles of teacher learning that should guide the design of professional development. Formulate each principle as a statement that is based on your understanding of concepts discussed in the readings on effective teacher leadership and professional development. (2) Expand on these principles by constructing a graphic organizer that (a) illustrates the connections among the principles, and (b) delineates the teacher leader knowledge and skills needed to enact the principles in school settings. (3) Explain thoroughly each component of the graphic organizer and the interrelationships among the principles and concepts represented. (4)

Write a reflection on how the alignment of your research-based principles with the professional development you have participated in or observed in your own settings.

Course II: Leading and Leadership [2 semester-credit hours]

ED 5XX

Instructor: Dr. Joseph Micheller

Description

In order to influence colleagues, principals and other members of a school community for the purpose of improving teaching and learning, teacher leaders need to develop the knowledge, skills and dispositions associated with evidenced-based principles of effective leadership and 21st Century skills. Effective teacher leaders perceive of themselves as leaders, are knowledgeable of the theoretical underpinnings of leadership, and are able to apply the principles of effective leadership to their work. This course will provide opportunities for the teacher leader to explore their own beliefs and ideas about leadership, learn about different theories of leadership through independent readings and critique, and address real-life problems of practice individually and through collaborative inquiry.

Learning Goals

- Expand knowledge of effective collaboration principles
- Articulate research and theories of effective leadership
- Analyze roles and responsibilities of teacher leaders in diverse school settings
- Analyze theories of school change as they apply to diverse learning environments
- Design and implement protocols to support teachers' learning that reflect 21st century skills
- Reflect on personal and professional self as teacher leader

Teacher Leader Standards Addressed:

Standard 1. Teacher Leader candidates know and demonstrate skill in evidenced-based principles of effective leadership and teacher learning.

1.1 Candidates articulate their knowledge of effective leadership to encourage high levels of performance for educators and students.

1.4 Candidates respect the diversity of the school staff, teachers, administrators, and other personnel.

1.5 Candidates engage in reflective practice concerning leadership roles and responsibilities, and encourage reflective practice in others.

Standard 3. Teacher Leader candidates facilitate a collaborative learning culture.

3.4 Candidates facilitate collaborative professional learning activities for educators, families, and the community.

Standard 4. Teacher Leader candidates participate in developing and supporting a shared vision and clear goals for their schools.

4.1 Candidates participate in developing a shared vision for short-term and long-term goals for ongoing school reform and continuous improvement.

4.2 Candidates advocate for and initiate increased opportunities for teamwork to promote and support student achievement and other school goals.

4.3 Candidates participate in designing practices and structures that create and maintain an effective learning culture.

4.4 Candidates support other school leadership team members in advocating and communicating the school's vision and goals.

Sample of Selected Readings

City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2009). *Instructional rounds in education: A network approach to improving teaching and learning*. Cambridge, MA: Harvard Education Press.

Covey, Stephen R. (2009). A School for Leadership. *Educational Leadership*, 67, 28-33.

Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Fullan, M. (2009). Leadership Development: The Larger Context. *Educational Leadership*, 45-49.

Mangin, M. M., & Stoelinga, S. R. (2008). *Effective teacher leadership: Using research to inform reform*. NY: Teachers College.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria VA: Association for Supervision and Curriculum Development.

Evaluation

Students' performance in the class will be evaluated through the following means. Detailed guidelines will be distributed in class.

1. Problem of Practice Strategic Plan (Key Assessment): Students will identify a problem of practice and develop a plan to address the problem, create a process and work with peers to solve the problem, and design an evaluation of the process (45%) **Refer to pg. 23 for a more complete description of the assignment.**
2. Case Analysis: Students will analyze a case of school change through the lens of (a) theories of school change; and (b) the roles and responsibilities of teacher leaders. Students will apply their analysis to their own setting and reflect on their role as a teacher leader in the school change process (35%)
3. Discussion Forum: Students will design and implement protocols that will provide a framework for discussion of course readings as a means of expanding their knowledge of effective collaboration principles and research and theories of effective leadership (20%)

Course III. Assessment for Learning [2 semester-credit hours]

ED 5XX

Instructor: Dr. Mark Storz

Description

Understanding and using data about school and student performance are critical to improving schools. Teacher leaders need to be able to assist their colleagues in gathering data to help them determine if they are meeting their goals and to inform planning, instruction, and

assessment. Effective teacher leaders understand the various types of assessment, are able to work collaboratively to create an integrated school assessment plan, and to encourage a culture in their schools around the use of assessment data. This course will explore in depth various types of school-wide and classroom assessments and develop the candidate's knowledge and skill to collaborate with others in creating a culture of data-driven decision making.

Learning Goals

- Expand knowledge of research-based assessment practices in school reform efforts
- Expand knowledge of assess-plan-teach-reassess cycle
- Evaluate assessment tools and resources
- Construct classroom or subject specific assessment plan to support school improvement goals
- Plan research-based strategies to lead and facilitate professional development on assessment

Teacher Leader Standards Addressed:

Standard 2.

Teacher Leader candidates promote the use of data-based decisions and evidence-based practice.

2.2 Candidates collaboratively analyze assessment data to plan and implement differentiated instruction to meet student needs.

2.3 Candidates lead collaborative efforts to develop high quality classroom assessments among grade-level and content-area teachers.

2.4 Candidates support teachers in responding to the intervention process by designing, implementing, and gathering appropriate data and evidence.

2.5 Candidates identify resources (including instructional technology) and research-based strategies to support the assess-plan-teach-reassess cycle.

Sample Readings

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80 (2): 1-20.

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education*, 5 (1): 7-75.

Brookhart, S.M. (2001). Successful students' formative and summative use of assessment information. *Assessment in Education*, 8: 153-169.

Boudett, K. P., City, E. A., & Murname, R. (2008) *Data wise*. Cambridge, Mass: Harvard Education Press.

Davies, A. (2008). *Leading the way to making classroom assessment work*. Courtenay, BC: Connections Publishing.

Reeves, D. (2007). *Ahead of the curve: The power of assessment to transform teaching and learning*. Bloomington, IN: Solution Tree.

Evaluation

Students' performance in the class will be evaluated through the following means. Detailed guidelines will be distributed in class.

1. Assessment for Learning Presentation (Key Assessment): Students will create a PowerPoint presentation to lead professional development on assessment for learning in their local contexts, integrating current research on assessment and local school/district data (24%) **Refer to pg. 13 for a more complete description of the assignment.**
2. Technical Properties of Assessment: The purpose of the assignment is to apply knowledge of the technical properties of assessments used in schools to measure students' skills in content areas: math, social, science, or reading. The candidates will select one content area as a focus for analysis and complete the assignment according to the following procedures: (1) Obtain information on the technical aspects of the assessments through web search or hard copy of the manual. (2) Identify the content knowledge domains and skills assessed. (3) Describe the measures used to assess these skills. (4) Determine the technical properties of the assessments, including standardization, validity, reliability, and uses of results. (5) Based on the information gained, evaluate how the instruments are used in the school setting and discuss limitations of the instruments. (24%)
3. Assessment Plan: The purpose of the assignment is to apply knowledge of evidence-based assessment practices in planning for school improvement. The candidates will complete the assignment according to the following procedures: (1) Develop a plan for facilitating a professional development session with grade level or subject-specific teachers to analyze multiple sources of student data (e.g., standardized text, informal classroom-based assessment) to identify common student need in particular content area. The plan includes: (a) identifying data and explaining how data will be gathered and organized; (b) constructing a detailed agenda for the PD session; (c) constructing the PPT outline of goals and content for the session, which includes concepts on evidence-based assessment practice, assessment concepts, approach to analysis, interpretations and use of findings; (d) constructing the tool for assessing the effectiveness of the PD session in relation to the goals. (2) Facilitate the professional development session and gather feedback data from participants. (3) Analyze and summarize feedback data. (4) Write a summary of the feedback, reflection on the effectiveness of the session, and description of next professional development session that focus on applying findings to instruction. (36%)
4. Quiz: Students will demonstrate their knowledge of evidence-based assessment practices and the assess-plan-teach-process (16%)

Course IV: Evidence-based Professional Development [2 semester-credit hours]

ED 5XX

Instructor: Dr. Catherine Rosemary

Description

Sustaining positive change in schools depends on well-established professional learning settings in which educators collaborate to continually strengthen teaching and learning. These settings, guided by evidence-based principles and standards of effective professional development, are structured to support critical analysis of instruction based on student performance, reflection, and evaluation of outcomes in relation to goals. In this course, candidates will demonstrate the knowledge, skills, and dispositions to design, lead, facilitate, and evaluate the effectiveness of professional development.

Learning Goals

- Expand knowledge of research on professional development as a process for school change
- Expand knowledge of research-based approaches and methods of leading and facilitating group professional development, coaching and mentoring
- Analyze contextual factors that influence professional development
- Design evaluation tools to measure effectiveness of professional development
- Construct PD plan to support school improvement goals based on needs assessment
- Reflect on effectiveness of professional development plan

Teacher Leader Standards Addressed:

Standard 4. Teacher Leader candidates participate in developing and supporting a shared vision and clear goals for their schools.

4.3 Candidates participate in designing practices and structures that create and maintain an effective learning culture.

Standard 5. Teacher Leader candidates promote and model ongoing professional learning and improved practice within a learning community.

5.1 Candidates use their knowledge of professional standards, including the Standards for Ohio Educators to support teachers' professional growth.

5.2 Candidates work effectively with individuals and groups of teachers by demonstrating the skills and competencies needed to teach adult learners.

5.3 Candidates demonstrate skills in serving as mentors and coaches to others.

5.4 Candidates develop, implement, and evaluate professional development activities for teachers.

5.5 Candidates engage in activities that promote reflective practices in others.

5.6 Candidates model professional, ethical behavior and expect it from others.

Sample Readings

Ball, D. L., & Cohen, D. (1999). Developing practice, developing practitioners: Toward a practice-based theory of professional education. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 3-32). San Francisco: Jossey-Bass.

- Crockett, Michele D. (2002). Inquiry as professional development: Creating dilemmas through teachers' work. *Teaching and Teacher Education*, 18 (5), 609-24.
- Desimone, L. M., Porter, A. C., Birman, B. F., Garet, M. S., & Yoon, K. S. (2002). How do district management and implementation strategies relate to the quality of the professional development that districts provide to teachers? *Teachers College Record*, 104, 1265 – 1312.
- Gibson, S. (2006). Lessons observation and feedback: The practice of an expert reading coach. *Reading Research and Instruction*, 45(4), 295-318.
- Joyce, B., & Showers, B. (2002). *Student achievement through staff development*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Knapp, M. S. (2004). Professional development as a policy pathway. In R. E. Floden (Ed.), *Review of Research in Education*, 27 (pp. 109 –157). Washington, DC: American Educational Research Association.
- Loucks-Horsley, S., Hewson, P., Love, N., & Stiles, K. (1998). *Designing professional development for teachers of science and mathematics*. Thousand Oaks, CA: Corwin Press.
- Mangin, M. M., & Stoelinga, S. R. (Eds.) (2008). *Effective Teacher Leadership: Using research to inform and reform*. New York: Teachers College Press.
- Randi, J., & Zeichner, K. M. (2004). New visions of teacher professional development. In M. Smylie & D. Miretzky, (Eds.), *Developing the teacher workforce, 103rd Yearbook National Society for the Study of Education* (pp. 180-227). National Society for the Study of Education. Chicago.
- Schon, D. (1987). *Educating the reflective practitioner*. San Francisco: Jossey Bass.

Evaluation

Students' performance in the class will be evaluated through the following means. Detailed guidelines will be distributed in class.

1. **Professional Development Plan:** Students design a strategic, evidenced-based and goal-oriented plan for improving instruction stemming from an analysis of multiple sources of data (35%) **Refer to pg. 19 for a more complete description of the assignment.**
2. **Graphic Organizer:** The purpose of the assignment is to demonstrate knowledge of research-based approaches to coaching and mentoring and contextual factors that influence professional development. The candidates will complete the assignment according to the following procedures: Construct a feature matrix to illustrate similarities and differences among research-based approaches to mentoring and coaching. The matrix should include specifics about the participants, purpose, goals, activity, intended outcomes, means for assessing outcomes, and contextual factors that influence the one-on-one professional development setting. Explain the matrix as if they were teaching a colleague about one-to-one coaching and mentoring. (30%)
3. **Discussion Forum:** The purpose of the assignment is to share learning about research on coaching and mentoring through substantive dialogue with colleagues. The candidates will participate in a discussion thread with three other class members. The discussion will be evaluated on both the quality of initial posts and responses to colleagues' alternative solutions. Each member of the discussion group participates according to the

following procedures: (1) Respond to prompt: Explain the contextual factors that influence coaching and mentoring based on the feature analysis constructed in *Graphic Organizer* assignment, (2) describe how one factor is evidenced in candidate's school setting and how to address the issue based on understanding of research. (3) After reading colleagues' responses, pose an alternative view to colleagues' approaches to addressing the issue. (4) Respond to colleagues' alternative solutions regarding the feasibility of implementing their approaches. (20%)

4. **Evaluation Tools:** Students will investigate methods and tools for assessing professional development in relation to the Ohio Standards for Professional Development. Students will design a tool to measure the outcome related to one of the goals stated in the Professional Development Plan (25%)

Course V: Internship (2 semester-hour credit)

ED 5XX

Instructor: Dr. Catherine Rosemary

Description

The internship is the culminating activity supporting and integrating the accomplishment of the Teacher Leaders Endorsement Standards. This school-based practicum over a semester includes providing group and individual professional development [coaching] to colleagues for continuous improvement of curriculum, instruction, and assessment. Diagnostic reading and writing clinical experiences focus on data-based decision making to inform professional development provided in both group and individual settings (one-to-one coaching and mentoring).

Learning Goals

- Articulate and apply findings from research on professional development
- Design PD environments to support teacher learning, i.e., prepare individual and group settings for professional learning to assist teachers in improving teaching practice to improve student learning, and demonstrate understanding in practice
- Design, implement, and evaluate professional development in relation to goals and intended outcomes, i.e., positive change in teaching practice and student performance

Teacher Leader Standards Addressed:

Standard 2. Teacher Leader candidates promote the use of data-based decisions and evidence-based practice.

2.3 Candidates lead collaborative efforts to develop high quality classroom assessments among grade-level and content-area teachers.

2.4 Candidates support teachers in responding to the intervention process by designing, implementing, and gathering appropriate data and evidence.

Standard 3. Teacher Leader candidates facilitate a collaborative learning culture.

- 3.1 Candidates coach and model collaborative efforts to share knowledge and demonstrate interdisciplinary instruction among teachers.
- 3.2 Candidates nurture open and effective lines of communication with students, parents, other educators, administrators, and the community through professional learning communities.
- 3.3 Candidates work with stakeholders to identify appropriate resources for enhancing collaboration.
- 3.4 Candidates facilitate collaborative professional learning activities for educators, families, and the community.

Standard 4. Teacher Leader candidates participate in developing and supporting a shared vision and clear goals for their schools.

- 4.1 Candidates participate in developing a shared vision for short-term and long-term goals for ongoing school reform and continuous improvement.
- 4.2 Candidates advocate for and initiate increased opportunities for teamwork to promote and support student achievement and other school goals.
- 4.3 Candidates participate in designing practices and structures that create and maintain an effective learning culture.
- 4.4 Candidates support other school leadership team members in advocating and communicating the school's vision and goals.

Standard 5. Teacher Leader candidates promote and model ongoing professional learning and improved practice within a learning community.

- 5.1 Candidates use their knowledge of professional standards, including the Standards for Ohio Educators to support teachers' professional growth.
- 5.2 Candidates work effectively with individuals and groups of teachers by demonstrating the skills and competencies needed to teach adult learners.
- 5.3 Candidates demonstrate skills in serving as mentors and coaches to others.
- 5.4 Candidates develop, implement, and evaluate professional development activities for teachers.
- 5.5 Candidates engage in activities that promote reflective practices in others.
- 5.6 Candidates model professional, ethical behavior and expect it from others.

Sample Readings

- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher, 38*, 181-199.
- Guskey, T. R. (2000). Evaluating professional development (Chapter 3, pp. 67 - 93). Thousand Oaks CA: Corwin Press.
- Kazemi, E., & Hubbard, A. (2008). New directions for the design and study of professional development: Attending to the co evolution of teachers' participation across contexts. *Journal of Teacher Education, 59*, 428 – 441.
- Mangin, M. M., & Stoelinga, S. R. (Eds.) (2008). *Effective Teacher Leadership: Using research to inform and reform*. New York: Teachers College Press.
- Randi, J., & Zeichner, K. M. (2004). New visions of teacher professional development. In M. Smylie & D. Miretzky, (Eds.), *Developing the teacher workforce, 103rd Yearbook National Society for the Study of Education* (pp. 180-227). National Society for the Study of Education. Chicago.

Schon, D. (1987). *Educating the reflective practitioner*. San Francisco: Jossey Bass.

Evaluation

Students' performance in the class will be evaluated through the following means. Detailed guidelines will be distributed in class.

1. PD Plan in Group and Individual Settings (Key Assessment): Students will revise, implement and evaluate their professional development plan in two primary types of settings: group and individual. Students will engage in coach and mentoring activities with their colleagues in their local setting (60%) **Refer to pg. 16 for a more complete description of the assignment.**
2. Discussion Forum: This discussion focuses on accountability in professional development and provides an opportunity to reflect on accountability in your own PD and coaching work. What are you accountable for [see your PD and coaching goals]? What data have you collected to assess progress toward your goals? What is your assessment of outcomes thus far? How and to whom will you channel information about the PD and coaching work you have led over the school year? These are all questions that relate to accountability. Before you participate in the discussion with your colleagues, review the articles on accountability in PD and your PD Plan, Part 4, and reflect on what you have accomplished.

Thread structure:

1. Explain your thinking about the concept of accountability and how it plays out in your teacher leader role. Include some specifics about: what you are accountable for, data you collected to assess progress toward goals, your assessment of outcomes thus far, and how and to whom you will channel information about the PD and coaching work you have led throughout the internship.
2. After reading all of your colleagues' descriptions, add to the discussion by explaining an insight or different way of thinking about accountability that you had not considered previously.
3. Elaborate on the insights described by two of your colleagues to build a deeper conceptualization of accountability. (40%)