

TELD - Teacher Leadership

TELD 6000 Equitable Learning: Accessibility, Adaptation, and Accommodation (3)

This course is designed to study the skills and responsibilities of the Teacher Leader in promoting change in the pursuit of social justice for all learners in communities, schools and classrooms. This course examines of the role and responsibilities of the teacher leader in regard to providing access and quality instruction through adaptations and accommodations in the school and classroom. A brief foundational perspective to Federal and State law concerning individuals with disabilities will be provided, including the following: organizational structures, relationship to general school curriculum, instruction and related services. Current issues in the field of education will also be explored. Participants will apply the context readings, class discussions, field observations, and group experiences in reflecting on their role as an educator and leader. Students will examine issues such as teacher leadership, parent communications and advocacy for all children. An internship/field experience is also embedded in this course. **Prerequisites:** A master's degree and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

TELD 6020 Coaching, Mentoring, & Evaluating (3)

This course prepares teacher-leaders to do their personal best, to be of service to others, and to be knowledgeable, informed, responsible and reflective life-long learners. The course is designed to encourage teacher-leaders to take ownership and accept accountability for serving as effective coaches and mentors to educators in their school systems and to create a culture of partnership. A goal in the course is that teacher-leaders are able to motivate, utilize, and retain talent in their system and can to explain and perform their roles, their accountability, and their expected outcomes, based on ISLLC (Interstate Leaders Licensure Consortium) standards. Teacher-leaders will learn the importance of coaching individuals, capable of professional responsibilities, who have the knowledge, information, and responses required to incorporate differentiated instruction and reflective dispositions necessary for serving their communities. Understanding how to use and apply formative and summative assessments to achieve a cohesive community where student outcomes can be measured and where student responses in the classroom are valued will be stressed. Teacher-leaders will also be required to apply their knowledge of the requirements their roles by completing a case study. **Prerequisites:** A master's degree and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this certificate.

TELD 6040 School Improvement (3)

This course is for future leaders to understand the school improvement process: to use and analyze data and demographics of the school community for school improvement and goal setting; to understand models for educational program planning and evaluation; to understand research based school improvement strategies, and to involve community members and stakeholders in the school improvement process. Students will also gain an understanding of how the relationships among the development of learning communities, teacher leadership, school effectiveness, and site-based accountability can positively improve schools. Activities may include site-based visits, including participant-observer studies, shadow studies, problem-based learning activities, case studies, and research studies. Students will demonstrate an understanding of data collection and analysis issues, evaluate school improvement models, and develop a product representing their growth in understanding of teacher leadership and school improvement. **Prerequisites:** A master's

degree and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this program.

TELD 6060 Culture and Diversity of Schools (3)

Due to the significant technological progress and to the accelerated increase in population relocation numbers, contact between cultures has become an everyday occurrence. Given their classroom roles, teachers are always exposed to a full array of cross cultural interactions. This course combines theory with practical projects that allow learners to improve their understanding and knowledge of various aspects of cross-cultural contact involving "traditional" and "nontraditional" families and diverse populations. Teachers will learn how culture and language influence one's behavior, actions and judgment. Using this knowledge, learners will be asked to explore and discuss how families and cultures are represented in a school structure and curriculum. **Prerequisites:** A master's degree and a demonstrated ability to communicate orally and through written materials. Any deficits must be addressed through courses that are not part of this certificate.