

The Heritage Institute

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ISL Syllabus

PROGRAM NAME:	INSTRUCTING NEW TEACHERS & IMPROVING STUDENT LEARNING: 2018-2019
NO. OF QUARTER CREDITS:	5
INSTRUCTIONAL CONTACT HRS:	50
EST. # OF PARTICIPANTS:	18
INSTRUCTORS OF RECORD:	Mike Smith, M.S. Joe Black, M.Ed.
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SUBJECT/DATE/TIMES:	August 2018 - June 2019
August 2018	New Educator Orientation 7:30am-3:45pm 8/16
September 2018	Action Research Proposals 1:30pm-3:30pm 9/18, 9/25
October 2018	Book Study selection, reading assignment plan, & meetings 1:30pm-2:30pm 10/2, 11/6, 12/4, 1/8, 2/12, 3/5, 4/2, 5/7, 5/21 Curriculum Mapping Planning 10/2, 1/15, 4/9 1:30-3:30 Curriculum Mapping Presentations Oct, Feb, April 8:00am-4:00pm (dates vary by grade-level team) Shadow Partners selection & Observation cycle begins 1:30pm- 2:30pm 10/16, 10/30, 2/12
November 2018	Shadow partners begin meeting on individually-planned basis through 6/4/19 (dates and times vary depending on team members' schedules, will be minimum 8 hours including: pre-meeting, observation, de-brief meeting and follow-up meeting)

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PROGRAM DESCRIPTION:

We coach through the lens of racial equity to increase the academic, personal and interpersonal success of all students. Our goals include increasing the effectiveness of culturally responsive educators (teachers, media specialists, & counselors) and cultivating educator leadership. Our program values include: culturally responsive practices and personal racial identity work to support our diverse group of new educators. We use inquiry, reflection and collaboration to provide professional responsiveness to the individual strengths and needs of every educator in our program, while focusing upon student achievement through adaptive and technical solutions. As individuals on the team we devote our learning to an inquiry and evidence-based learning model to support and grow our practice as we serve new educators and their students. Our model includes: research, observation, feedback, professional development and reflection.

LEARNING OUTCOMES: Participants will:

1. Learn how to create and sustain a line of Action Research over the course of this school year, including: collecting data & information, while maintaining confidentiality, to serve as a means to deepen or extend coaching skills.
 2. Learn how to utilize professional texts to access learning that is directly applicable to the work of coaching and transforming instructional practice.
 3. Learn to engage in 1-2 cycles of peer shadowing process, through data collecting, partner feedback, and establishing goals and objectives for the year.
 4. Learn about, and participate in a series of Peer Observation Feedback Cycles, which will demonstrate understanding by offering time and expertise for professional reflection and coaching skills.
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REQUIREMENTS FOR CREDIT:

To issue credit, Antioch University Seattle requires 75% or better to issue credit at the 400 level and 85% or better to issue credit at the 500 level.

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| 1. Reading of all requisite materials & presentation of Book Study | 40% |
| 2. Participation in Peer Observation Cycles & Videotaping | 30% |
| 3. Completion & Presentation of Action Research | 30% |

Outside Assignment – (500) Level (400 level not offered)

- 1) Create and sustain a line of Action Research for the full school year. All information collected, (per the design of our work) remains confidential. The Action Research Project will include the following:
 - a. An essential question guide to guide coaching with an ultimate goal of establishing instructional practices which positively affect student achievement.
 - b. The coaching strategy or culturally responsive mentoring practice you have implemented through the use of collecting ongoing data directly related to your Action Research. The data collected can be quantitative, qualitative and/or observational.
 - c. A presentation of your research, focus and direction of your Action Research with a small group of colleagues while protecting the confidentiality. The presentation will include your shadow partner observations, administrator observations, problem of practice conversations or feedback from videos. Consider affinity group and peer shadow partners as models for sharing.
- AND**
- 2) Write a summative analysis of your Action Research (minimum of 1,500 words) that includes:
 - Essential questions
 - Strategies used
 - Data collected
 - Personal reflection on strategy effectiveness

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- 3) From your selected professional reading from this course, create one or more of the following:
a) PowerPoint / slideshow presentation, b) informational poster/packet, c) Online book review outline, and / or, d) role play to demonstrate your learning and “take-aways” and actionable steps to apply that learning.

AND

- 4) Review your Action Research goals and objectives. Critique the data collected through Peer Review Feedback Cycles and coaching session videos on your peer shadowing. Consider the following questions: *Were all of your stated goals met? Did you achieve all of the objectives? How does this work inform your next steps??*

SUGGESTED READING (Minimum of 6 references.)

Aguilar, Elena, *The Art of Coaching: Effective Strategies for School Transformation*, Jossey-Bass, 2013.

Aguilar, Elena, *The Art of Coaching Teams: Building Resilient Communities that Transform Schools*, Jossey-Bass, 2016.

Hammond, Zaretta, *Culturally Responsive Teaching & the Brain*, Corwin, 2015.

Singleton, Glenn, *Courageous Conversations About Race*, Corwin Press, 2006.

Rock, David, *Quiet Leadership: Six Steps to Transforming Performance at Work*, HarperCollins, 2007.

van Dernoote Lipsky, Laura, *Trauma Stewardship*, Barrett-Koehler, 2009.

**Email Completed ISL Form to:
Yvonne Hall yvonne@hol.edu**

Info: Call 1-800-445-1305 Mon-Thu, 9am-5pm PST.