



Transformative Classroom Leadership Site-based Participant Syllabus

Course Description

This course is designed to provide teachers with research-based, proactive practices, and habits of mind for transformative classroom leadership. Strategies for creating a high-functioning learning community can promote skills that are critical for success both in and outside the classroom. The following attributes of a transformative classroom will be explored: clarity of purpose, self-responsibility, relationships among students, and an increasing level of function over time (based on Schindler's model of *Transformative Classroom Management*). Grounded with an inner purpose, key attitudes, and strategies, teachers will learn how to discern the underlying effective teacher-student interactions, so they can recognize how to proactively prevent misbehaviors and intervene effectively when misbehaviors occur. Self-assessment and reflection are built into the activities, projects, and discussions so that teachers can examine their dispositions and efficacy as educators.

Course Prerequisites

This course is recommended for K-12 school personnel who desire to transform their classroom leadership abilities to move beyond purely external or authoritarian approaches and strategies. Participants must hold a baccalaureate degree.

Text Books/Supplemental Reading

Will be provided on the first day of class.

Additional resources utilized are located in the reference section at the end of this syllabus.

Global Goals of the Course

To deepen and/or apply the content and skills of the teacher's existing professional knowledge base by meeting the following global goals of this course:

1. To describe and employ research-based, proactive practices, and habits of mind for transformative classroom leadership (NBPTS 1, 2, 4, 5; InTASC 1-3, 9)
2. To examine the key attributes of a transformative classroom and what is involved in creating a high-functioning learning community (NBPTS 1, 2, 3, 4, 5; InTASC 3, 7, 8, 9, 10)

3. To examine how to discern underlying effective teacher-student interactions (NBPTS 1, 3, 4, 5; InTASC 1-3, 7, 8, 9, 10)
4. To identify how to proactively prevent misbehaviors and intervene effectively when misbehaviors occur (NBPTS 1, 3, 4, 5; InTASC 1-3, 7, 9, 10)
5. To utilize self-assessment and reflection as a way to examine personal dispositions and efficacy (NBPTS 4; InTASC 9, 10)
6. To employ other educational professionals to improve student learning (NBPTS 5; InTASC 9, 10)

Instructional Objectives

By the conclusion of the course, each participant should be able to do the following:

1. Examine approaches to classroom management and the transformative model
 - 1.1 Describe various approaches to classroom leadership
 - 1.2 Appraise current personal classroom leadership
 - 1.3 Appraise and evaluate transformative classroom leadership
2. Identify the elements of classroom environment, expectations, and the win-win approach that produce a positive setting
 - 2.1 Examine basic components of classroom environment
 - 2.2 Identify the elements of classroom dynamics and student motivation
 - 2.3 Appraise how classroom expectations impact the classroom environment and student learning
 - 2.4 Analyze effective management and motivational strategies
 - 2.5 Identify sources of conflict and determine how to resolve them with a win-win approach
3. Examine and create a social contract
 - 3.1 Create classroom bonds with a social contract
 - 3.2 Recognize how to develop logical and related consequences
 - 3.3 Explain how to implement a social contract within a classroom
 - 3.4 Recognize teacher and student responsibility within the classroom
4. Appraise the pedagogy-management connection
 - 4.1 Describe the instructional-management connection
 - 4.2 Explain key areas in which pedagogical choices affect management outcomes
 - 4.3 Appraise how to teach and manage students with different abilities and learning styles
 - 4.4 Formulate how to match instructional and managerial styles
5. Employ practices that lead to the transformed classroom and transformed mind-set
 - 5.1 Create a philosophical foundation of personal, transformative leadership
 - 5.2 Construct new goals of personal, transformative leadership

- 5.3 Support peers in reflecting about foundations and goals
- 5.4 Develop and maintain a personal mind-set

Teaching Methodology and Delivery Model

Content and instructor focus are on improvement of course participant expertise through the development of knowledge and skills related to transition planning and associated concepts.

1. Methodologies include instructor presentations, specific skill practice, discussions, audio-visual presentations, self-evaluation, project development, course readings, research/inquiry exercises, and the synthesis of new knowledge and skills with previously acquired skills/expertise in relation to transition knowledge and content.
2. The course is taught with instructor-participant and participant-participant feedback. Course content, activities, and assignments are organized into segments totaling 45 seat hours. Final projects are due within the two-week period immediately following class meetings.
3. Research-based content, presentations, and assignments are supported by textbooks and additional readings/handouts designed specifically for education professionals, educator resources in print and on the Internet, notes from instructor presentations, class activity work pages, and references.
4. Daily activities include a variety of research-based instructional approaches appropriate for adult learners. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills during hands-on practice and problem-solving activities, personal reflection, in-class presentations, whole-class discussions and activities, assigned readings, research/inquiry, projects, and collaborative work in various group formats. All are designed to make it possible for teachers and other transition-related personnel across the entire spectrum to learn the same basic content and skills with an emphasis on application to their own specific content area or grade level.

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the week via discussion, critiques, peer- and self-evaluations, journal entries, verbal and written instructor feedback, small-group sharing, and activities requiring the participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally, three formative assessments are embedded within the course. Summative assessment for the course occurs in the form of a final

project which requires each participant to synthesize class content and apply it within the teacher's specific teaching environment.

Compliance with National Board of Professional Teaching Standards

The National Board of Professional Teaching Standards represents the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards) which cover five aspects of professional educational practice: (1) commitment to students and their learning, (2) knowledge of subject matter and instructional strategies, (3) management and monitoring of student learning, (4) systematic reflection about the teaching profession to learn and grow from experience, and (5) collaborative participation in the educational learning community.

Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards

The Interstate Teacher Assessment and Support Consortium's work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels. All teachers should meet the following standards: (1) learner development, (2) learning differences, (3) learning environments, (4) content knowledge, (5) application of content, (6) assessment, (7) planning for instruction, (8) instructional strategies, (9) professional learning and ethical practices, and (10) leadership and collaboration.

Topics Agenda

Topic One

Course Introduction

Syllabus; expectations; course overview; review of NBPTS; building our community

Classifying Approaches to Classroom Management and Introduction to Transformative Classroom Management

The teaching style matrix; function vs. dysfunction; raising the level of function; examining roots of dysfunction; examining the effects of our thinking; teacher-centered vs. student-centered; the four management approaches; 1-style vs. 2-style approach; the high-functioning classroom; case studies; the domains of transformative classroom management; creating a personal vision; the ideal classroom; where you are now (current beliefs and practices); paradigm shift from management to leadership based on inner awareness

Components of Classroom Environment

Explicit vs. implicit levels; we teach who we are; social frames; emotional bank accounts; teacher-student interaction; implicit expectations; social-learning model

Topic Two

Classroom Expectations

What classroom expectations are (where they exist); levels of classroom expectations; intentionally promoting classroom expectations; most effective strategies; examining classroom expectations within the 1- and 2-style classroom management approaches

The Social Contract

Classroom bonds; social contract defined; steps in implementing the social contract

Topic Three

Developing Logical and Related Consequences (within the Social Contract)

Consequences; punishments; what is wrong with punishment; creating effective consequences; examples of effective logical consequences

Implementing the Social Contract

The big picture; delivering consequences; what constitutes a successful implementation; step-by-step examples; what if a student says no; why students make excuses; how to foster student responsibility; comparing the social contract in the 1- and 2-style classrooms

Topic Four

The Pedagogy-Management Connection

The sociopolitical foundations of instructional equity; key areas in which pedagogical choices affect management outcomes; teaching and managing students with different abilities and learning styles; the relationship between assessment and management; matching instructional and managerial styles

Win-Win Approach to Conflict Resolution

The sources of classroom conflict; process for win-win conflict resolution; peer mediation; successfully resolving power struggles

Topic Five

The Transformative Classroom and Mindset

The 1-style classroom as the natural state; defining community; stages of development for the transformative classroom; connection between thought and classroom management outcomes; fundamental factors in thinking that affect teacher experience; negativity in thinking manifests as classroom management dysfunction; changing patterns of thinking; a "yes" mind-set; beyond positive attitude; cultivating a sense of purpose

Synthesis and Reflection

Incorporating and infusing the transformative mind-set, philosophical foundation and goals of personal, transformative leadership; continued peer support and feedback; reflection and progress; incorporating feedback for final project and development

Course Closure

Course wrap-up, final project, continued synthesis of agenda items 1 - 5 culminating in final project including reflection, application, and future recommendations

Final Projects

Assignments/ assessments should reflect that each student is accountable for a high degree of learning; thus, an appropriate combination of group and individual assignments/assessments that can accurately determine an individual's achievement level is required.

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge in an applied final project linked to the instructional objectives of this course. Assessment of the project should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Final projects are due within two weeks of the end of class. Projects submitted during the third week "grace period" will have their grade reduced one full letter grade. No papers will be accepted past the grace period, and participants will, consequently, forfeit credit for the course. Papers are expected to be properly formatted and submitted to the instructor either in person or via mail or an email attachment.

Participants taking professional development unit (not-for-credit) courses must attend all scheduled class sessions and complete all formative assignments. However, they will be exempt from completing the final summative project unless otherwise noted. Proof of seat hours will be presented to the participants after completing course reflection via the student portal and all hours are met.

Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows

individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection	30%
Formative Assessments	30%
Summative Assessments	40%

Letter grades are based on 100 points possible and assigned based on the university grading scale.

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants are required to attend all classes as well as participate in class discussions, small group activities, and projects. Absence from any part of the class will require that you withdraw from the class. You will need to contact The Connecting Link at (888) 550-5465 in the event this occurs.

Emergency Statement

In the event of an emergency declared by the college or by The Connecting Link, we reserve the right to alter course plans and the attendance policy. In the event of an emergency, TCL will contact the instructor/participants with alternative educational plans for the course.

Late Work and Make-Up Policy

Participants are expected to keep pace with in-class assignments and evening at-home assignments. If a situation arises in which an assignment cannot be completed, the participant is expected to make arrangements with the instructor for the timely submission of such work. All work is due not later than two weeks after the class ends. Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.

For Valparaiso University Graduate School Student Learning Objectives please visit: <http://www.valpo.edu/gradschool>