Workshop Syllabus

Course Number: EDAS 6280

Workshop Name: Issues in Educational Administration and Supervision: The Teacher-Based Team Process

Text:


Ohio Leadership Advisory Council (OLAC) Module: Teacher-Based Teams (http://www.ohioleadership.org)

Instructor of Record

Name: Paul Andrew Johnson

Contact Information: 419/372-6793

Credit Hours: 2 Semester

On-Line Time: 37 hours

Workshop Description

This workshop will focus on the nature and purpose of Teacher-Based Teams in improving classroom instruction and student achievement

Workshop Objectives:

Learners will:

1. Become familiar with the nature and purpose of teacher-based teams in improving classroom instruction and student achievement.
2. Become aware of leadership issues associated with implementing teacher-based teams
### Assessments
1. On-line responses
2. Final paper

### Grading Procedures
- Satisfactory/Unsatisfactory

### Attendance/ Participation
- On-line (Asynchronous)

### The Teacher-Based Team Process

<table>
<thead>
<tr>
<th>Reading</th>
<th>Topic</th>
<th>Video</th>
<th>On-line Posts</th>
<th>Activities (on-line post)</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLAC Module: Teacher-Based Teams</td>
<td>Introduction</td>
<td>Brian McNulty</td>
<td>What is the most important point? Why?</td>
<td>Describe the degree to which Teacher-Based teams are implemented in your district.</td>
<td>1</td>
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<tr>
<td>OLAC Module: Teacher-Based Teams</td>
<td>Setting The Stage: The What and Why of TBTs</td>
<td>Angie Pfiefer</td>
<td>What is the most important paragraph in this passage? Why?</td>
<td>How could you use this clip with your staff? What point would emphasize?</td>
<td>1</td>
</tr>
</tbody>
</table>
Which quote from this passage would you like to share with teachers? 1

After reading this section how would you define the purpose of TBTs? 1

Do you agree that every teacher should be on a TBT? Why? Why not? 1

How could you use this video clip with your staff? What point would you emphasize? Why? 1

In this chapter what paragraph do you consider to be most important? Why? 3

How are Antecedents, Accountability and Collaboration manifest in your building/district? 3

Examine Exhibit 1.2. Which quadrant best describes your building/district? 3
What do you consider to be the most important point of this chapter? Why?

On p. 13 which Big Idea do you believe to be most important? Why?

What do you believe to be the most important factor in closing the implementation gap?

On p. 24 what is the most important sentence in Top-Down Learning? Why? On p. 27 what is the most important sentence in Bottom-Up Learning? Why?

On p. 29-33 what is the most important point regarding facilitating the change process? Why?

Regarding Leadership and Change do you agree with the concept of Pressure and Support? Why? Why not?

From this chapter pick one quote that you like. Why do you like it?
From the section Use Data Well and in an Ongoing Way what is the most important point? Why?

From the section Develop Shared Instructional Practices what is the most important point? Why

To what extent has your building/district developed Shared Instructional Practices? What are some of them?

What are some Instructional Practices you believe to be key?

In the section Implement Deeply what do you agree with? What do you disagree with? What do you aspire to?

In the section entitled Monitor, Provide Feedback, and Give Support what do you consider to be the most important paragraph? Why?

In the section entitled Creating Supportive Learning Environment for All Educators what is the most important point?

How would you describe the learning environment in your district/building?
Leaders Make it Happen: An Administrator’s Guide to Data Teams
Leadership as a Team Sport: District Data Teams

Read the section entitled Superintendent’s Role in District Improvement (p.68-76) How would you best summarize this section?

Of the three important ways that superintendents need to be involved in instructional improvement, which do you think is most important? Why?

Read the section entitled Central Office Role (p. 76-80) Of the 8 points mentioned on p.78 which do you think are most important? Why?

What are the strengths and weaknesses of your central office regarding these points?

Review the section entitled District Data Team Role.

Of these 5 practices which are evident in your building? Which would you like to see emphasized more? Why?

Review the section entitled Principal Leadership (p. 85-96. Of the five research findings linking principal leadership to student achievement, which do you consider most important? Why?

using the Key Questions for the District Data Team as a guide, how would you evaluate your District Data Team?
Review the section entitled Building-Level Data Teams (p.96-108). How would you summarize this section? Given the points made in this section, how would you describe the strengths of your building level Data Team? What improvements need to be made?

Leaders Make it Happen: An Administrator’s Guide to Data Teams | Leadership as a Team Sport: Instructional Data Teams
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Review the introductory paragraph on p.109. What is the most important sentence? Why?
Review the section entitled Teacher Collaboration on p.109. What is the most important sentence? Why?
Review the section entitled Membership of Instructional Data Teams on p. 110. What is the most important sentence? Why?
Review the section entitled Purpose of the Instructional data Teams on p. 112. What step do you consider most challenging for teams? Why?

Review Exhibit 5.2
To what extent does this process exist in your building/district?
Review the section entitled The Principal as the Instructional Data Team Advocate. What is the most important sentence? Why?

Review the introductory section on p. 123-124. What is the most important point? Why?

Review the section entitled Priority Standards in the Data Teams process (p. 125-129). Summarize the most important points. What is the most important point? Why?

Review the section entitled Assessment (p. 129-138). Summarize the most important points of this section. What is the most important sentence in this section? Why?

Review the section entitled Planning For Instruction in The Data Team Process (p. 138-141). What is the most important point in this section? Why?
To what degree do the elements of Data teams currently exist in your building?

Read the introductory paragraphs on p. 142-143. What is the most important point? Why?

Read the section entitled The Data Team Leader (p. 144-148). Which of the qualities of a data team leader are most important? Why?

Read the section entitled Roles and Responsibilities of Data Team Members (p. 148-153). How would you summarize the most important points?

Review the section entitled Finding the Time (p. 153-157). What are the most significant points in this section? Why?

Pick one quote from this chapter that you like? Why do you like it?

What are your strengths as a leader? In what areas do you need to improve?

How does your district/building currently provide time for data teams to meet?
Read the introductory paragraph on p. 158. What is the most important sentence? Why?

Read the section entitled Monitoring in the Data Teams Process. What is the most important point in this section? Why?

Read the section entitled Providing Feedback in the Data Teams Process (p.168-169). What is the most important point in this section? Why?

Read the section entitled Results in the Data teams Process (p.170-172). What is the most important point in this section? Why?

Read the section entitled Celebrations (p.173). What is the most important point in this section? Why?

Read the section entitled Data Teams as a professional Development Model (p.173-175). What is the most important point in this section? Why?

To what degree does your district/building employ the 5 strategies described in this chapter?
Final Paper
From each of the 8 chapters of Leaders Make it Happen, choose one key concept or practice and describe were your building is in terms of fully implementing that concept or practice. For each of the practices or concepts you identify also provide on suggestion for how building leadership could facilitate the full implementation of that concept or practice.

Pick one quote from this chapter that you like? Why do you like it?

What is the most important thing you learned from this workshop?

Content (25 pts.)
Inadequate (10 points): The student identifies and analyzes fewer than 4 practices or concepts and provides fewer than 4 leadership suggestions.
Marginal (15 points): The student identifies and analyzes 4-5 practices or concepts and provides 4-5 leadership suggestions.
Adequate (20 points): The student identifies and analyzes 6-7 practices or concepts and provides 6-7 leadership suggestions.
Excellent (25 points): The student identifies and analyzes 8 practices or concepts and provides 8 leadership suggestions.

Completeness (25 pts.)
Inadequate (10 points): Did not address some of the questions and provided few details.
Marginal (15 points): Addressed the questions, but provided few details.
Adequate (20 points): Address the questions, but left out some details.
Excellent (25 points): Addressed all questions completely.
leadership suggestions.

<table>
<thead>
<tr>
<th>Discussion Boards</th>
<th>Completeness of Responses (25pts.)</th>
<th>Content of Responses (25 pts.)</th>
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<tbody>
<tr>
<td><strong>Inadequate</strong> (10 points):</td>
<td>Does not address elements of the discussion activity.</td>
<td><strong>Inadequate</strong> (10 points): Demonstrates elementary understanding of the questions; responses are incomplete, off-topic, incorrect, or irrelevant to the discussion activities.</td>
</tr>
<tr>
<td><strong>Marginal</strong> (15 points):</td>
<td>Addresses some elements of the discussion activity.</td>
<td><strong>Marginal</strong> (15 points): Demonstrates limited understanding of questions; responses includes basic examples but lacks substantive information and connection to the readings.</td>
</tr>
<tr>
<td><strong>Adequate</strong> (20 points):</td>
<td>Addresses most elements of the discussion activity.</td>
<td><strong>Adequate</strong> (20 points): Demonstrates a good understanding of the questions; through well-reasoned and thoughtful reflections; responses are factually correct but lacks full development and a clear connection to the readings.</td>
</tr>
<tr>
<td><strong>Excellent</strong> (25 points):</td>
<td>Addresses all elements of the discussion activity.</td>
<td><strong>Excellent</strong> (25 points): Demonstrates an excellent</td>
</tr>
</tbody>
</table>
understanding of the questions; through well-reasoned and thoughtful reflections; responses are factually correct and substantive, with relevant examples and a clear connection to the readings.