

Workshop Syllabus

Course Number: EDAS 6280

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

Text:

McNulty, B. and Besser, L. (2011) Leaders Make It Happen: An Administrator's Guide to Data Teams. Englewood, CO: Learn and Lead Press. (ISBN: 978-1-935588-0-9)

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

Instructor of Record

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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

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

OLAC Module: Teacher -Based Teams	The Ohio Context	Which quote from this passage would you like to share with teachers?	1
OLAC Module: Teacher -Based Teams	The Purpose of TBT's	After reading this section how would you define the purpose of TBTs?	1
OLAC Module: Teacher -Based Teams	TBT Membership	Do you agree that every teacher should be on a TBT? Why? Why not?	1
Supporting TBTs			
Leaders Make it Happen: An Administrator's Guide to Data Teams	From Professional Learning Communities (PLCs) to Data Teams	How could you use this video clip with your staff? What point would you emphasize? Why?	3
		How are Antecedents, Accountability and Collaboration manifest in your building/district?	
		Examine Exhibit 1.2. Which quadrant best describes your building/district?	

Leaders Make it Happen: An Administrator's Guide to Data Teams

The Importance of Data for Leadership and Learning

What do you consider to be the most important point of this chapter? Why?

3

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?

Give an example of Top-Down Learning in your district. Give an example of Bottom-Up Learning in your district.

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?

Give an example of Pressure and Support in your district.

Leaders Make it Happen: An Administrator's Guide to Data Teams

The Improvement Framework

From this chapter pick one quote that you like. Why do you like it?

3

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?

3

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

How would you describe your
superintendents involvement in
instructional improvement given
these 3 ways?

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.

using the Key Questions for the
District Data Team as a guide ,
how would you evaluate your
District Data Team?

Leaders Make it Happen: An
Administrator's Guide to Data Teams

Leadership as a Team Sport:
Building Data Teams

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?

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

3

Leaders Make it Happen: An
Administrator's Guide to Data Teams

Leadership as a Team Sport:
Instructional Data Teams

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?

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?

3

Leaders Make it Happen: An
Administrator's Guide to Data Teams

Leading the Data Teams
Process: Standards,
Assessment, and Instruction

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?

Leaders Make it Happen: An
Administrator's Guide to Data Teams

Leading the Data Team
Process: Structure and
Organization

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

To what degree do the elements
of Data teams currently exist in
your building?

3

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

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

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?

How does your district/building
currently provide time for data
teams to meet?

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

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?

Leaders Make it Happen: An
Administrator's Guide to Data Teams

Summary

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?

1

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.**

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

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.

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leadership suggestions.

Discussion Boards

Completeness of Responses (25pts.)

- Inadequate** (10 points): Does not address elements of the discussion activity.
- Marginal** (15 points): Addresses some elements of the discussion activity.
- Adequate** (20 points): Addresses most elements of the discussion activity.
- Excellent** (25 points): Addresses all elements of the discussion activity.

Content of Responses (25 pts.)

- Inadequate** (10 points): Demonstrates elementary understanding of the questions; responses are incomplete, off-topic, incorrect, or irrelevant to the discussion activities.
- Marginal** (15 points): Demonstrates limited understanding of questions; responses includes basic examples but lacks substantive information and connection to the readings.
- Adequate** (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.
- Excellent** (25 points): Demonstrates an excellent

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.