

1. General Information

- 1a. Submitted by the College of: EDUCATION
Date Submitted: 3/29/2017
- 1b. Department/Division: Education Curriculum & Instr
- 1c. Contact Person
Name: Judy Embry
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Responsible Faculty ID (if different from Contact)
Name: Susan Cantrell
Email: susan.cantrell@uky.edu
Phone: 257-6731
- 1d. Requested Effective Date: Semester following approval
- 1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

- 2a. Will this course also be offered through Distance Learning?: Yes ⁴
- 2b. Prefix and Number: EDC 624
- 2c. Full Title: Leadership Practicum for Teacher Leaders
- 2d. Transcript Title:
- 2e. Cross-listing:
- 2f. Meeting Patterns
LECTURE: 1
DISCUSSION: 2
- 2g. Grading System: Graduate School Grade Scale
- 2h. Number of credit hours: 3
- 2i. Is this course repeatable for additional credit? No
If Yes: Maximum number of credit hours:
If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: The course prepares teacher leaders for multiple and complex roles. Teacher leaders learn how to deliver initial training courses and ongoing professional support for Reading Recovery teachers. A key aspect of the teacher leader's role is to provide the yearlong course of initial training for Reading Recovery teachers. In order to prepare teacher leaders for this role, attention is given to research, theory and practice relating to adult learners.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? Yes

If YES, enter the off campus address: various school district training sites across the state (varies from year to year)

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 8

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name: Melinda Harmon

Instructor Email: lindy.harmon@uky.edu

Internet/Web-based: No

Interactive Video: No

Hybrid: Yes

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Yes, the course syllabus conforms to University Senate Guidelines, specifically the Distance Learning Considerations. This course will be offered synchronously online through Adobe Connect or a similar platform. The instructor will be available via email, phone, and online conferencing for consultation with students outside of class meeting times.

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Students will engage in similar readings, research investigations, and discussions (through CANVAS and Adobe Connect) that they would experience in a classroom-based setting. Classroom goals and assessments will be similar.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The integrity of student work is ensured by having a password-protected CANVAS site for the course. No exams are given. All written work is submitted to the instructor for grading. The academic offense policy is stated in the syllabus.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No.

If yes, which percentage, and which program(s)? N/A

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Information about student services as well as information for students with special needs (e.g. religious absences, etc.) is also included in the syllabus.

6.How do course requirements ensure that students make appropriate use of learning resources? Links to course readings and online research activities are provided in the course CANVAS shell. Modules for each week will be posted in the course shell.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Access to laboratories and equipment is not needed for this course.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Technological requirements, technological assistance information, and Technology Customer Service Center information is listed at the beginning of the syllabus.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. N/A

10.Does the syllabus contain all the required components? YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Melinda Harmon

University of Kentucky
EDC 624-001: Leadership Practicum for Teacher Leaders
Fall, 2016
Tuesday, 1:00 p.m. – 3:30 p.m.
3 Credit Hours
Dickey Hall, Room 323

Instructor

Dr. Melinda ‘Lindy’ Harmon
Reading Recovery University Trainer
Room 316, Dickey Hall
859-257-7859 (w)
859-533-2860 (c)
Office Hours : Avalable upon request
lindy.harmon@uky.edu

Technological Requirements

Computer with internet access, webcam, and microphone or access to UK computer facilities.

Course website

Canvas : <https://www.uky.edu/canvas/>

Preferred method for contacting instructor

Email or Phone

Technological Assistance

Contact Information Technology Customer Service Center <http://www.uky.edu/UKIT> or
859-257-1300

Distance Learning Library Services

DL Librarian: Cantagallo, Carla

Phone: (859) 218-1240

Email: dllservice@email.uky.edu

DL Interlibrary Loan Service: http://libraries.uky.edu/page.php?lweb_id=253

Course Description

The course prepares teacher leaders for multiple and complex roles. Teacher leaders learn how to deliver initial training courses and ongoing professional support for Reading Recovery teachers. A key aspect of the teacher leader’s role is to provide the yearlong course of initial training for Reading Recovery teachers. In order to prepare teacher leaders for this role, attention is given to research, theory and practice relating to adult learners.

Prerequisites: None

Course Content

- The Basic Facts of Reading Recovery
- The Reading Recovery Trademark and its role in implementation
- Reading Recovery Standards and Guidelines in the United States
- The Role of Assessment in Reading Recovery
- The Role of One to One Teaching
- The Lesson Framework
- The Role of the Teacher Leader
- Using the New Zealand Teacher Leader Information Sheets and Teacher Guidesheets
- Exploring the Training Model
- Making a Case for Reading Recovery
- Key Principles of Leading Behind the Glass Lessons
- FIT/T Framework for Introducing Behind the Glass Lessons, Developing Cycles of Interactions/Chains of Reasoning, Generating Closing Summaries
- Frameworks for School Visits/Norms/Observational Notes

UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: *research*, *reflection*, *learning*, and *leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Learning Outcomes

The Teacher Leaders-in-training will:

- Learn the basic components of the Teacher Leader role.
- Understand issues that effect the professional development of teachers.
- Develop skills, strategies, and resources for training and supervising Reading Recovery teachers.
- Develop skills, strategies and resources for leading behind the glass for teachers in training.

- Attend teacher in training classes and work with affiliated sites as outlined by the University of Kentucky Trainer.
- Write in-depth analyses of the behind the glass interactions between Teacher Leaders and teachers in training.

Required Readings: (other books and articles as assigned)

Clay, M.M. (1982). *Observing young readers*. Portsmouth, NH: Heinemann.

Clay, M.M. (2015). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann.

Clay, M.M. (2015). *Change over time in children's literacy development*. Portsmouth, NH: Heinemann.

Clay, M.M. (2013). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.

Clay, M.M. (2005). *Literacy lessons designed for individuals: Part one Why? When? And How?* Portsmouth, NH: Heinemann.

Clay, M.M. (2005). *Literacy lessons designed for individuals: Part two teaching procedures*. Portsmouth, NH: Heinemann.

Clay, M.M., Gill, M. Glynn, T., McNaughton, T. & Salmon, K. (2007). *Record of oral language: Observing changes in the acquisition of language structures* (2nd edition) Auckland, New Zealand: Heinemann.

Schmitt, M. C., Askew, B. J., Fountas, I. C., Lyons, C. A., & Pinnell, G. S. (2005). *Changing futures: The influence of Reading Recovery in the United States*. Columbus, OH: Reading Recovery Council of North America

Additional Resources:

- Teacher Leader Information Sheets (Auckland, NZ, National Reading Recovery, 2012).

- Teacher Guide Sheets (Auckland, NZ, National Reading Recovery, 2012).
- *Observing and supporting the learning of Reading Recovery teachers – Extra support for teachers having difficulty with Reading Recovery training.* (2010). North American Trainer Group Teaching and Professional Development Committee.
- *Providing on going professional support for Reading Recovery: A teacher leader resource paper.* (2010). North American Trainer Group Teaching and Professional Development Committee.
- *Site coordinator's guide revised.* (2006). Columbus, OH: Reading Recovery Council of North America.
- *Standards and guidelines for Reading Recovery in the United States, Fifth edition Revised edition.* (2008). Columbus, OH: Reading Recovery Council of North America.

Additional Readings: (Other readings as assigned)

DeFord, D.E. Lyons, C.A. & Pinnell, G.S. (1991). *Bridges to literacy: Learning from Reading Recovery* (57-76). Portsmouth, NH: Heinemann.

Lyons, C. A., Pinnell, G.S., & DeFord, D. E. (1993). *Partners in learning: Teachers and children in Reading Recovery.* NY: Teachers College Press.

McGee, L. (2006). Research on Reading Recovery: What is the impact on early literacy research? *Literacy Teaching and Learning*, 10(2) 1-50.

Rodgers, A. & Rodgers, E. (2007). *The Effective Literacy Coach.* NY: Teachers College Press.

Summary Description of Course Assignments:

1. Videotape and critique one administration of An Observation Survey of Early Literacy Achievement. (20 Pts.)
2. Visit two training classes over the course of the semester to observe Teacher Leaders leading Behind the Glass for teachers in training. Write an in-depth analysis focused on the interactions for one of those visits. (20 Pts.)
3. Shadow a Teacher Leader conducting a school visit to a teacher in training. Write reflections on the experience. (20 Pts.)
4. Complete an oral final exam. (40 Pts.) (See Theory Class for description)

Course Policies

Submission of Assignments

- All assignments must be typed or word processed.
- All assignments must be handed in as a paper copy in class.
- All assignments must be handed in on time or they will be penalized 10% for each day late.
- All assignments must be in APA style, 6th edition (which includes a cover page).

Tentative Course Schedule

A linear listing of topics, assignment due dates, and examination dates will be provided in the first class.

Course Grading

A = Superior work that meets all criteria and shows exceptional merit and creativity (90-100%)

B = Excellent work that meets all criteria and shows effort (80-89%)

C = Adequate work which meets all criteria (70-79%)

E = Poor work (69% and below)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Final Exam Information

See Summary Description of Course Assignments above. Date, time, and location to be announced.

Course Evaluation

Grading for this course will be based on performance related to course requirements and all assignments on the syllabus for the semester. Performance will be considered on a continuum of understandings that takes place across time and on an individual basis. An important aspect of this course is ongoing communication with the UK trainer to request guidance and support as needed to achieve these requirements.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Rhonda Strouse at strouse@pop.uky.edu

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Participation and Professionalism:

The Middle School Teacher Education program is a teacher preparation program, and as such expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education's Functional Skills and Dispositions (see Student Handbook at <http://education.uky.edu/AcadServ/content/student-handbook-education-programs>). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Ethics Statement:

This course and its participants will not tolerate discrimination, violence, or vandalism. The Middle Level Teacher Education Program is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action

embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the Middle Level Teacher Education Program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult Dr. Rintamaa if you have questions regarding this requirement.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Multidisciplinary Science Building, suite 407, 257-2754, email address: DRC@uky.edu) for coordination of campus disability services available to students with disabilities.

EDC 624 Course Semester Outline

DATE	TOPICS	READINGS	ASSIGNMENTS DUE
1- Leadership 8/24	Overview Fall Syllabus and Assignments Basic Facts of Reading Recovery Reading Recovery Trademark and its role in implementation Reading Recovery Standards and Guidelines in the United States	Research in Reading Recovery: Swartz & Klein. Overview, p. 1- 5 Partners in Learning, Chapter 1 Changing Futures, Chapters 1 & 2 Bring: RRCNA Standards & Guidelines RRCNA Principal's Guide and Site Coordinator's Guide	
2- Leadership 9/1	Study Session: The Role of Assessment in Reading Recovery The Role of One to One Teaching	Changing Futures, Chapter 5 & 6 Compton-Lilly, C. (2005). Assessment Training: Confronting and Constructing Discourses. <i>The Journal of Reading Recovery</i>, 5-17.	Video Critique of Observation Survey Administration Due Zoom Training at CCLD-1:00 Tracy's IPAD

<p>3- Leadership 9/8 Technology</p>	<p>Study Session: The Lesson Framework</p> <p>The Role of the Teacher Leader</p>	<p>Changing Futures, Chapter 6, 7 & 8 and p. 201-203</p> <p>Forbes, S., & Briggs, C. (2006). Fostering teacher learning through dialogue in training sessions. <i>The Journal of Reading Recovery</i>, 6(1), 38-48.</p>	
<p>4- Leadership 9/14</p> <p>Carmen's Class #1- 3:30-6:30</p>	<p>Focus on Taking Notes, Norms for Visits and Procedures for Observing BTG</p> <p>Behind The Glass Visits What to Look For and Note-taking</p> <p>New Zealand Teacher Leader Information Sheets and Teacher Guidesheets</p>	<p>Leading Behind the Glass Simulated Practice in class</p> <p>Rodgers & Rodgers, Chapter 3 & 4</p>	<p>Site Visit to Christy-16th</p> <p>Site Visit to Tracy-18th</p>
<p>5 9/22</p>	<p>Lindy at NATG Meeting in Columbus</p>	<p>Complete HRSIW Checkpoint</p>	

<p>6- Leadership 9/29</p>	<p>Study Session: Debrief 1st and 2nd Training Class Visits</p> <p>Exploring the Training Model</p> <p>Key Principles of Leading Behind the Glass Lessons</p>	<p>Partners in Learning, Chapter 3</p> <p>Research in Reading Recovery: Swartz & Klein., p. 6-17</p> <p>Jones, N. K. (1991). Helping to learn: Components and principles of Reading Recovery training. <i>Reading Horizons</i>, 31(5), 421-438.</p>	
<p>7- Leadership 10/6</p> <p>Technology</p>	<p>Study Session: Frameworks for School Visits/Norms/Observational Notes</p>	<p>Literacy Lessons: Part 1, Chapters 1-3, & pps. 1-28</p> <p>Rodgers & Rodgers-Chapter 2</p>	<p>Conduct an Observation of a Teacher Leader Conducting a School Visit to a Teacher in Training by Oct. 27</p>
<p>8- Leadership 10/13</p>	<p>Study Session: Conducting School Visits to Teachers in Training with Teacher Leaders</p>	<p>Rodgers & Rodgers, Chapter 9</p>	<p>Transcript of Teacher Leader Leading BTG, Focus on 1 FIT/T Cycle - Visit # 2, Due</p>

<p>9- Leadership 10/20</p>	<p>Study Session: Debrief Training Class Visits</p>	<p>Jones, N. K., (1995). Putting Teacher Visits into Perspective. 1-5.</p> <p>Fountas, I., & Pinnell, G. (2009). Keys to Effective Coaching: Cultivating Self-Extending Teachers in a Professional Learning Community. <i>The Journal of Reading Recovery</i>, 39-47.</p>	<p>Bring Notes from School Visits for Class activity</p>
<p>10- Leadership 10/27</p> <p>Technology</p>	<p>Study Session: Discuss final assignment for 2nd Training Class Visit</p>	<p>Rodgers & Rodgers, Chapter 5 & 6</p>	<p>Schedule 2nd Training Class Visit-Audiotape 1 lesson for analysis paper-Turn in transcript and analysis paper on Nov. 11</p>
<p>11- Leadership 11/3</p>	<p>Study Session: Guiding Group Discussions and Using Questions to Think about Teaching</p>	<p>Rodgers & Rodgers, Chapter 7 & 8</p>	<p>Conduct 2nd Training Class Visit for Final Leadership Assignment Due November 17</p>

12- Leadership 11/10	Study Session: Recommendations for Coaches	Rodgers & Rodgers, Chapter 10	Finalize Behind the Glass Analysis of Teacher Leader Leading BTG, Focus on FIT/T Cycles, Opening and Closing Summaries
13 11/17 Technology	Study Session: Debrief Training Class Visits Q/A for Oral Exam		Due-Behind the Glass Analysis of Teacher Leader Leading BTG, Focus on FIT/T Cycles, Opening and Closing Summaries
14 11/24 Technology	Independent Study: Review for Oral Exam		
15 12/3	Oral Exam		

EDC 624 Course Objectives	Associated Course Assessments	International Literacy Association Standards	COE Framework	Kentucky Teacher Standards	Common Core State Standards
<ul style="list-style-type: none"> Learn the basic components of the Teacher Leader role. Develop skills, strategies, and resources for training and supervising Reading Recovery teachers. 	Videotape and critique one administration of An Observation Survey of Early Literacy Achievement.	<ol style="list-style-type: none"> Foundational Knowledge Assessment and Evaluation Professional Learning and Leadership 	Reflection Learning Leading	KST 5,7	Rdg 3, 4 Wrtg 1,2,3,4
<ul style="list-style-type: none"> Understand issues that affect the professional development of teachers. Develop skills, strategies and resources for leading behind the glass for teachers in training. Attend teacher in training classes and work with affiliated sites as outlined by the University of Kentucky Trainer. Write in-depth analyses of the behind the glass interactions between Teacher Leaders and teachers in training. 	Visit two training classes over the course of the semester to observe Teacher Leaders leading Behind the Glass for teachers in training. Write an in-depth analysis focused on the interactions for one of those visits.	<ol style="list-style-type: none"> Foundational Knowledge Curriculum and Instruction Assessment and Evaluation Literate Environment Professional Learning and Leadership 	Reflection Learning Leading	KST 1,2,3,5,7,8,9,10	Rdg 1, 3, 4 Wrtg 1,2,3,4 <i>S/L</i> 1, 2,

<ul style="list-style-type: none"> Develop skills, strategies, and resources for training and supervising Reading Recovery teachers. 	Shadow a Teacher Leader conducting a school visit to a teacher in training. Write reflections on the experience.	<ol style="list-style-type: none"> Foundational Knowledge Curriculum and Instruction Assessment and Evaluation Professional Learning and Leadership 	Reflection Learning Leading	KST 1,3,5,7,8,9,10	Rdg 1, 3, 4 Wrtg 1, 2, 3, 4 S & L 1, 2
<ul style="list-style-type: none"> Learn the basic components of the Teacher Leader role. Understand issues that affect the professional development of teachers. 	Complete an oral final exam.	<ol style="list-style-type: none"> Foundational Knowledge Curriculum and Instruction Assessment and Evaluation Diversity Literate Environment Professional Learning and Leadership 	Reflection Learning Leading	KST 1,3,5,7,8,9,10	S & L 1, 2

Standards Legend:

International Literacy Association

1. Foundational Knowledge
2. Curriculum and Instruction
3. Assessment and Evaluation
4. Diversity
5. Literate Environment
6. Professional Learning and Leadership

University of Kentucky College of Education Framework

1. Research
2. Reflection
3. Learning
4. Leading

Kentucky Teacher Standards

1. Teacher demonstrates applied content knowledge
2. Teacher designs and plans instruction
3. Teacher creates and maintains the learning climate
4. Teacher implements and manages instruction
5. Teacher assesses and communicates learning results
6. Teacher demonstrates the implementation of technology
7. Reflects on and evaluates teaching and learning
8. Collaborates with colleagues/ parents/others
9. Evaluates teaching and implements professional development
10. Provides leadership within school/community/profession

Common Core State Standards: English Language Arts

Reading:

1. Key ideas and details
2. Craft and structure
3. Integration of knowledge and ideas
4. Range of reading and level of text complexity

Writing:

1. Text types and purposes
2. Production and distribution of writing
3. Research to build and present knowledge
4. Range of Writing

Speaking and Listening:

1. Comprehension and collaboration
2. Presentation of knowledge and ideas

Language:

1. Conventions of standard English
2. Knowledge of language
3. Vocabulary acquisition and use