

Course Syllabus

Course Title: Improving Instruction through Strategic Conversations with Teachers

Number of Credits:

Option A: 3 Graduate Credits (Semester Hours), issued by Chapman University, regionally accredited by the Western Association of Schools and Colleges (WASC)

Option B: 15 Professional Development Hours (can be applied towards state license recertification/renewal with district approval)

Instructor: Dr. Diane Moroff

Email: dmoroff@kdsi.org

Instructor Bio:

Dr. Diane Moroff, the author of *Fornes: Theatre in the Present Tense*, a study of Maria Irene Fornes' plays, earned her Ph.D in English Language and Literature at the University of Michigan. She taught English to college and high school students for just over fifteen years and chaired the English department at Atlanta International School. While working as a freelance researcher and writer, she wrote curriculum for the National Endowment for the Humanities' educational website EDSITEment. She now works as a curriculum developer and course instructor for Knowledge Delivery Systems, Inc.

Course Description:

How can conversations between instructional leaders and teachers be more effective? In this course, leaders learn to replace ineffective supervisory models with a new model of strategic conversations designed to quickly assess and understand the primary needs of staff. Leaders also learn to conduct classroom walkthroughs, teacher observations, and collect data to determine the will and skill levels of teachers so that they can engage in appropriate strategic conversations. With guests performing the roles of teachers, Dr. Jackson models each of the four conversational types she defines. These illustrations demonstrate how teachers can learn to recognize the impact of their teaching behaviors on student achievement and how leaders can assist them in making the necessary commitment and changes to improve service to students.

Course Objective/Goals:

After completing this course, educators will know:

- Why strategic conversations are more useful than traditional supervisory feedback
- How to collect data that forms the basis for strategic conversations
- How to assess teachers' will and skill
- How to define the four types of strategic conversations
 - Reflective
 - Facilitative
 - Coaching
 - Directive

Learning Outcomes:

After completing this course, educators will apply the following skills:

- Develop a comprehensive plan for conducting strategic conversations with teachers

- Assess teachers to determine their types
- Develop strategies for supporting each of the four teacher types
- Identify priorities for having strategic conversations

Course Outline:

Eight Lessons Students Will Be Focusing On:

1. Strategic Conversations for Instructional Leaders
2. Data Collection for Strategic Conversations
3. Teacher Will and Skill
4. Reflective Conversations
5. Facilitative Conversations
6. Coaching Conversations
7. Directive Conversations
8. Staying the Course with Strategic Conversations

Discussion Board Collaboration:

- Educators will engage in collaborative discussions by sharing ideas, reflecting on teaching practices, and exchanging teaching strategies through discussion board postings. Teachers are required to make two (2) postings to the discussion board per lesson, one original posting and one reply to a posting. Additionally, educators may create new discussions.
- When responding to others’ postings, please be thoughtful and respectful with your communication. When expressing a different point of view, please explain your rationale without judgmental or confrontational language.

Method of Evaluating Student’s Performance:

- Monitored video lectures
- Interactive study guide questions
- Graded post assessment questions
- Discussion board interaction*
- Midterm project*
- Classroom based final project*

| Methods of Instruction: | Percentage of Course Credit | Option A: Graduate Credit | Option B: Recertification Credit |
|--------------------------------|------------------------------------|---|---|
| Interactive study guides | – | Required | Required |
| Graded post-assessments | 15% | Required | Required |
| Video lectures | 30% | Required | Required |
| Discussion board postings | 10% | Required (2 postings minimum per lesson) | Optional (strongly encouraged) |
| Midterm project | 20% | Required | Optional |
| Final project | 25% | Required | Optional |

Converting Recertification Credits to Graduate Credits

Students completing the recertification option may convert to graduate course credit by completing the required discussion board postings (two minimum per lesson), the midterm and final exams, and submitting an additional payment of \$250. Call 1-877-294-4537 or email support@fetcuniversity.org for assistance.

Texts and/or Other Materials:

PowerPoint presentations from resource tab and lecture transcriptions from the transcription tab:

1. Strategic Conversations for Instructional Leaders
2. Data Collection for Strategic Conversations
3. Teacher Will and Skill
4. Reflective Conversations
5. Facilitative Conversations
6. Coaching Conversations
7. Directive Conversations
8. Staying the Course with Strategic Conversations

Recommended Reading:

Bibliography:

(Minimum of 5 sources that reflect current research/thinking. Please use standard MLA or APA format.)

Barth, R.S. (2005) "Turning book burners into lifelong learners." In R. Dufour, B. Eaker, & B. Dufour (Eds.) *On common ground. The power of professional learning communities.* (pp. 115-134). Bloomington, Indiana: National Education Service.

Fried, R. L. (2003). *The skeptical visionary: A Seymour Sarason education reader.* Philadelphia: Temple University Press.

Jackson, R. (2009). *Never work harder than your students and other principles of great teaching.* Alexandria, VA: ASCD.

Jackson, R. (2008). *The Instructional Leader's Guide to Strategic Conversations with Teachers.* Mindsteps Inc.; first edition

Singleton, G & Linton, C. (2006). *Courageous conversations about race: A field guild for achieving equity in schools.* Thousand Oaks, CA: Corwin Press.

Grading Scale

Option A: Graduate Credits

| Grade | Equivalent |
|---------|------------|
| 97-100% | A+ |
| 93-96% | A |
| 90-92% | A- |
| 87-89% | B+ |

| | |
|--------------|-----|
| 83-86% | B |
| 80-82% | B- |
| 77-79% | C+ |
| 73-76% | C |
| 70-72% | C- |
| 69% or below | N/P |

Option B: Professional Development Hours

PASS/FAIL

All steps listed under each lesson must be completed to receive credit (PASS) for the course.
No partial credit will be given.