Course Title: Kent ISD Teacher Leadership Academy – Teacher as Learner

Course Description – Teacher as Learner

The purpose of the Kent ISD Teacher Leadership Academy Teacher as Learner (TLA:TAL) course is to provide "Just in Time" professional development delivered via blended-learning. This course is based on the International Society for Technology in Education Standards for Administrators (ISTE Standards-A). These standards describe the basic technology skills every educator should possess, and how they can support digital age learning, the creation of technology-rich learning environments and how to lead the transformation of the educational landscape. Educators will have the opportunity to develop their own skills, obtain SCECHs or Graduate Credit, and discover student skills needed to meet the Michigan Integrated Technology Competencies for Students (MITECS) and Michigan Merit Curriculum Online Experience requirements.

Instructor(s):

The Kent ISD TLA:Teacher as Learner course and was created by , Ron Houtman, Ed.S, Instructional Technology Consultant, of the Kent ISD & REMC 8. Contact information: ronhoutman@kentisd.org

Course Goals

- Collaboration to meet educator needs: The TLA:TAL course is a collaborative learning experience to fill the needs of educators through the use of modern technology applications and professional development. The course helps education leaders understand how to bridge the gap between students and teachers technology skills. It also provides cost-effective ways to provide professional development, the flexibility of any-time (just-in-time) training, and FREE web tools aligned to state and national standards.

- To assist teachers in meeting the International Society for Technology in Education Standards for Administrators (ISTE Standards-A)

- To expose teachers to an online course as required of Michigan high school students by the Michigan Merit Curriculum online requirement

- To develop teacher proficiency in the integration of Michigan Integrated Technology Competencies for Students (MITECS) into classroom instruction

- To allow for assessment, critical evaluation, and self-reflection of technology skills as determined by state and national standards

- To provide teachers with differentiated strategies in the area of instructional technology

- To assist teachers in building skill levels to bridge the digital divide

Required Text/Readings:

Participants are expected to complete the readings and activities associated with the online lessons to learn basic technology skills using a variety of online tools and applications. Each unit may include a "how to" video, hands-on activities, ties to the ISTE Standards-A, and an overview of how this tool or information might be used in the classroom or school system. Participants demonstrate proficiency in each of the lessons by creating an artifact or product. Additional readings may be added to the enrich content.

ISTE Standards for Administrators (ISTE Standards-A) - https://www.iste.org/standards/for-administrators

National Educational technology Plan (NETP) - https://tech.ed.gov/netp/

Classroom Instruction that Works: Research-based Strategies for Increasing Student

Achievement, Robert Marzano (2001) - https://eric.ed.gov/?id=ED450096

Participants will be expected to complete all of the readings associated with each lesson located in the Kent ISD TLA Moodle course:

On each page of the course, you will find links to the required reading assignments.

Course Content and Methods

This course will examine five key areas of technology leadership. Each of the areas is adapted from the International Society for Technology in Education Standards for Administrators (ISTE Standards-A). Each of the five areas will have assignments for participants to complete.

Visionary Leadership
Participants will explore online assessment and evaluation tools, learn more about personal productivity tools, review resources on instructional leadership, utilize online presentations tools, and develop online personal learning networks. Additionally, participants will engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision.

Digital Age Learning Culture
Participants will create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Additionally, will create a web-based resource site for their school, learn about digital images and video resources to include on their site, and utilize online tools to differentiate instruction.

Excellence in Professional Practice
Participants will learn about resources to keep them abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.

Systemic Improvement
Participants will lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources by collaborating to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning. This section will also cover how leaders can recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals. Additionally, leaders will learn how to establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

Digital Citizenship
Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture. Participants will ensure equitable access to appropriate digital tools and resources to meet the needs of all learners, will learn how to promote, model and establish policies for safe, legal, and ethical use of digital information and technology. In addition, they will learn to promote and model responsible social interactions related to the use of technology and information, and model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools.

Course Outline – Spring 2018

Classroom Instruction Log

Use this page to keep track of hours per session.
Note that your logged hours must be equal or more than those stated under the Contact Hours column.

Topic	Due Dates	Contact Hours	Logged Hours
Teacher as Learner Introduction	May 15, 2018	4	
Introduction and Developing the Personal Learning Network Toolbox	May 20, 2018	7	
Visionary Leadership	June 10, 2018	6	
Digital Age Learning Culture	June 24, 2018	6	
Excellence in Personal Practice	July 8, 2018	6	
Systemic Improvement	July 15, 2018	6	
Digital Citizenship	July 29, 2018	6	
Capstone Presentations	August 15, 2018	4	
		45	

All Work and Portfolio Due Date: August 14, 2018

Credits and Evaluation

Participants have the option of taking this class for 3 credits. All participants are required to attend the first 4 hour session of the semester and then complete the additional work online. Evaluation is based on meeting the completion of Portfolio, reflection, work log, and virtual session items as determined by the instructor.

Evaluation Criteria (3 credit option)

The course grade will be a letter grade, minimum for an A is 90%, a B is 80%, a C is 70%, a D is 60%, and below is failing.

- 20% Attendance
    - Session 1 – 4 hours face to face session
    - Sessions 2-6 –online sessions, participation, chat, discussion, participation
    - Session 7 – 3 hours capstone presentation and participation
- 40% Digital Portfolio Reflections
- 40% Hands-On Activities/Work Log

TEACHER LEADERSHIP ACADEMY – TEACHER AS LEARNER

Use of Participant's Work/Portfolio

Dear Participant:

As part of "TEACHER AS LEARNER" we would like permission to publish portions of your portfolio online as an example of excellent work. Note that these pages include your name and district. We would also like permission to circulate your completed portfolio during face-to-face trainings to incoming participants. Signing this form officially documents that you will allow the use of your portfolio for instructional and demonstration purposes within the context of the "TEACHER AS LEARNER" course. There is no monetary compensation for the use of your work.

I release the Kent ISD and their Board of Education, the individual members, agents and employees and representatives from financial consideration, pertaining to these projects or images. I promise not to initiate a lawsuit in any court of the United States to compel, enjoin or enforce legal claims which I have waived by execution of this Agreement.

This release includes, but is not limited to, my waiver of all proceeds or advantages derived from the reproduction or publication of my work.

Print Name   District/School

Dated:

                                                                        Signature