

ELS

Teacher Leadership

ELS 600 LEADERSHIP IN LEARNING-CENTERED SCHOOLS. (3)

ELS 600 is a study of school leadership responsibilities assumed by teachers working collaboratively with colleagues and principals to create learning-centered schools that assure all students learn at their highest potential.

ELS 601 BUILDING A PROFESSIONAL LEADERSHIP COMMUNITY. (1)

ELS 601 is the study of characteristics of school-based professional learning communities with emphasis on shared vision, values and goals, collective inquiry, collaborative teams, action orientation for continuous improvement of student-learning.

ELS 602 LEADERSHIP ROLES IN PROFESSIONAL LEADERSHIP COMMUNITIES. (1)

ELS 602 is the study of professional learning communities with emphasis on essential roles of collaborative leaders (i.e., principals, teachers, students, parents) in creating and sustaining continuous improvement of student-learning.

ELS 603 LEADERSHIP FOR STUDENT LEARNING. (1)

ELS 603 is the study of professional learning communities with emphasis on understanding strategies used by collaborative leaders to ensure all students learn at high levels, with emphasis on establishing instructional priorities, building capacity, planning, data analysis, resource allocation, monitoring and communicating with stakeholders.

ELS 604 LEADERSHIP IN PROFESSIONAL LEARNING COMMUNITIES. (3)

ELS 604 is an introduction to the study of professional learning communities and collaborative leadership roles intended to bring about significant school changes that contribute to all students' learning at high levels.

ELS 605 LEGAL RIGHTS AND RESPONSIBILITIES OF STUDENTS. (1)

Students have both legal rights and responsibilities within the school environment, which teachers must both respect and enforce. ELS 605 provides an overview of rights and responsibilities of students within classrooms (e.g., student expression, discipline, harassment, discrimination, attendance, instruction and testing, privacy).

ELS 606 LEGAL RIGHTS AND RESPONSIBILITIES OF TEACHERS. (1)

Teachers are both primary recipients and implementers of educational laws. Given this front line position, a wealth of legal rights and responsibilities are bestowed on teachers. Likewise, teachers are confronted with myriad policies and procedures to follow (e.g., certification, employment, collective bargaining, termination) and with rights to protect (e.g., expression, privacy, discrimination). An overview of these rights and responsibilities for teachers is examined in ELS 606.

ELS 607 TEACHER RESPONSIBILITIES IN SCHOOL-BASED DECISION MAKING. (1)

School-Based Decision Making (SBDM) Councils have been an integral part of school governance since passage of the 1990 Kentucky Educational Reform Act. Role and responsibilities of SBDM Council are examined with focus on how teachers can use their local Council to assure successful school improvement efforts.

ELS 608 SCHOOL LAW AND GOVERNANCE FOR TEACHERS. (3)

ELS 608 is the study of school operations from a legal perspective with particular focus on mandates of the Kentucky Legislature affecting students, teachers, and schools. Teachers are introduced to the governing regulations of schools to begin to understand how schools and classrooms legally operate and their rights and responsibilities, as well as the rights and responsibilities of their students, in the schooling enterprise.

ELS 609 TECHNOLOGY LEADERSHIP IN SCHOOLS. (1)

The Information Revolution fundamentally changed the way schools operate at the beginning of the 21st century – not only has technology facilitated improved school operations, but also is radically changing how students learn inside and outside of the classroom. ELS 609 emphasizes the role of the teacher leader in improving the school-wide technology integration and use of technology beyond the classroom to link people and resources to integrate more innovation into the school environment.

ELS 610 DISTRIBUTED LEADERSHIP IN SCHOOLS. (1)

ELS 610 is the study of distributed leadership research and related teacher leadership roles and responsibilities through readings, assignments, and collegial discussion. Emphasis placed on building connections between course concepts and activities and students' professional work.

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ELS 611 CURRENT ISSUES FOR EDUCATION LEADERSHIP. (1)

ELS 611 is a study of selected issues that face school leaders and reflect differences among community citizens about who schools should serve (equity and justice), what curriculum should be taught (knowledge and literacy), and how schools should be organized and governed (environment).

ELS 612 LEADERSHIP FOR TECHNOLOGY AND INNOVATION. (3)

Successful implementation of innovation in schools requires broad-based leadership. ELS 612 (a) highlights current issues provoking educational innovation nationally and locally, (b) explores how innovations require students and teachers to become technologically competent, and (c) explores distributed leadership research and concepts for improving leadership practice through distributed roles and responsibilities for teacher leaders and other stakeholders.

ELS 613 LEADERSHIP IN THE PUBLIC CONTEXT OF EDUCATION. (1)

ELS 613 is a study of the role of teacher leader whose influence and responsibility transcends school walls to include community and civic leadership.

ELS 614 PARTNERSHIPS FOR CLOSING ACHIEVEMENT GAPS. (1)

ELS 614 is a study of strategies that teacher leaders may utilize for mobilizing school, community, and family resources toward eliminating achievement gaps among students.

ELS 615 LEADERSHIP FOR RESPONSE TO INTERVENTION CLASSROOMS. (1)

ELS 615 is a study of roles of teacher leaders in the Response to Intervention (RTI) model, which serves as both a strategy for providing assistance to children having learning difficulty, as well as a method for diagnosing learning disabilities.

ELS 616 LEADERSHIP FOR SCHOOL AS INCLUSIVE COMMUNITY. (3)

ELS 616 is a study of evolving perspectives of the purposes of public education, leadership within and beyond the school building to support family-community partnerships and networks, and leadership to ensure inclusive classrooms. Curriculum includes how diverse personnel ensure school-wide safety.

ELS 617 TEACHER LEADERSHIP FOR INSTRUCTIONAL TEAMS. (1)

ELS 617 is the study of teacher roles and responsibilities within instructional teams at classroom, school, and district levels. Emphasis is placed on concepts and procedures for creating and sustaining instructional teams, designed to support systemic inquiry and school improvement.

ELS 618 INTRODUCTION TO LEADING ACTION RESEARCH FOR SCHOOL RENEWAL. (1)

ELS 618 is the study of teacher roles and responsibilities within instructional teams at classroom, school, and district levels. Emphasis is placed on concepts and procedures for creating and sustaining instructional teams, designed to support systemic inquiry and school improvement.

ELS 619 EVIDENCE-BASED DECISION MAKING. (1)

ELS 619 is the study of teacher roles and responsibilities when analyzing evidence of student outcomes at classroom and school levels and examination of a model and tools for data analysis and team based discussions, reflection, and decision making.

ELS 620 LEADING ACTION RESEARCH IN SCHOOL RENEWAL I. (3)

ELS 620 is the first course in a two-part sequence that presents concepts and procedures for conducting systematic inquiry to investigate phenomena in classrooms and schools to ensure learning excellence. Emphasis is placed on developing a proposal for disciplined inquiry in classrooms or schools that will be conducted in ELS 621, the second course in the sequence. Prereq: Admission to M.Ed. program or consent of instructor.

ELS 621 LEADING ACTION RESEARCH IN SCHOOL RENEWAL II. (3)

ELS 621 is the second course in a two-part sequence in which action research proposed in ELS 620 is conducted. Emphasis is placed on appropriate use of data for making informed decisions about classroom and school practices. Prereq: Successful completion of ELS 620 or consent of instructor.

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ELS 624 LEADERSHIP PRACTICUM:

MONITORING LEARNING, ASSESSMENT, AND ACCOUNTABILITY.

(3)

ELS 624 is a field-based practicum to explore distributed leadership roles and responsibilities for monitoring assessments and accountability results to guide decisions about curricular or instructional modifications. Students work closely with school principal and leadership team at a P-12 school to examine specific site issue and provide recommendations for action. Prereq: Successful completion of ELS 620 or consent of instructor.

ELS 691 LEGAL PERSPECTIVES FOR TEACHERS.

(1)

This course introduces legal concerns for public school teachers. It emphasizes legal rights and responsibilities of both teachers and pupils. Course coverage includes an introduction to governance, liability, church and state, instructional issues, student rights, student discipline, student abuse, teacher rights, and teacher discipline.