

areas and their connections, and to build skills to access and appropriately apply information.

Standard #9: Reflection and Continuous Growth. The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

III.

V. COURSE OUTLINE AND WEEKLY SCHEDULE

Week	Readings	Activities and Assignments
1	Readings and Resources: · Chapter 1 -	

2 Readings and Resources:

- Chapter 2 -
Guide to Classroom Research. Dana, Nancy Fichtman, and Yendol-Silva, Diane (2009). Thousand Oaks CA: Corwin Press.
- Caine, R. & Caine, G. (1995). **Reinventing schools through brain-based learning.** *Educational Leadership*, 52 (7), p. 43-43.
- Caine, R. & Caine, G. (1990). **Understanding a brain-based approach to learning and teaching.** *Educational Leadership*, 48 (2), pp. 66-70.
- Scherer, M. (2007).
- Bazron, B., Osher, D., & Fleischman, S. (2005). **Creating culturally responsive classrooms.** *Educational Leadership, Research Matters*.
- Wlodkowski, R. & Ginsberg, M. (1995). A framework for culturally responsive teaching. *Educational Leadership*, 53 (1), p. 17-21.
- Black, S. (2006). **Respecting differences.** *American School Board Journal*, January.
- Maxwell, L. (2014). **U.S. school enrollment hits majority-minority milestone,** *Education Week*.
- Strong, R., Silver, H. & Robinson, A. (1995) Strengthening student engagement: what do students want and what really motivates them? *Educational Leadership*, 53(1).
- McDonald, L. (2012). **A practical review of the role of intrinsic motivation in online learning.** *Kent State University*.
- Gorski, P. (n.d.) **Stages of multicultural curriculum transformation.** EdChange Project retrieved from <http://edchange.org/multicultural.curriculum/steps.html>
- Cartledge, G. & Kourea, L. (2008). **Culturally responsive classrooms for culturally diverse students with and at risk for disabilities.** *Exceptional Children*, 74(3).

4 Readings and Resources:

- Chapters 4 and 5 - *The Reflective*
Dana,
Nancy Fichtman, and Yendol-Silva, Diane
(2009). Thousand Oaks CA: Corwin Press.
- Noddings, N. (2008). **All our students thinking.** *Educational Leadership*, 65(5).
- Garner, B. (2007). **Cognitive structures: what they are and why they matter. (Chapter 1).** *Getting to Got It!* Alexandria, VA: Association for Supervision and Curriculum Development.
- Moss, C., Brookhart, S., & Long, B. (2011). **Knowing your learning target.** *Educational Leadership*, 68(6).
- Stiggins, R. (2007) **Assessment thro** *Educational Leadership*, 64(8).
- (n.d.) **teaching academic vocabulary.** Retrieved from http://www.ncresa.org/docs/PLC_Secondary/Six_Step_Process.pdf
- Willingham, D. (2014). **Strategies that make learning last.** *Educational Leadership*, 72(2).
- Allington, R. (2014) **Reading moves: what not to do.** *Educational Leadership*, 72(2).
- Cole, R. (2008). **Educating**

Educating

Strategies for Diverse Learners. Alexandria, VA: Association for Supervision and Curriculum Development.

- Conley, D. (2011). **Building on the common core.** *Educational Leadership*, 68(6).

Activities/Assignments

1. Reading assignments as listed in Readings/Resources
2. Each week you will continue to investigate and write sections of the Inquiry Brief paper. This week you will begin to look at new strategies or methods that you might consider implementing in your classroom as part of your plan this will become the **MethoETQq369.94 214.04 1;**

<p>5</p>	<p>Readings and Resources:</p> <ul style="list-style-type: none"> · Chapter 6 - <i>Guide to Classroom Research</i>. Dana, Nancy Fichtman, and Yendol-Silva, Diane (2009). Thousand Oaks CA: Corwin Press. · Brozo, W.G. (2011). Data Sources for Action Research (Power Point Slides). <i>Action Research</i>. Newark, DE: International Reading Association. · Harrison, C. & Killion, J. (2007). Ten roles for teacher leaders. <i>Educational Leadership</i>, 65(1). · Tschannen-Moran, B., Tschannen-Moran, M. (2011). The coach and evaluator. <i>Educational Leadership</i>, 69(2). · Curtis, R. (2013). Finding a new way: leveraging teacher leadership to meet unprecedented demands. (Executive Summary). In <i>Finding a new way: leveraging teacher leadership to meet unprecedented demands</i>. DuPont Circle, Washington D.C. Aspen Institute 	<p>Activities/Assignments</p> <ol style="list-style-type: none"> 1. Reading assignments as listed in Readings/Resources 2. This week you will begin to look at data collection. This would include pre-assessment that lead you to the Inquiry Question, and post assessment that will allow you to know whether the plan you implement will be successful. This will become the Data Collection section of your Inquiry Brief. 3. Respond to the Discussion Board Prompt.
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<p>6</p>	<p>Readings and Resources:</p> <ul style="list-style-type: none"> · Chapters 7 and 8 - <i>The Reflective</i> Dana, Nancy Fichtman, and Yendol-Silva, Diane (2009). Thousand Oaks CA: Corwin Press. · Hubbard, R., & Power, B. (2003). Introduction. <i>The Art of Classroom Inquiry A Handbook for Teacher-Researchers.</i> Portsmouth, NH. Heinemann. · Campbell, K. (2011) A call to action: why we need more practitioner research. <i>Democracy & Education, 21(2).</i> 	<p>Activities/Assignments</p> <ol style="list-style-type: none"> 1. Reading assignments as listed in Readings/Resources 2. Each week you have investigated and written sections of the Inquiry Brief paper. This week you will look at how you are going to pull all the pieces together to write a cohesive thesis. You have an outline provided at the beginning of the course, which includes: <ol style="list-style-type: none"> a. The Purpose b. Literature Review c. Inquiry d. Method e. Data
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		<p>Collection f. References and Resources</p>
<p>7</p>	<p>Readings and Resources:</p> <ul style="list-style-type: none"> · Chapter 9 - <i>Guide to Classroom Research</i>. Dana, Nancy Fichtman, and Yendol-Silva, Diane (2009). Thousand Oaks CA: Corwin Press. 	<p>Activities/Assignments</p> <ol style="list-style-type: none"> 1. Reading assignments as listed in Readings/Resources 2. Review and revise your inquiry Brief Draft, incorporating your self-reflection and ideas shared with you by your peers. 3. Submit your final Inquiry Brief 4. Presentation