Wilmington University
College of Education
Course Syllabus

Course Number: EDU 204

Course Title: Leadership and Collaboration

Faculty Member:

Method of Contact:

Term:

Textbook: There is no required textbook.

Course Description:
Teacher candidates obtain foundational knowledge and leadership skills in order to effectively fulfill their future role as an effective, collaborative, equitable, and culturally competent educational professional. The course is framed around aspects of "knowing" that are critical for educators. Specifically, teacher candidates develop and present a philosophy of leadership and collaboration that incorporates evidence-based best practices in: Cultural Competence; Social Justice and Equity; Learning Environment and Instructional Strategies; Collaboration; Learner Development, Differences, and Diversity. Teacher candidates explore ethical considerations and their own implicit biases with an emphasis on continuous self-assessment and reflection as well as professional development. Additionally, teacher candidates learn how to advocate for themselves and their students while building collaborative relationships with other educational professionals and families.

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of

ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices anfegoing prof ,nrilieQa2(lea)-2(rning, an)7q2

(e.g., discrimination).

13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.

14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.

15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Anchor Standard: Action

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.

19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.

20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Learning Methods:

A variety of learning methods will be employed in all formats of this course. The assignments are designed to be relevant to learn and apply "real life" teaching skills in the classroom. As the emphasis of this course is on diversity, equity, and social justice for the educator. Strategies employed will include differentiated instruction, collaborative activities and presentations, interactive learning modules, and peer discussions, personalized learning and feedback.

Course Objectives:

In this course, you will...

1. Develop and present a teaching philosophy that incorporates evidence-based best practices in: Cultural Competence; Social Justice and Equity; Learning Environment and Instructional Strategies; Collaboration; Learner Development, Differences, and Diversity.

2. Explore ethical considerations and their own implicit biases.

3. Self-assess and reQq ooest practices in:

5. Build collaborative relationships with other educational professionals and families.

Learning Outcome # 1   Learner Development (InTASC 1)
Learning Activities/Performance Tasks
      Discussion Board based on What Makes a Great Teacher
      Teaching Philosophy

SEA Rubric

	Standards Alignment	Proficiency-Level Performance Indicators			
		Novice	Emerging	Proficient (Target)	Advanced Performance
Philosophy Content Learner Development, Learning Differences, Learning Environments, Professional Learning and Ethical Practice, Leadership and Collaboration	InTASC 1, 2, 3, 9, 10	Extensive knowledge demonstrated within each area of Leadership and Collaboration (Knowing: what makes a great teacher, your education system, your students, cultural competence and equity, ethical responsibilities,	Knowledge demonstrated within each area of Leadership and Collaboration (Knowing: what makes a great teacher, your education system, your students, cultural competence and equity, ethical responsibilities, and how to	Limited knowledge demonstrated within each area of Leadership and Collaboration (Knowing: what makes a great teacher, your education system, your students, cultural competence and equity, ethical responsibilities,	Attempts to demonstrated within each area of Leadership and Collaboration (Knowing: what makes a great teacher, your education system, your students, cultural competence and equity, ethical responsibilities, and how to collaboration).

		and how to collaboration). A strong and original philosophy is apparent. Additionally, in-depth, and research based arguments and reflections are made.	collaboration). An original philosophy is apparent. Additionally, adequate and research based arguments and reflections are made.	and how to collaboration). A limited philosophy is apparent. Additionally, brief arguments and reflections are made.	
Writing Quality and Professionalism Writes with clarify and precision; uses correct grammar and mechanics.	Wilmington University Writing Across the Curriculum	Writing is precise and specific. Has transitions between all ideas. All of the writing is free from errors and typos.	Almost all of the writing is precise and specific. Has transitions between most ideas. Almost all of the writing is free from errors and typos.	Some of the writing is precise and specific. Some transitions between ideas. Some of the writing is free from errors and typos.	Little or none of the writing is precise and specific. Little or no transitions used. Little or none of the writing is free from errors and typos.