ADVANCEMENT COURSES™
A Wiley Brand

The Seven Domains of Teacher Leadership

30 Clock Hours
Why should teachers take our courses?

A Focus on Student Success
Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable
We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Authentic Assessments
As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice
A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations
While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

Professional Learning Community
A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.
The Seven Domains of Teacher Leadership

Course Description

The term teacher leadership can be defined as “the set of skills demonstrated by teachers who continue to teach students but also have an influence that extends beyond their own classrooms to others within their own school and elsewhere” (Danielson, 2006, para. 1). As you journey through the process of becoming a teacher leader for your school community, you will be guided through the seven domains of teacher leadership. These domains are designed to develop teacher leaders who will be challenged to reflect continuously upon leadership skills; coaching and mentoring; analysis of assessment and data to impact instruction; strategies for closing the achievement gap through instructional best practices; the need to address equity and diversity in schools; and collaborative efforts to include colleagues, parents, and the community in comprehensive efforts for school improvement.

Through each domain, you will become integrally involved in ongoing reflective practice as teacher leaders in your classrooms, schools, and communities. Reflective teacher leaders use the world of practice, knowledge of pedagogy, knowledge of the learner, and knowledge of content to personally evaluate their effectiveness. This continuous process provides teacher leaders with a basis for self-evaluation that results in leadership development for school improvement.

By the end of this course, you’ll be equipped to make a meaningful impact on your school’s improvement efforts and create a more equitable learning environment for your students.

Connections to Practice

This course provides the following classroom connections:

- Tools to help you facilitate conversations with teams of teachers to deepen instructional practice
- Protocols to support facilitation of the analysis of a range of data, including classroom observations, student work samples, and student assessment data
- Guidance for choosing a topic, conducting research, collecting data, and curating your personalized professional development experience
- Ability to create collaborative professional learning communities that focus on student learning and school improvement
- Designing powerful professional development opportunities and support services that focus on analyzing instruction and student learning so that educators will have positive repercussions for students
- Knowledge about how to compile data to drive continuous improvement in order to promote equitable and culturally responsive opportunities for all students

Course Outcomes

In this course, participants will:
• Assess their own competencies as teacher leaders, reflecting on areas of strength on which they can build and areas for growth.
• Collaborate with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement.
• Analyze data to make pedagogical and content-based decisions that inform teaching, learning, leading, and achievement in the 21st century.
• Incorporate the seven domains of teacher leadership to stimulate dialogue about knowledge, skills, and competencies in their school, district, and profession.

Charlotte Danielson Framework for Teaching Alignment

Domain 4: Professional Responsibilities
4a Reflecting on Teaching
4b Maintaining Accurate Records
4c Communicating With Families
4d Participating in the Professional Community
4e Growing and Developing Professionally
4f Showing Professionalism

Course Engagement and Resources

The activities and engagement options for the course have been designed to align with guidelines and considerations of Universal Design for Learning. This course aims to:

• Provide the learner with multiple means of representation.
• Provide the learner with multiple means of action and expression.
• Provide the learner with multiple means of engagement.

Your course facilitator will be available to you to answer questions and provide written feedback on your submitted Checkpoint assignment and Final Project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

Materials

Online reading, viewing, and listening resources will be provided in each module.

Method of Evaluating Student’s Performance

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Total Point Value</th>
<th>Percentage of total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Checkpoint</td>
<td>10 points</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment Category</td>
<td>Total Point Value</td>
<td>Percentage of total possible points</td>
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</tr>
<tr>
<td>Participation</td>
<td>10 points</td>
<td>30%</td>
</tr>
<tr>
<td>Assignments: Self-reflection and goal setting, concept practice questions, discussion and reflection forums, and the Module 4 checkpoint activity</td>
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<tr>
<td>Final Project</td>
<td>15 points</td>
<td>40%</td>
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*Please note that you must receive a percentage of 80% or higher for successful completion of this course. Completion of all activities is required to receive credit.

**Assessments**

**Self-Reflection and Goal Setting**

This course will include a self-reflection and goal setting assignment in the first module, in which each learner will articulate what they hope to learn and achieve because of the course. Learners will be guided to reflect briefly upon their intentions for the course and to set one to two specific (SMART) goals for their learning.

**Concept Practice**

These automatically scored questions will appear in each module and will cover concepts discussed in the module. Immediate feedback will be provided for each question.

**Discussions**

Discussions will appear in each module and include questions about concepts that appear in the module.

Learners will be expected to post one original response to the prompt and respond to two peers.

Discussions will be evaluated on a pass–fail basis, per the following guidelines for completion:

- Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
- Participant provides an adequate level of detail in entries.
- Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
- Participant’s responses are clear and well written and employ proper APA citation.
Project Checkpoint

Each course will include one project checkpoint activity for submission in Module 2. The checkpoint serves as a framework that supports learners in planning for and managing the development of the final project. Thus, the checkpoint allows learners to create artifacts or components that will later serve in completing the final project.

Learners will receive feedback from the course facilitator on the checkpoint assignment in Module 2.

The checkpoint assignment in Module 2 will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Does Not Meet Expectations (1 point)</th>
<th>Partially Meets Expectations (3 points)</th>
<th>Meets Expectations (4 points)</th>
<th>Exceeds Expectations (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Course Content</td>
<td>Checkpoint relates incomplete or incorrect information about course concepts. The learner provides</td>
<td>Checkpoint relates superficial information about course concepts. The learner provides a</td>
<td>Checkpoint relates clear information about course concepts. The learner provides a satisfactory</td>
<td>Checkpoint relates detailed and thorough information about course concepts. The learner provides</td>
</tr>
<tr>
<td></td>
<td>an unclear reflection upon how he or she will evaluate personal progress toward established course</td>
<td>superficial reflection upon how he or she will evaluate personal progress toward established</td>
<td>reflection upon how he or she will evaluate personal progress toward established course</td>
<td>a detailed reflection upon how he or she will evaluate personal progress toward established</td>
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<tr>
<td></td>
<td>goals.</td>
<td>course goals.</td>
<td>goals.</td>
<td>course goals.</td>
</tr>
<tr>
<td>Alignment of Student Outcomes</td>
<td>Checkpoint activity’s alignment to course learning outcomes is unclear or absent.</td>
<td>Checkpoint activity aligns with 1–2 course learning outcomes.</td>
<td>Checkpoint activity aligns with 2–3 course learning outcomes.</td>
<td>Checkpoint activity aligns with 3–5 course learning outcomes.</td>
</tr>
</tbody>
</table>

Final Project

The final project for each course will appear in the final module and will include a prompt that aligns with each category (including the “evaluate” and “create” categories) of Bloom’s taxonomy, building on the concepts from each module.

Final projects will be designed for the learner to create an artifact that demonstrates application and understanding of concepts and skills learned through each module of the course.

The final project will be evaluated using the following rubric:
<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Does Not Meet Expectations (1 point)</th>
<th>Partially Meets Expectations (3 points)</th>
<th>Meets Expectations (4 points)</th>
<th>Exceeds Expectations (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Course Content</td>
<td>Project relates incomplete or incorrect information about course concepts. The learner provides an unclear reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Project relates superficial information about course concepts. The learner provides a superficial reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Project relates clear information about course concepts. The learner provides a satisfactory reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Project relates detailed and thorough information about course concepts. The learner provides a detailed reflection upon how they will evaluate personal progress toward established course goals.</td>
</tr>
<tr>
<td>Application of Course Content</td>
<td>The project is not clearly aligned with the chosen audience; learner demonstrates no or faulty awareness of the audience’s needs. Learner makes choices regarding content and methods of presentation that may be unclear or inappropriate in some ways; learner demonstrates some awareness of the chosen audience’s needs.</td>
<td>Learner makes appropriate choices regarding content and methods of presentation; learner demonstrates a clear awareness of the chosen audience’s needs.</td>
<td>Learner chooses and adapts project content and presentation in multiple ways to ensure complete appropriateness for the chosen audience; learner demonstrates exceptional awareness of the audience’s needs.</td>
<td></td>
</tr>
<tr>
<td>Alignment of Student Outcomes</td>
<td>Project’s alignment to course learning outcomes is unclear or absent. Project aligns with 1–2 course learning outcomes.</td>
<td>Project aligns with 2–3 course learning outcomes.</td>
<td>Project aligns with 3–5 course learning outcomes.</td>
<td></td>
</tr>
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**Course Outline**

**Module 1**

School leaders have the potential to improve instruction, student learning, and teacher retention rates using best practices that are outlined in the seven domains of teacher leadership. Through various principles, educators can make a significant impact on overall school improvement and student achievement. They can also create a collaborative culture and improve professional development through research and various studies. This module poses the first three domains of teacher leadership, which will ultimately help create a positive learning environment for teachers and have a positive impact on student achievement.
**Learning Outcomes**

By the conclusion of this module, you will be able to do the following:

- Explore the characteristics of a teacher leader to evaluate the impact on their school community.
- Establish a collaborative culture within your school community to promote continuous improvement.
- Organize research to formulate inquiry-based discussions designed to improve school practice, professional development, and knowledge of pedagogy and student learning.
- Formulate steps in your professional learning based on your personalized professional development experience.

**Agenda**

Review the reading, viewing, and listening resources provided in Module 1, and complete the:

- **Self-Reflection and Goal Setting Activity:** in this discussion forum, you will articulate what you hope to learn/achieve because of the course. Please reflect briefly upon their intentions for the course and to set 1-2 specific (SMART) goals for your learning.
- **Introductory Forum:** in this discussion forum, you will have an opportunity to introduce yourself and meet other learners in the course.
- **Module 1 Content Lesson:** The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.
- **Module 1 Discussion Forum:** in this discussion forum, you will provide an original response to a question posed about topics in the Module 1 Content Lesson and respond to the original postings of your peers.

**Module 2**

School leaders have the potential to improve instruction, student learning, and teacher retention rates using best practices that are outlined in the seven domains of teacher leadership. Through various principles, educators can make a significant impact on overall school improvement and student achievement. They can also create a collaborative culture and improve professional development through research and various studies. This module poses the first three domains of teacher leadership, which will ultimately help create a positive learning environment for teachers and have a positive impact on student achievement.

**Learning Outcomes**

By the conclusion of this module, you will be able to do the following:

- Explore the characteristics of a teacher leader to evaluate the impact on their school community.
- Establish a collaborative culture within your school community to promote continuous improvement.
- Organize research to formulate inquiry-based discussions designed to improve school practice, professional development, and knowledge of pedagogy and student learning.
• Formulate steps in your professional learning based on your personalized professional development experience.

**Agenda**

Review the reading, viewing, and listening resources provided in Module 2, and complete the:

- **Module 2 Content Lesson**: The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.
- **Module 2 Discussion Forum**: in this discussion forum, you will provide an original response to a question posed about topics in the Module 2 Content Lesson and respond to the original postings of your peers.
- **Module 2 Project Checkpoint**: This checkpoint serves to help you generate ideas for assessing not only learners' understanding of the course content (after interacting with your artifact) but also the effectiveness and suitability of your final artifact. For this checkpoint assignment, outline an evaluation plan and design at least one formative or summative assessment.

**Module 3**

As we continue with the seven domains of teacher leadership, we come to recognize two essential teams that have had significant impacts on school improvement: families and professional learning community (PLC) teams. The quality of family and community environments is often depicted as essential partners to school improvement plans. PLCs are also a place where teachers can come together with their colleagues to advocate for their practices and student learning and success. Teacher leaders must call upon these groups to collaborate, engage, and grow to fully achieve school improvement and professional development. But how can this be done? How can teacher leaders partner with families? How can teacher leaders create, conduct, and collaborate in PLC groups? This module will guide you through the last two domains of teacher leadership; ultimately, you will be able to partner and collaborate with two important groups in your school community.

**Learning Outcomes**

By the conclusion of this module, you will be able to do the following:

- Describe the importance and benefits of establishing school partnerships in order to build student learning and strengthen ties between schools, families, and the local community.
- Address obstacles that impede engagement with parents, including language barriers and cultural barriers.
- Create a network of varied community members with whom they can establish partnerships.
- Determine the tools needed for facilitating a PLC based on collaborative inquiry.

**Agenda**

Review the reading, viewing, and listening resources provided in Module 3, and complete the:
• **Module 3 Content Lesson**: The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.

• **Module 3 Discussion Forum**: in this discussion forum, you will provide an original response to a question posed about topics in the Module 3 Content Lesson and respond to the original postings of your peers.

• **Final Project**: For your final project, you will create an artifact that would support you in teaching the concepts you have learned in this course to an audience of your choosing. The artifact and audience that you choose should be designed to suit your professional role.

• **Course Evaluation Survey**

**Technology Requirements**

Please review the [System Requirements for Moodle](#).

**Netiquette Policy**

Anyone enrolled in online courses has the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in the course that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the course.

To maintain a positive, professional, and supportive online environment for this class, learners should adhere to the following standard guidelines. Everyone is expected to:

- Show respect for the facilitator and for other learners in the class, including use of polite, professional tone, respecting and valuing the privacy of other learners, and expressing differences of opinion in a polite and rational way.
- Maintain an environment of constructive criticism when commenting on the work of other learners by offering feedback that is supportive and helpful in nature.
- Contribute relevant topics and ideas when involved in group discussions or other collaborative activities.
- Use appropriate grammar and structure in online communication and refrain from use of all capital letters, as this equates to and can be interpreted as shouting in the online environment.

**Compliance With the Americans with Disabilities Act**

In compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.
Academic Integrity

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Plagiarism and cheating of any kind will not be tolerated.

Plagiarize: “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (Webster’s new collegiate dictionary, 1973, p. 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

Cheating: Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

References


Aguiar, C., Howard, A. M., & Wright, A. (2020, November 13). Now more than ever: why collaborative grading works, even online. Faculty Focus.

Asap Science. (2013, January 31). Brain tricks – This is how your brain works [Video]. YouTube.


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The Reformer. (2018, September 28). *Teacher leadership creates a culture of advocacy and efficacy*.


Skills You Need. (n.d.). *Listening skills*.

SPLC. (2007, September 11). *SPLC launches 'School to Prison Reform Project' to help at-risk children get special education services, avoid incarceration*.


Teaching History. (n.d.). *Multiperspectivity: What is it, and why use it?*


UNCW. (n.d.). *Top 10 design principles to consider when creating your UNCW ePortfolio*.


Student achievement is at the core of everything we do.

Since 1988, Advancement Courses has been a leader in professional development, providing expertly-crafted, classroom-applicable courses to thousands of teachers across the country.

Our extensive online curriculum includes over 280 graduate-level, self-paced courses in 20 different subject areas covering both foundational topics and emerging trends in K-12 education.

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<td>Diversity, Equity, &amp; Inclusion</td>
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<td>Special Needs &amp; ESL/ELL</td>
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<td>District/School Improvement Plans</td>
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<td>STEM &amp; Technology</td>
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<td>Teacher Training &amp; Retention</td>
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