



Seminar in Transformational Leadership and Teaching I Spring 2024

Instructor: Kaitie Miyashiro-Carvalho, MEd
Supported by: Content Specialists and Coaches

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Required Texts: None

Credit Hours: 1
Helpful Resources: Shared with Assignments

Content Specialists:

JT Su (Humanities)

Tyler Vandermolen (STEM)

Ashley Greenberg (Elementary)

Purpose: Vision clarifies and sets the destination you and your students are driving towards this year. Determining your vision – in partnership with students, families, and communities – will empower you to be strategic each day as you ground in the corps.

Course Description

To fulfill credential requirements, Teach For America corps members are required to pass **Seminar in Transformational Leadership and Teaching I and II** during their first year in the corps, earning at least a B in each with at least a 3.0 overall GPA in credential courses. This course will develop corps members' competencies in content pedagogy and our developing understanding of transformational teaching. More specifically, it will ensure that all corps members are proficient in:

- Vision setting for transformational outcomes;
- Use of data to communicate student progress to goals and to continually improve effectiveness;
- Classroom execution to transformational outcomes, aligned to best practices in content area instruction;
- Professional dispositions expected of all teachers oriented to educational equity as an act of social justice.

All assignments will be directly connected to improving classroom instruction.

This is a one credit hour course requiring 45 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 10 hours in class (content learning communities) and 20 hours writing response papers. There will be an additional 15 hours beyond what is listed here (course readings, assignments, 'āina days, etc.) This additional work will average about 1-2 hours per week.

Teach For America-Hawai'i's Relationship with Chaminade University

To ensure that University learning is well aligned and relevant to corps member needs, Teach for America Hawai'i and Chaminade University collaborated in the creation of the Seminar in Transformational Leadership and Teaching. University coursework is one core component of Teach For America's plan for developing teachers' classroom leadership. Teachers fulfill Teach For America's requirements and Chaminade University requirements simultaneously.

Mission Statement: The mission of the education division at Chaminade University is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist's values, current research, and best practices.

Marianist Values:

1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, and Peace
5. Educate for Adaptation and Change

WASC Core Competencies:

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking Information Literacy
- 5.

Program Learning Outcomes (PLOs):

1	Content Knowledge (Knowledge of subject matter)
2	Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning)
3	Pedagogical Content Knowledge (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner)
4	Educational Technology (Knowledge of and application of appropriate technology for student learning)
5	Assessment for Learning (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning)
6	Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments)

7	Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology)
8	Professional & Ethical Dispositions and Communication (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues).

Course Learning Outcomes (CLOs):	
1	Teachers will demonstrate proficiency in vision setting for transformational outcomes.
2	Teachers will demonstrate proficiency in the use of data to communicate student progress and to continually improve effectiveness.
3	Teachers will demonstrate proficiency in classroom execution for content-specific transformational outcomes.
4	Teachers will demonstrate professional dispositions.

Alignment of Learning Outcomes:	CLO 1	CLO 2	CLO 3	CLO4
Essential Questions	EQ 1	EQ 2	EQ 3	EQ3
Marianist Values	MV 2, 4, 5	MV 2, 5	MV 2, 4	MV4
WASC Core Competencies	WASC 1, 4	WASC 3, 4, 5	WASC 2, 4	WASC 4
Program Learning Outcomes	PLO 1, 7	PLO 5	PLO 1, 2, 3, 6	PLO8

Course Objectives

Teachers will demonstrate proficiency in **vision setting** for transformational outcomes by:

- Creating a holistic and transformational vision that is contextualized for community and content
- Developing transformational academic goals

Teachers will demonstrate proficiency in **the use of data** to communicate student progress and to continually improve effectiveness by:

- Choosing and administering a diagnostic assessment
- Choosing and administering a summative assessment aligned to academic goals

- Administering interim assessments aligned to academic goals
- Tracking student mastery of content and/or academic growth towards academic and IEP goals
- Using data to reflect upon progress to goals and adjusting course as necessary

Teachers will demonstrate proficiency in classroom execution for content-specific transformational outcomes by:

- Developing aligned lesson plans that demonstrate best practices in content pedagogy and integration of technology
- Clearly presenting and differentiating material
- Facilitating, managing, and coordinating student practice
- Checking for understanding in order to ensure student learning and responding appropriately
- Communicating high expectations and reinforcing rules and consequences to foster a productive classroom environment
- Ensuring that students can articulate their goals and their current progress towards them
- Reinforcing student progress towards goals

Teachers will demonstrate professional dispositions:

1. Teacher maintains a system for collecting student progress and shares that progress proactively with TFA staff. (Danielson, 4b)
2. Teacher communicates with families regarding students' progress. (Danielson, 4c)
3. Teacher cooperates and collaborates effectively with colleagues. (Danielson, 4d)
4. Teacher proactively seeks professional development and meets requirements of all mandated professional development. (Danielson, 4e)
5. Teacher seeks out feedback and receives feedback in a professional manner. (TFA-HI)
6. Teacher meets professional expectations such as maintaining and submitting records, grades, and assignments according to deadlines. (TFA-HI)
7. Teachers are deepening their connections to and understanding of their community context to build stronger relationships and create more relevant learning experiences, (e.g. understanding of cultural, ethnic, gender, and learning differences).
8. Teachers are committed to deepening understanding of their own frames of reference (e.g., culture, gender, language, abilities, ways of knowing) and the potential biases in these frames, to better understand their own positionality and power as classroom leaders. Teachers access resources to deepen their own understanding and actively participates in reflection and discussion.

Course Outline

See the TFA [“SY23-24 First Year Syllabus”](#) for the calendar for the year.

Submission, Late Submission, Resubmission Policies

Submission Policies
<ul style="list-style-type: none"> ● All assignments should be uploaded before midnight HST on the day of the deadline to Canvas
Late Submission Policies
<ul style="list-style-type: none"> ● Late assignments will be accepted ONLY with the Content Specialist/Coach's advanced permission and under limited circumstances. Late assignments submitted with advanced permission will not be docked points for lateness.

- Sufficient advance notice must be **at least 24 hours** in advance of the due date of the assignment.
- Acceptable circumstances do NOT include personal holidays, celebrations, vacations, or scheduling conflicts/over-commitments.
- In the event that you submit a late assignment **WITHOUT advanced permission**, the following applies:
 - A **10% reduction** in the points earned per day late will be applied.
 - **No credit** will be received if the assignment is more than 2 weeks late.

Resubmission Policies

You may resubmit an assignment if it is within two weeks of receiving a score, but before the end of the semester.

**These resubmissions can earn credit of up to 85%*

You may not resubmit an assignment if the assignment is credit/no credit or the semester has ended.

Late submission or non-submission of assignments will affect your dispositions assessments and may result in an Improvement Plan, non-receipt or delay of your credential and pay reclassification, non-receipt of TFA alumni status, and/or dismissal from Teach For America.

Assignments: Spring Semester

All submissions should be focused on and aligned to your area of licensure.

Assignment:	Points	Due Date:	Graded By:	Grades Returned:	Revision Due Date:
Revised Vision (Part of Student Learning Assessment)	100 (scale score)	February 11, 2024	Content Specialist	February 25, 2024 <i>revision: March 11</i>	March 5
Student Data Protocol Part 4 Interim Mastery/Growth Data (Part of Student Learning Assessment)	60 (scale score)	March 24, 2024	Content Specialist	March 31 <i>revision: April 14</i>	April 7
Culturally Responsive Teaching Portfolio	160 (scale score)	April 7, 2024	Content Specialist	April 21 <i>revision: May 5</i>	April 28
Professional Dispositions + Dispositions Conversation	100 (scale score)	April 28, 2024 (conversation by May 5)	Coach	May 12	

Professional Development Log	200 (scale score)	May 5, 2024	Coach	May 12	
End of Year Reflection submit by emailing to coach (Part of Student Learning Assessment)	100 (scale score)	May 12, 2024	Coach	May 26	
Total Points:	720				

Evaluation and Grading

Scale Score Rubric:				
Exceeds Expectations 100%	Meets Expectations 90%	Approaches Expectations 80%	Below Expectations 70%	No Attempt 0
The following Assignments will be graded on a scale score rubric: Diagnostic Assessment Data Analysis, Vision, Professional Dispositions, Continuously Improving Effectiveness, and Professional Development Log				
All scale score assignments will be assessed on a rubric. Rubrics will be made available on JHU's Blackboard page. To qualify for credential, teachers must receive a grade of B or above.				

Grading Scale			
A = 90% - 100%	B = 80% - 89.9%	C = 70% - 79.9%	F = 0% - 69.9%
The grades of D+, D, and D- are not awarded at the graduate level.			

University Policies

Academic Honesty Statement: Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center: 808-735-4845
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Disability Access:

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. **Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly.** Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.