

**EDL 660**  
**Seminar I: Facilitating a High Quality Learning Community**

Credit Hours: 2

Prerequisites: Admission to Graduate School.

**Course Description**

This is the first course in a series of six seminars in the new, cohort-based leadership preparation program. The emphasis of this seminar is on Teacher Leadership and successful completion results in Teacher Leader Endorsement which qualifies the candidate to assume the role of Department Head, Instructional Coach, or other teacher leader positions. It includes the knowledge base, theory, and research for facilitating a high performance learning culture. Students are also required to complete field-based activities through which they will experience practical strategies in teacher leadership as well as complete a case study project.

**Conceptual Framework**

**Southeastern Louisiana University**  
**College of Education and Human Development**  
**Conceptual Framework**

The COEHD's Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. All aspects of this course are aligned with the Conceptual Framework, including the course objectives, field experiences and assessments. The four components of the Conceptual Framework are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity (DV) and Technology (TY).

The following is the link to the conceptual framework on the COEHD website:

[http://www.selu.edu/acad\\_research/colleges/edu\\_hd/about/conceptual\\_framework/](http://www.selu.edu/acad_research/colleges/edu_hd/about/conceptual_framework/)

**Course Objectives**

1. Collaborate and use team building strategies to promote the success of all students and to respond to the diverse interests and needs of the community [SM, PS, and ELCC 4.0]
2. Critique, revise and write a vision statement that includes ownership of the school community [PS and ELCC 1.0]
3. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth [KL, PS, and ELCC 2.0]
4. Acquire the knowledge and skills of leadership theory for school improvement [CK, SM, PS and ELCC 7.0]
5. Promote the success of all students with integrity, with fairness, and in an ethical manner [PS, and ELCC 5.0]

**Diversity**

Students will be prepared to function in a diverse environment and/or community.

**Technology**

Students will be prepared to utilize technology in their professional environment or practice.

**Methodologies**

Teaching strategies may include, but is not limited to discussions, lecture, demonstrations, group work, field experiences, and on-line instruction. Course content will be drawn from theory and research, from student experiences, and from discussions in and out of class sessions.

**Field Experiences**

Field experiences are required in this course in order to meet the course objectives.

**Course Assessment/Evaluation Method**

Students will be evaluated through a combination of methods including, but not limited to written examinations, practical examinations, projects, and class participation. Each instructor reserves the right to establish additional methods of assessment.

**Unit (COEHD) Assessment**

A school based Case Study and written reflection will be placed in the student's Emerging Portfolio on PASS-PORT, the unit's required electronic portfolio system. The Emerging Portfolio must also contain one example field experience and professional development that was completed during EDL 660 or EDL 600.