



## **Becoming a More Effective Teacher Association/Union Representative: Working Effectively With Teachers and School Administrators**

**EDUO 9905 - 1 Semester Credit/Unit**

**Instructor: Kathy Vining**

[kvining@dominicancaonline.com](mailto:kvining@dominicancaonline.com)

### **Syllabus**

*Note: This is a Public syllabus of the course. For a fully detailed syllabus, please email the instructor.*

### **Course Overview**

Welcome to **EDUO 9905 Working Effectively with Teachers and School Administrators**. This class was created as part of a three-course series entitled **Becoming a More Effective Teacher Association/Union Representative**. The three courses in this series are:

- **EDUO 9904 Becoming a More Effective Teacher Association/Union Representative: Understanding your Role**
- **EDUO 9905 Becoming a More Effective Teacher Association/Union Representative: Working Effectively with Teachers and School Administrators**
- **EDUO 9906 Becoming a More Effective Teacher Association/Union Representative: Building Relationships with District Personnel and the Community**

This series is designed to help Association/Union representatives develop the skills needed to become an effective leader in their assigned role. The content learned in this series, **Becoming a More Effective Teacher Association/Union Representative**, will help representatives understand their role, become a support for teachers in their building, and discover ways to work in partnership with their school, district and the community.

Although **Working Effectively with Teachers and School Administrators**, is NOT a prerequisite for the other two courses, it does provide information that will increase your effectiveness in your role as a **Teacher Association/Union Representative**.

## Course Objectives

In this course participants will have an opportunity to:

1. As a Teacher Association/Union Representative, create a year-long plan of meetings with the teaching staff regarding information and issues related to the teaching contract.
2. As a Teacher Association/Union Representative, set dates, times and topics for meetings with the school administrator to discuss information and issues related to the teaching contract.
3. As a Teacher Association/Union Representative, create PowerPoints, emails and handouts for meetings with teachers and administrators.
4. Read articles related to effective leadership and communication with teachers and administrators as a Teacher Association/Union Representative.
5. Write a 2-3 page reflection of experiences during the school year communicating with staff and the administration regarding Teacher Association/Union business/contract information, and providing leadership/support where needed.

## Course Relation to Professional Standards

This course aligns to the National Board for Professional Teaching Standards

TEACHERS THINK SYSTEMATICALLY ABOUT THEIR PRACTICE AND LEARN FROM EXPERIENCE.

- a) Teachers Make Difficult Choices That Test Their Professional Judgment
- b) Teachers Use Feedback and Research to Improve Their Practice and Positively Impact Student Learning

TEACHERS ARE MEMBERS OF LEARNING COMMUNITIES.

- a) Teachers are responsible for managing and monitoring student learning.
- b) Teachers think systematically about their practice and learn from experience.

## How to Submit Coursework

**Preparation:** Prepare assignments in either Word or PDF formatting. Mac users of Page can save their work as a Word file. Make sure you place your full name, course number and assignment number at the top of each page. **Place all assignments into ONE document and submit when your school year is done.**

**Document titles:** Title/number each of your assignments to correspond with the syllabus

Place the completed document in the Dropbox found on the course Moodle page. You will receive feedback from your instructor.

Your completed assignments for this course are submitted to the instructors for review. You will receive feedback from your instructors within 2-5 days indicating successful completion of the assignment or the need for revision. You will receive a final course grade.

Grading rubrics for written projects and for presentation projects are found in this document.

## Course Assignments

### 1. Before you begin this class

Prior to reading the material for this class and completing assignments, please respond to the following: Think about your role as a leader and how you will communicate with teachers and your administrator as a **Teacher Association/Union Representative**. Write a 1-page reflection including the following topics:

- In your role as a Teacher Association/Union Representative, what will your responsibilities be regarding communication with teachers and your school administrator?
- What do you hope to accomplish this school year through meetings, emails and handouts (flyers, brochures, etc.)?

**\*\*\*Submit your 1-page reflection at the end of this course.**

### 2. Plan the Teacher Association/Union meetings at your site.

- Create a year-long plan for your Teacher Association/Union meetings at your site. (minimum of 4).
- Keep a log/journal of your meetings. In your log/journal, indicate the date of each meeting, the number in attendance, the highlights of the meeting, and reflect on its effectiveness.

**\*\*\*Submit this year-long plan, agendas and log/journal at the end of this course.**

### 3. Create PowerPoints for meetings, handouts, emails for teachers and administrators.

- Create PowerPoints for meetings with teachers.
- Create handouts and emails for teachers' meetings

**\*\*\*Submit copies of PowerPoints, handouts, and emails created at the end of this course.**

### 4. Plan and schedule meetings with your school administrator.

- Set a minimum of 3 meetings with your administrator for the school year.
- Create an agenda for each meeting.

**\*\*\*Submit your agendas and summaries at the end of this course.**

### 5. Read the two following articles regarding ways to build relationships with teachers and administrators in your building:

- [6 Simple Ways to Build Trusting Relationships With Staff in K-12 Schools | Edutopia](#)

Now that you have read the two articles, write a 1-2 page summary of what you learned and how this information will guide you in building relationships with teachers and your building administrator.

**\*\*\*Submit your 1-2 page summary at the end of this course.**

**6. Write a 2-3 page reflection of your experiences during the school year communicating with staff and the administration regarding Teacher Association/Union business/contract information, and providing leadership/support where needed. Include the following information:**

- In what ways did you communicate with teachers and your administrator regarding **Teacher Association/Union** business?
- What were some challenges you experienced in creating meetings and communicating with teachers and your school administrator regarding **Teacher Association/Union** business?
- What was your greatest accomplishment this year?

**\*\*\*Submit your 2-3 page reflection at the end of this course.**

## Course Assessment Rubric

<p style="text-align: center;"><b>EXCELLENT</b> Meets or Exceeds Course Objectives: A to A-</p>	<p style="text-align: center;"><b>ACCEPTABLE</b> Majority of Work Meets Course Objectives; B+ to B-</p>	<p style="text-align: center;"><b>NOT ACCEPTABLE</b> Needs Considerable Improvement: Resubmit Work Suggested: C or below</p>
<p>Shows exemplary understanding of his or her role as a <b>Teacher Association/Union Representative</b> by designing and setting meetings, creating a year-long plan, and developing communication documents related to teacher association/union issues.</p>	<p>Shows basic understanding of his or her role as a <b>Teacher Association/Union Representative</b> by designing and setting meetings, creating a year-long plan, and developing communication documents related to teacher association/union issues.</p>	<p>Needs more time to develop an understanding of his or her role as a <b>Teacher Association/Union Representative</b> by an increased study of designing and setting meetings, creating a year-long plan, and developing communication documents related to teacher association/union issues.</p>
<p>Shows exemplary application of new knowledge evidenced by the assigned written reflections based on understanding of how best to support and build relationships with teachers and administrators in their role as a <b>Teacher Association/Union Representative</b></p>	<p>Shows basic application of new knowledge evidenced by the assigned written reflections based on understanding of how best to support and build relationships with teachers and administrators in their role as a <b>Teacher Association/Union Representative</b></p>	<p>Needs more time to develop the application of new knowledge evidenced by the assigned written reflections based on how best to support and build relationships with teachers and administrators in their role as a <b>Teacher Association/Union Representative</b></p>
<p>Organized very well. Work is original, clearly labeled and related to the corresponding assignment.</p>	<p>Organized fairly well. Work is original and loosely related to corresponding assignment. Is generally organized and labeled.</p>	<p>Organized poorly. Not all work is original and is not related to corresponding assignment. Shows little or no organization and assignments are poorly labeled</p>
<p>Assignment content is thorough and well done. Written work is self-reflective and shows a progressive understanding of the role of a <b>Teacher Association/Union Representative</b> and their required responsibilities in the school setting.</p>	<p>Assignment content is acceptable. Written work is somewhat self-reflective and shows some progressive understanding of the role of a <b>Teacher Association/Union Representative</b> and their required responsibilities in the school setting.</p>	<p>Assignment content is incomplete and or not well done. Written work is not self-reflective and shows little or no progressive understanding of the role of a <b>Teacher Association/Union Representative</b> and their required responsibilities in the school setting.</p>
<p>Free of spelling and grammatical errors. Assignments are word processed using standard 12pt font. Presentation is neat with good use of white space and margins.</p>	<p>Has some spelling and grammatical errors. Assignments are word processed using standard 12pt font. Presentation is acceptable and makes good use of white space and margins</p>	<p>Has many spelling and grammatical errors. Assignments are not word processed does not use standard 12pt font. Presentation is not formatted well and does not make good use of white space and margins</p>