

## Oakland University Launches Teacher Leadership Masters Program

We are delighted to announce that the first cohort of the new Masters in Teacher Leadership program began on Saturday, September 6, at the Macomb ISD.

Seventeen teachers are enrolled in the program which will be taught by Dr. Caryn Wells and Dr. Jan Colliton. This unique program reflects many components of the Galileo Academy program and will advance the research priorities of the Galileo Institute.

## QUESTIONS?

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## Galileo Institute Looks to the Future

Last spring the Institute received a \$25,000 grant from the Fieldstone Alliance to conduct an analysis of the Institute's effectiveness and future possibilities. After interviewing three consulting firms, it was decided to award the contract to The National Forum on Higher Education for the Public Good at the University of Michigan. The National Forum team has completed the first phase of its study dealing with the Institute's current work, areas of expertise, and emerging potential.

Fifty members of the Galileo family were interviewed for the phase I study. Questions posed during these interviews included:

1. What services, initiative, programs, etc. would you like to see the Institute provide/produce?
2. Why is the Galileo Institute uniquely positioned to provide such services?
3. What can be done to facilitate the accomplishment of these goals?
4. What do you perceive to be hurdles that might hinder attaining these goals?
5. Are there forums, other than the Institute, where you could obtain similar benefits? If so, how effective are these?

Responses were overwhelmingly positive leading the Nation Forum staff to observe, "All things Galileo are good." Several challenges were also identified including the need to resolve confusion about the roles of the Galileo Academy and Institute, to promote the systemic change needed to support teacher leaders, to harness the skills and dispositions of Galileo Alumni, and to conduct research on various aspect of teacher leadership.

One of the persons interviewed made an excellent observation by noting, "I consider the Institute as being the 'so what' extension of the Academy program.

## Podcasts Kickoff Second Season

Last year Pam Morehead and Bob Maxfield produced 23 podcasts dealing with teacher leadership and school reform. Guests included Roland Barth, Parker Palmer, Gloria Ladson-Billings, Charlotte Danielson, and many members of the Galileo family. Season two began with a focus on early childhood education. Podcasts can be accessed through the Oakland University Homepage (click on RSS logo) or the Galileo Institute website. Soon they will be available through I-Tunes.



## Teacher Leaders present at NSDC Summer Conference in Orlando

We were invited, by the Galileo Leadership Consortium, to present at this year's National Staff Development Council Summer Conference in Orlando. This exciting opportunity yielded two presentations—one taking a look at the history of the Galileo Leadership Institute, its goals, and the outcomes as demonstrated in practice at Cooper Upper Elementary. The other presentation examined the specific journey of teacher leaders within an environment of shared leadership.

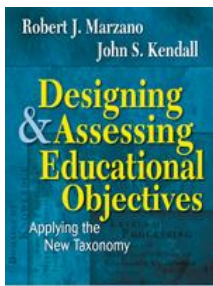
It seemed to all of us that most of the fine educators attending the conference in Orlando were struggling with how to do more with ever dwindling resources. Teacher leadership was viewed by many of the conference attendees as a way to develop a more synergistic staff—one that would be able to more effectively respond to the present culture of mounting accountability and economic scarcity. What became apparent to us through the reactions of our session participants as well as our experiences gained by attending the other sessions offered during the three-day conference was that teacher leadership by itself is not enough to sustain change and ongoing accountability in support of student learning. Teachers cannot effectively lead for the long term unless there is a clear sense of service that is purposefully embedded throughout the culture by the principal of the building. This service must be made clear in the language of the building leadership.



We believe that collaborative leadership, servant leadership, and shared leadership must be understood and clearly articulated within a school's culture if teacher leadership is to be effective and sustainable. These are concepts we continue to refine and think through at Cooper Upper Elementary. This conference gave us the time and the impetus to continue to reflect on our two years together as a school and how we can best support teachers in our school who are leading from where they are.

—Judy Bowling (Media Specialist), Sally Erickson (Teacher/Literacy Leader), Heidi Frazer-Cherry (Co-Principal),

Theresa O'Brien (Teacher/School Improvement Co-Chair), Terry Taylor (Co-Principal), Cooper Upper Elementary School, Westland, Michigan



## September Book Talk with Kay Cornell, Education Consultant

When the name Robert Marzano is mentioned in education circles, the general reaction is awe and respect. Well, he's done it again! Marzano and John S. Kendall, Senior Director of Research at McREL have written a book on the new Taxonomy, a long-needed replacement for Bloom's Taxonomy on which most of us cut our educational teeth.

The New Taxonomy is designed to focus on designing and assessing educational objectives in terms of what students need to know and be able to do.

Each stem begins the same for all objectives: "The student (or students) will be able to. . . plus a verb phrase and an objective. The verb phrase states the mental process that is to be employed, and the object is the knowledge that is the focus of the objective. This clarity of process and knowledge is part of the power of the New Taxonomy: what is to be learned and what are the processes that operate on that knowledge. Within the New Taxonomy are 6 levels of processing:

6. Self-System Objectives: Attitudes, beliefs and behaviors that impact motivation.
5. Metacognitive Objectives: Setting and Monitoring Goals
4. Knowledge Utilization Objectives: Using knowledge to perform a specific task, solve a problem.
3. Analysis Objectives: Reasoned extension of knowledge, matching, classifying.
2. Comprehension objectives: Identifying and symbolizing the critical features of knowledge.
1. Retrieval Objectives: Using recognition and recall.

The other dimension of the New Taxonomy, Knowledge, is comprised of 3 domains of knowledge: information, mental procedures and psychomotor procedures. After a thorough explanation of the design, the authors include numerous specific examples of ways in which teachers can use the New Taxonomy in their instruction and there is a scale that could be used to determine where a student is in the Taxonomy. Each example provides a process, an objective, a task, knowledge focus, subject/grade, and benchmark. These are written in step by step models, helpful diagrams and charts and the language is clear and user-friendly.

My first comment after finishing the book was "Transformational." It is a profound work that promises to take teaching and learning to a new level of thought and process. Read it—you won't be disappointed. Move over, Benjamin Bloom!

***Designing and Assessing Educational Objectives , Applying The New Taxonomy by Robert J. Marzano and John S. Kendall, a joint publication of MASA, NAESP AND NASSP, 2008.***

**"If you don't like change, you're going to like irrelevance even less." General Eric Shinseki**