

Course Syllabus

COURSE NUMBER: LEAD 6003.II COURSE TITLE: Instructional Leadership TERM: Fall

2005 SITE:

Parkwood Elementary School

Pattonville School District

3199 Parkwood Lane

Maryland Heights INSTRUCTOR CONTACT INFORMATION:

Dr. John Heskett

john.heskett@charter.net

636-728-1533

314-660-2333 (cell) CREDIT HOURS: 5

Course Description: This course is designed to provide students with content and site-based experience related to multiple aspects of effective instructional leadership. Topics will include: curriculum analysis and evaluation; NCLB, DESE requirements, problem solving and decision making, utilizing data for curriculum alignment and instructional improvement; characteristics of effective instructional leadership; the role of technology in instruction; services for special populations such as the disabled, gifted, and vocational students. Focus will be placed on the complex roles and responsibilities of the educational leader at the elementary, middle, secondary and post secondary levels while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group discussions and simulations, identification of effective practices, interaction with practitioners in administration and personal reflection. .

1. Learning Outcomes: (Insert course outcomes and their links to program outcomes, relevant goals, dispositions, and MoSTEP/Professional Organization standards. Rows and columns may be added or deleted using the Microsoft Word Table Tool).

Course Outcomes Program Goals SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed

Understand historical and theoretical fundamentals of curriculum.

Examine various characteristics of curriculum models.

Compare different evaluation methods of curriculums.

Understand the curriculum planning process.

Research current curriculum related trends and issues.

Understand and interpret the concepts of NCLB and current DESE mandates.

Understand and promote instructional improvement strategies

Understand the role of the instructional leader in teaching, learning, and assessment.

Be a user of technology as well as be aware of applications specific to curriculum and instructional improvement.

Education Specialist Degree
School of Education
Webster University

Goals

- 1.The educational leader/graduate will demonstrate and model scholarship and lifelong learning skills.
- 2.The educational leader/graduate will demonstrate effective teaching, learning, and leadership based on sound theory and practice and ethical decision-making to create an optimal learning environment
- 3.The educational leader/graduate will reflect upon his/her own practice in order to become an agent of change in classrooms, schools and communities.
4. The educational leader/graduate will demonstrate respect for and participate in a diverse community of global learners including students, teachers, colleagues, and families.

ISSLC Standards

1.3.1 A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community

Knowledge

- 1.3.1.1.1 1.3.1.1.2 1.3.1.1.2
- 1.3.1.1.3 1.3.1.1.5 1.3.1.1.6

Dispositions

- 1.3.1.2.1 1.3.1.2.2 1.3.1.2.4
- 1.3.1.2.6 1.3.1.2.7

Performances

- 1.3.1.3.1 1.3.1.3.2 1.3.1.3.3
- 1.3.1.3.4 1.3.1.3.5 1.3.1.3.6
- 1.3.1.3.7 1.3.1.3.8 1.3.1.3.9
- 1.3.1.3.10 1.3.1.3.11 1.3.1.3.12
- 1.3.1.3.13 1.3.1.3.14

1.3.2 A School administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

- 1.3.2.1.3 1.3.2.1.7 1.3.2.1.9
- 1.3.2.1.10 1.3.2.1.11

Dispositions

- 1.3.2.1.1 1.3.2.2.2 1.3.2.2.4 1.3.2.2.6 1.3.2.2.7
- 1.3.2.2.8

Performances

- 1.3.2.3.1 1.3.2.3.3
- 1.3.2.3.4 1.3.2.3.6 1.3.2.1.3.7
- 1.3.2.3.8 1.3.2.3.10
- 1.3.2.3.11 1.3.2.3.12
- 1.3.2.3.15 1.3.2.3.16
- 1.3.2.3.18

1.3.3 A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.

Knowledge

- 1.3.3.1.1

Dispositions

1.3.3.2.2 1.3.3.2.3
1.3.3.2.4 1.3.3.2.5
1.3.3.2.7

Performances

1.3.3.3.3
1.3.3.3.4 1.3.3.3.7 1.3.3.3.8
1.3.3.3.9 1.3.3.3.12
1.3.3.3.13 1.3.3.3.14 1.3.3.3.15
1.3.3.3.16 1.3.3.3.17 1.3.3.3.18

1.3.3 A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members responding to diverse community interests and needs, and mobilizing community resources.

Knowledge

1.3.4.1.1 1.3.4.1.2 1.3.4.1.3
1.3.4.1.5

Dispositions

1.3.4.2.2 1.3.4.2.3
1.3.4.2.4 1.3.4.2.5 1.3.4.2.6
1.3.4.2.7 1.3.4.2.8

Performances

1.3.4.3.1 1.3.4.3.2 1.3.4.3.3
1.3.4.3.4 1.3.4.3.5 1.3.4.3.8
1.3.4.3.10 1.3.4.3.11 1.3.4.3.12
1.3.4.3.13 1.3.4.3.14

1.3.5 A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner .

Knowledge

1.3.5.1.1 1.3.5.1.2 1.3.5.1.3
1.3.5.1.4 1.3.5.1.5

Dispositions

1.3.5.2.1 1.3.5.2.2 1.3.5.2.3 1.3.5.2.4 1.3.5.2.5 1.3.5.2.6 1.3.5.2.7

Performances

1.3.5.3.1 1.3.5.3.2 1.3.5.3.3
1.3.5.3.4 1.3.5.3.5 1.3.5.3.6
1.3.5.3.7 1.3.5.3.8 1.3.5.3.9
1.3.5.3.10 1.3.5.3.11 1.3.5.3.12
1.3.5.3.13 1.3.5.3.15
1.3.5.3.16

1.3.6 A school administrator is an educational leader who promotes the success of all students by understanding and influencing the larger political, social, economic, legal and cultural context.

Knowledge

1.3.6.1.1 1.3.6.1.2 1.3.6.1.6

Dispositions

1.3.6.2.1 1.3.6.2.3 1.3.6.2.4

Performances

1.3.6.3.2 1.3.6.3.4

1.3.6.3.3

1.3.6.3.6

Standards for Advanced Programs in Educational Leadership ELCC
Professional Competencies for School Leader Preparation (Advanced) ISLLC 1.3

ELCC 1.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (ISLLC 1.3.1)

ELCC 2.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff (ISLLC 1.3.2)

ELCC

ELCC 3.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment (ISLLC 1.3.3)

ELCC 4.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources (ISLLC 1.3.4)

ELCC 5.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner. (ISLLC 1.3.5)

ELCC 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context (ISLLC 1.3.6)

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

(Insert Schedule)

Session 1: August 24

Introductions
Overview of Class, Class Organization & Goals
Syllabus
Semester Assignments
Scoring Guides
Internship Packet

Class Norms
Legislation, Show Me Standards Curriculum, & DESE

Jigsaw
Small group dialogues
Large group activity
Scenarios
Reflective Writing #1: What is good instruction?
See Schematic for Assigned Readings

Session 2: August 31

Jigsaw
Film Clips on Instructional Leadership
Instructional Supervision/Strategies
Cafe Conversations
Review of Assignments
Scenarios

See Schematic for Assigned Readings

Session 3: September 7

Curriculum Cycle
Textbook Adoption
State Mandates
4th Cycle MSIP Requirements
Intro of Backwards by Design

Jigsaw
Small group dialogues
Large group activity
Scenario
Reflective Writing #2: Why is good instruction so difficult to find?
See Schematic for Assigned Readings

Session 4: September 14

Backwards by Design
Curriculum Guides – Can a new teacher follow from day one?
MAP Style Curriculum
Team Approach to Curriculum Development

Jigsaw
Small group dialogues
Large group activity
Scenario
**Assign: Group Brochures
Reflective Writing #3: What drives your curriculum in your classroom/
school? Explain
your answer.

**Bring curriculum from school for next week.
See Schematic for Assigned Readings:

Session 5: September 21

Curriculum Backwards Design
Presentations of Interviews
Comparison of district curriculum guides ~~ Look Fors
10 minutes group work time
Jigsaw
Small group dialogues
Large group activity
Scenario

Session 6: September 28

**Interview Due
Oral Reports

Backwards by Design
Jigsaw
Small group dialogues
Large group activity
Scenario
Develop questions for panel

See Schematic for Assigned Readings
Due next week -- Reflective Writing #4: What are the components for leading good instruction? How can you incorporate these ideas?

Session 7: October 5

Jigsaw
Small group dialogues
Large group activity
Scenario
**Reflective Writing #4: What are the components for leading good instruction?
How can you incorporate these ideas?
Develop questions for panel
See Schematic for Assigned Readings

Field Trip to Clayton High School's Learning Center

Building Tour: Creating a Climate for Student Success
Instructional Leadership Panel presentation on Effective Strategies for School Improvement
Café Conversation: Importance of site visits
Jigsaw
Small group dialogues
Large group activity
Scenario

Brochures due next week
See Schematic for Assigned Readings

Session 8: October 12

**Brochures Due – present as group

Instructional Strategies – Marzano

Closing the Achievement Gap – Larry Bell
Jigsaw
Comparison of PBTE instruments
Video tapes on Instruction
Small group dialogues
Large group activity
Scenarios

See Schematic for Assigned Readings
Bring district PBTE next week

Session 9: October 19

****District PBTE**

Speaker: National Board Certification in the Growth of a Teacher

Comparison of Teacher Instruction of non-tenured and tenured
Traditional instructional methods v. non traditional methods
Observations by walk throughs

Jigsaw
Small group dialogues
Large group activity
Scenarios

Session 10: October 26

Meet at Lindbergh High School

Tungsten – Guest Speaker: Kathy Bade
Crystal reports: Curriculum, Instruction, Professional Development
Power Point – Brian Bevel
DESE Website

Jigsaw
Small group dialogues
Large group activity
Scenarios

Session 11: November 2

Marzano

Schmoker

Charlotte Danielson

Reflective Writing #5: How do you support and sustain professional development?

****Group Presentations**
Instructional Strategies

****Turn in Reflective Journal Writings next week**

Jigsaw
Small group dialogues
Large group activity
Scenarios
Café Conversations

Session 12: November 9

**Reflective Journals due
Instructional Strategies
Best Practices
Research Based Instruction

Jigsaw
Small group dialogues
Large group activity
Scenarios
Café Conversations

Session 13: November 16

Integrating Technology ~ Beyond Hardware
LOTI
What do you have in your district? What do you need? What would you like to have?
Project Questions & Answers
Jigsaw
Small group dialogues
Large group activity
Scenarios

Work time for groups on projects

Thanksgiving Break – November 23—No Class**Session 14: November 30**

Technology
Exemplars in Technology
Technology Reps?
Jigsaw
Small group dialogues : What technology policies do you need?
Large group activity
Scenarios
Explanation of peer assessment on projects
Work time for groups on projects

**Early Bird Project Presentations

Session 15: December 7

Technology using LOTI
**Project Presentations
Peer Assessment & Self-Assessment

Session 16: December 15

**Project Presentations
Peer Assessment
Self-Assessment

1

RESOURCES:

Required Text(s):

Developing a Quality Curriculum

Publisher: ASCD

ISBN: 0871202344

Understanding by Design

Grant Wiggins, JayMcTigh

Publisher: ASCD

ISBN: 013093058X

Understanding by Design Workbook

Publisher:ASCD; Workbook edition (March 1, 2004)

ISBN: 0871208555

The Three-Minute Classroom Walk-Through : Changing School

Supervisory Practice One Teacher at a Time

Carolyn J. Downey , Betty E. Steffy , Fenwick W. English ,

Larry E. Frase , William K., Jr. Poston

• **Publisher:** Corwin Press (April 20, 2004)

ISBN: 0761929673

Assessing Educational Leaders

Douglas B Reeves

Corwin Press

ISBN: 0-7619-3801-X

2 **EVALUATION:** (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

(Insert Evaluation Criteria)

Paper Based on an Interview

Criteria
Rating

engaging, creative, and thoughtful
precise, vivid, and sophisticated vocabulary; varied patterns and lengths of sentences
coherent and organized structure
chosen form effectively and innovatively conveys content
relevant and intriguing use of details to convey personality and experience of person interviewed
few surface feature errors; only noticeable if looking for them

B

clear and thoughtful
complex, precise vocabulary and varied sentences
logical organization
chosen form effectively conveys content
relevant and careful use of details to convey personality and experience of person interviewed
few surface feature errors; occasional spelling or punctuation errors
quite well developed and detailed
generally precise vocabulary and complex sentence structures containing minimal errors
obvious organization
chosen form appropriate for content
relevant use of details to convey personality and experience of person interviewed
generally few surface feature errors; some punctuation, spelling, or pronoun reference errors

D

direct and usually clear
straightforward vocabulary and effective sentences that are rarely complex or varied
organization evident
chosen form generally appropriate for content — -
competent use of details to convey personality and experience of person- ----. __^.
interviewed
surface feature errors such as comma splice, spelling, or pronoun reference errors

REWRITE

limited clarity and thought
unsophisticated and, at times, inappropriate vocabulary with simple sentences
evidence of some organization
chosen form rarely conveys content effectively
inconsistent use of details to convey personality and experience of person interviewed
surface feature errors may at times distract reader
message is clear, understandable, and thought-provoking_____

Reflection Rubric & Writing Scoring Guide

5 Distinguished 4 Competent 3 Basic 2 Needs Improvement 1 Unsatisfactory Critical Thinking & Analysis

Strength in both thinking and analysis.

Reflection is insightful – what might be.

Relates on philosophical and theoretical levels. Both critical thinking and analysis present.

Considers effects of family beliefs from multiple perspectives.

Strength in critical thinking or analysis but not both. Shows relation to one's experiences. Analysis is present but weak.

No strength in critical thinking.

Demonstrates understanding.

Summary/Analysis is vague or nonexistent.

Little or no reference to one's belief system. **Clarity, Organization**

Of Writing Clear identification of introduction, body of discussion, analysis, key findings, and conclusion. Writing is clear, descriptive, and succinct. Most elements of good writing are addressed. Clear, distinct but not succinct. Paper organized.

Descriptive writing is used but not clear. Some organization. Lacks key elements of organization. Writing is somewhat clear.

Not succinct. No organization.

Unclear introduction.

Writing is not cohesive.

No connection between findings. No conclusion or summary. **Professional Appearance** Cover page with all relevant and needed information. Clear use of white space and design features to enhance readability. No errors, normal margins, and font size; innovative use of clear well designed graphics. Double spaced. APA format Cover page with basic information. No errors. Normal margins. Uses space well and applies design elements. Uses APA format, double spaced. Obvious errors. Reliant on spell check. Adequate or no margins. No use of design or graphic elements. Multiple errors, relies on spell check. Little design. Minimum or maximum margins and font sizes. Errors on most pages.

Manual corrections. Unusual margins and fonts. Lack of overall design.

Wbstemubricsreflctnrubwrtngscorgde

Curriculum and Instruction Brochure Project Due: Wednesday, October 12

Assignment: With a class partner, construct an informational brochure for a curriculum and instruction topic or event.

Criteria for brochure:

- * Created for a specific audience
- * Constructed for a specific curriculum and instruction topic, subject area or event
- * Color
- * Graphics or Photographs
- * Provide the reader with all required information Date, time, location
Content information of event
Content data for "education of reader"
- * Sources cited if applicable
- Mechanics- capitalization, punctuation, spelling

Brochure Rubric

CATEGORY

(4) Excellent

(3) Good

(2) Almost

(1) Not Yet

Attractiveness & Organization

The brochure has exceptionally attractive formatting and well-organized information.

The brochure has attractive formatting and well-organized information.

The brochure has well-organized information.

The brochure's formatting and organization of material are confusing to the reader.

Content - {Accuracy

The brochure has all of the required information (see checklist) and some additional information

The brochure has all of the required information (see checklist).

The brochure has most of the required information (see checklist).

The brochure has little of the required information (see checklist).

Writing -

Mechanics

All of the writing is done in complete sentences. Capitalization and punctuation are correct throughout the brochure.

Most of the writing is done in complete sentences. Most of the capitalization and punctuation are correct throughout the brochure.

Some of the writing is done in complete sentences. Some of the capitalization and punctuation are correct throughout the brochure.

Most of the writing is not done in complete sentences. Most of the capitalization and punctuation are not correct throughout the brochure.

Graphics/Pictures

The graphics go well with the text and there is a good mix of text and graphics.

The graphics go well with the text, but there are so many that they distract from the text.

The graphics go well with the text, but there are too few.

The graphics do not go with the accompanying text or appear to be randomly chosen.

Sources

There are many citations from a variety of sources accurately listed on the brochure.

There are some citations from a variety of sources accurately listed on the brochure.

There are a few citations accurately listed on the brochure.

Incomplete citations are listed on the brochure.

Assessments Links to Course Outcomes Percentage of Grade Interview Curriculum Supervisor Understand the role of the instructional leader in curriculum improvement and professional development 11 Brochure Project & Presentation Understand and promote instructional improvement strategies 11 Reflective Writings Research current curriculum related trends and issues. 11 Class Attendance Understand historical and theoretical fundamentals of curriculum. 22.5 Class Participation Examine various characteristics of curriculum models. 22.5 Final Project Be a user of technology as well as be aware of applications specific to curriculum and instructional

improvement

22.5

6. GRADING SCALE: (Insert Grading Scale/Criteria here)

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

	a) Interview & presentation	50 points
b)	Group project & presentation(s)	50 points
c)	Curriculum project	100 points
d)	Class Participation	100 points
e)	Class Attendance	100 points
	f) Reflective Writings	50 points
Grading Scale		
450 points total		
405 – 450 = A		
360 – 404 = B		
403 – 0 = Unsatisfactory		

3 ACADEMIC HONESTY POLICY:

(You may use or modify this statement or create your own).

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person’s work is his/her own or implying that another person’s work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

The student will receive a zero for a grade.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook

4 ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.

The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students’ prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner’s knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. ” (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

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