



COURSE NUMBER LEAD 6003	COURSE TITLE Instructional Leadership	SEMESTER & YEAR Fall 07
SITE: Neuwoehner School Room 25	CREDIT HOURS 5	INSTRUCTORS Dr. Ginny Altrogge Ms. Kathy Bade

COURSE DESCRIPTION: (FROM THE CATALOG)

This block is designed to provide students with content and site-based experiences related to multiple aspects of effective instructional leadership and school improvement. Topics will include: qualitative and quantitative research; curriculum analysis and evaluation; diversity and multiculturalism; problem solving and decision making; and team building. Students will simulate and evaluate techniques used in policy development and implementation. They will also investigate techniques used for successful staff recruitment, training, and performance-based improvement programs. Exemplary practices for sound business and facilities management will also be articulated. Prerequisite: LEAD 6000 Introduction to Education Leadership. Students must be concurrently enrolled in LEAD 6005 Internship in Educational Administration.

1. LEARNING OUTCOMES:

Learning Outcomes	SOE Goals, SOE Dispositions, MO-STEP and Professional Standards Addressed
Understand historical and theoretical fundamentals of curriculum.	<p style="text-align: center;">ISSLC Standards</p> <p>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</p> <p>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.</p> <p>1.3.3 A school administrator is an educational leader who promotes the success of all students by</p>

	<p>ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.</p> <p>1.3.4 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.</p> <p>1.3.4 A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner .</p> <p>1.3.5 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.</p>
<p>Examine various characteristics of curriculum models.</p>	<p>Standards for Advanced Programs in Educational Leadership ELCC Professional Competencies for School Leader Preparation (Advanced) ISLLC 1.3</p> <p>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)</p> <p>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</p> <p>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)</p> <p>ELCC 4.0: Candidates who complete the program are</p>

	<p>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)</p> <p>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)</p> <p>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)</p>
Compare different evaluation methods of curriculums.	Dispositions
Understand the curriculum planning process.	ACTS FAIRLY – in an impartial manner, without favoritism, courteous, just, objective
Research current curriculum related trends and issues.	ACTS with INTEGRITY – honest, unimpaired moral principles, thoughtful, mindful, truthful, considerate, professional behavior, reliable
Understand and interpret the concepts of NCLB and current DESE mandates.	ACTS in an ETHICAL MANNER – principled, right, fair decent, just
Understand and promote instructional improvement strategies.	Goals
Understand the role of the instructional leader in teaching, learning, and assessment.	The educational leader/graduate will demonstrate and model lifelong learning skills.
Be a user of technology as well as be aware of applications specific to curriculum and instructional improvement.	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.
	The educational leader/graduate will demonstrate respect for and participate in a diverse community of global learners including students, teachers, colleagues, and families.

2. THE SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS WILL BE PROVIDED BY THE INSTRUCTOR DURING THE FIRST DAY OF CLASS.

3. RESOURCES:

Check to see if your class has a text at: www.webster.bkstr.com

4. EVALUATION:

Assessments	Links to Course Outcomes
Key Assessments	School Improvement Project (PP)
	Curriculum Director Interview
	Reflective Writings
	3 minute walk- through observation
	Diversity Project
Other Assessments are determined by the individual instructor.	

5. GRADING SCALE:

450 points total
405 – 450 = A
360 – 404 = B
403 – 0 = Unsatisfactory

The instructor will provide the specific assessment and scoring guide during the first day of class.

Note: All papers/projects may be returned via a self-addressed, stamped envelope. Papers are *not* available for pick-up in the School of Ed. Office.

6. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty. Please carefully review this policy at www.webster.edu, and under Quick Links choose Graduate Catalog, Academic Policies and then Academic Honesty.

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability please visit www.webster.edu and under Quick Links choose Academic Recourses and then Academic Resource Center.

8. **ATTENDANCE:** Points are given for student attendance and participation. Students are expected to be punctual and attend all classes. Upon two absences from class, a student's grade may be dropped one letter grade. If a student must miss a class, s/he must notify the instructor. Make-up work may be accepted for two absences.

Please visit www.webster.edu and under Quick Links choose Graduate Catalog choose Academic Policies and then Attendance Policy.

9. **OTHER:**

Late Work: Work is expected at the time it is due. Ten percent may be deducted from the project for late papers / projects.

Resubmitted Work: Resubmissions are due the week after the assignment is due. The first work submitted and the second work submitted will be averaged to determine a grade.

Instructors may list policies about late work, resubmitting assignments, and classroom procedures.

This syllabus is subject to change at the discretion of the instructor.