**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** EDLD 8310

**Course Title:** Curriculum and Instructional Leadership for Organizations

**Credit Hours:** 3 semester hours

**Prerequisites:** EDLD 7340 and EDLD 8300, or permission of instructor

**Corequisites:** None

**2. Date Syllabus Prepared:** Spring, 2011

**3. Text:**

Blink, R. J. (2007). *Data driven instructional leadership.* Larchmont, NY: Eye on Education. ISBN-13 978-1-59667-037-2.

Bernhardt, V. (2010). *Data, data everywhere: Bringing all the data together for continuous school improvement.*  Larchmont, NY: Eye on Education. ISBN-13: 978-1-59667-102-7.

Bernhardt, V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide for continuos school improvement.* Larchmont, NY: Eye of Education. ISBN-1-930556-21-7.

Kachur, D., Stout, J. & Edwards, C. (2010). *Classroom walkthroughs to improve teaching and learning.* Larchmont, NY: Eye on Education. ISBN-13: 978-1-59667-133-1.

**Additional readings and texts:**

Bernhardt, V. (2003). Using data to improve student learning in elementary schools. Larchmont, NY: Eye on Education.

Bernhardt, V. (2004). Using data to improve student learning in middle schools. Larchmont, NY: Eye on Education.

Bernhardt, V. (2005). Using data to improve student learning in high schools. Larchmont, NY: Eye on Education.

**4. Course Description:**

 Students will be involved in readings and activities which will give them in-depth experience as an instructional and transformational leader. Successful school leaders are both. That is, they can be instructional leaders by directly influencing teaching and learning and they are transformational because theycultivate a social context that supports those efforts: a vision, a professional culture, shared decision-making structures, and engaged families and communities. At the heart of these two Students will be engaged in a number of readings and activities which are aimed at using strategic planning and data informed decision making at the school and district level.

**5. Student Learning Outcomes:**

**6. Course Content:**

**Week One: Course Introduction**

Review the Syllabus and Course Objectives

Introduction to Instructional Leadership and Transformational Leadership

Overview of the instructional and transformational leadership

Overview of Data-Driven Instructional System Model (DDIS)

Chapter 1 from Blink, R. J. (2007). *Data driven instructional leadership.* Larchmont, NY: Eye on Education. ISBN-13 978-1-59667-037-2.

Instructor generated readings: Chapter 5 Konold, T. R. & Kauffman, J. M. (2009). The No Child Left Behind Act: Making decisions without data or other reality checks. In: Kowalski, T. J. & Lasley, T. J. (2009). *Handbook of data-based decision making in education.* New York, NY: Taylor & Francis; Chapter 10 Copland, M. A., Knapp, M. S., & Swinnerton, J. A. (2009). In: Kowalski, T. J. & Lasley, T. J. (2009). *Handbook of data-based decision making in education.* New York, NY: Taylor & Francis;

**Week Two: Data Collection, Data Reflection and Data Translation**

Who, What, When, Where, Why and How of Data Collection

 What and Why of Data Collection: Introduction to 4 types of data: Perceptions Data, Student learning Data, Demographic data, School Process Data

 The Who, When and How of Data Collection

Chapter 2 from Blink, R. J. (2007). *Data driven instructional leadership.* Larchmont, NY: Eye on Education. ISBN-13 978-1-59667-037-2.

**Week Three:**

 Data Reflection: How and when do teachers and administrators find time to analyze and interpret data?

 Data Translation: How and when are data translated into program and curriculum changes?

 Data-Driven Instructional Design: How and when are data translated into instructional change at the classroom level?

Chapters 3, 4, 5 from Blink, R. J. (2007). *Data driven instructional leadership.* Larchmont, NY: Eye on Education. ISBN-13 978-1-59667-037-2.

**Week Four:**

 Design Feeback: How and when is the DDIS Model adjusted and evaluated for success and how is information shared with school district stakeholders?

 Summative and formative assessment: What types of assessment data are most useful for informing instruction?

Chapter 6, 7 from Blink, R. J. (2007). *Data driven instructional leadership.* Larchmont, NY: Eye on Education. ISBN-13 978-1-59667-037-2.

**Week Five:**

Introduction to looking at the school’s data- multiple measures of the data

Chapter 1 and 2 Bernhardt, V. (2009). *Data, data everywhere: Bringing all the data together for continuous school improvement.* Larchmont, NY: Eye on Education. ISBN-13: 978-1-59667-102-7.

Chapter 1, 2 ,3 and 4. Bernhardt, V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide for continuos school improvement.* Larchmont, NY: Eye of Education. ISBN-1-930556-21-7.

 **Week Six:**

Self Assessment- Understanding the Seven Continuums of Continuous Improvement.

The Vision and its relationship to continuous improvement.

Chapter 3 and 4 Bernhardt, V. (2009). *Data, data everywhere: Bringing all the data together for continuous school improvement.* Larchmont, NY: Eye on Education. ISBN-13: 978-1-59667-102-7.

Chapter 5, 6, 7. Bernhardt, V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide for continuos school improvement.* Larchmont, NY: Eye of Education. ISBN-1-930556-21-7.

 **Week Seven:**

 Using the Problem-Solving Cycle to Analyze Contributing Causes.

Chapter 5 Bernhardt, V. (2009). *Data, data everywhere: Bringing all the data together for continuous school improvement.* Larchmont, NY: Eye on Education. ISBN-13: 978-1-59667-102-7.

Chapter 8 and 9. Bernhardt, V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide for continuos school improvement.* Larchmont, NY: Eye of Education. ISBN-1-930556-21-7.

 **Week Eight:**

 Strategies to Implement the Vision

Chapter 6 Bernhardt, V. (2009). *Data, data everywhere: Bringing all the data together for continuous school improvement.* Larchmont, NY: Eye on Education. ISBN-13: 978-1-59667-102-7.

Chapter 10. Bernhardt, V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide for continuos school improvement.* Larchmont, NY: Eye of Education. ISBN-1-930556-21-7.

 **Week Nine:**

 Creating the School Portfolio-An Introduction

Chapter 7 Bernhardt, V. (2009). *Data, data everywhere: Bringing all the data together for continuous school improvement.* Larchmont, NY: Eye on Education. ISBN-13: 978-1-59667-102-7.

**Week Ten: Pick One:**

Bernhardt, V. (2003). Using data to improve student learning in elementary schools. Larchmont, NY: Eye on Education.

Bernhardt, V. (2004). Using data to improve student learning in middle schools. Larchmont, NY: Eye on Education.

Bernhardt, V. (2005). Using data to improve student learning in high schools. Larchmont, NY: Eye on Education.

**Week Eleven**

Continuation of Using data to improve student learning, elementary schools, middle schools, high schools.

**Week Twelve**

Classroom Walkthroughs: Chapter 1, 2, 3

Kachur, D., Stout, J. & Edwards, C. (2010). *Classroom walkthroughs to improve teaching and learning.* Larchmont, NY: Eye on Education. ISBN-13: 978-1-59667-133-1.

**Week Thirteen**

Classroom Walkthroughs: Chapter 4, 5, 6

Kachur, D., Stout, J. & Edwards, C. (2010). *Classroom walkthroughs to improve teaching and learning.* Larchmont, NY: Eye on Education. ISBN-13: 978-1-59667-133-1.

**Week Fourteen**

Classroom Walkthroughs: Chapter 7, 8, 9

Kachur, D., Stout, J. & Edwards, C. (2010). *Classroom walkthroughs to improve teaching and learning.* Larchmont, NY: Eye on Education. ISBN-13: 978-1-59667-133-1.

**Week Fifteen**

**Week Sixteen:** Final Presentation of School Portfolios.

Weekly module template for your online/face-to-face lesson plan:

Student outcomes for each module- 1-2 (if need several more okay)

Power point slides formatted using chosen template

Script for slides with exact words aligned with each slide

Activity to review from previous session

Activities throughout Power Point to demonstrate main points

Follow-up Activity: Reflection, timed quiz, others???

Meetings for class: January 18, February 8, Feb 15, March 1, March 4, 5, 6.

January 18- Demonstrate module plan to group. Group gives feedback on module plan. Use supplemental online readings to assist you with design and implementation.

February 8- Group presents final module plan to group.

March 1- Determine Student Learning Outcomes of modules/Adjust syllabus. Use supplemental online readings to assist you with design and implementation.

March 4, 5, 6. Record module/Fine tune.

**You will need to get these and share:**

Ko, S. & Rossen, S. (2004). *Teaching online: A practical guide.* New York, NY: Routledge.

Conrad, R. & Donaldson, J. A. (2004). *Engaging the online learner: Activities and resources for creative instruction.* San Francisco, CA: Jossey-Bass.

**7. Course Requirements:**

**A. Class Participation.** Attend class regularly, be prepared, and meaningfully participate in class discussions and activities. Being prepared means that you will have read and thought about the assigned readings and that you will have thoughtfully prepared any assignments that will be discussed in class.

**8. Grading and Evaluation Procedures:**

The grade for the course will be based on the following:

The following grading scale will be used:

90 –100 pts. = A

80 – 89.9 pts. = B

70 – 79.9 pts. = C

60 – 69.9 pts. = D

Below 60 pts. = F

**9. Class Policy Statements:**

A. Students are expected to attend all class meetings and participate in all classroom exercises (Tiger Cub, p. 73). Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting.

B. Students are responsible for initiating arrangements for missed work due to excused absences (Tiger Cub, p. 74).

C. Students who need special accommodations should make an appointment to discuss the Accommodation Memo during office hours as soon as possible. If you do not have an Accommodations Memo, contact Dr. Kelly Haynes, Director, Program for Students with Disabilities, in 1224 Haley Center as soon as possible. Telephone: 334-844-5943 (Voice T/O)

D. All portions of the Auburn University Honesty Code can be found in the Tiger Cub (Title XII) will apply in this class.

E. A grade of incomplete will not be given except under extreme circumstances as determined by the instructor.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

Additionally, the following skills, applications, and dispositions are considered important for Accomplished Educational Leaders (National Board Core Propositions from the National Board for Professional Teaching Standards). We expect students fulfilling the expectations for the Ed.S. and/or AA Certification in Instructional Leadership to utilize the course learning opportunities to practice the following:

SKILLS

1. Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.
2. Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.
3. Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

APPLICATIONS

1. Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.
2. Accomplished educational leaders are committed to student and adult learners and to their development.
3. Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.

DISPOSITIONS

1. Accomplished educational leaders model professional, ethical behavior and expect it from others.
2. Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.
3. Accomplished educational leaders advocate on behalf of their schools, communities and profession.

Justification for Educational Specialist Degree/ AA certification

This course builds upon the foundation established in EDLD 7340 and EDLD 8300. It is intended for those providing administrative leadership in the area of curriculum and instruction. This course focuses on the design, implementation, and analysis of instruction in various educational settings, while encouraging application of theory to practice through reflection and synthesis of an on theories, practices, and organizations.

Student Outcomes:

Upon completion of this course, students will be able to:

1. Define and describe curriculum and instruction and the relationship between them.
2. Describe the philosophical, historical, sociological, cultural, and educational factors involved in developing and implementing curriculum.
3. Describe the processes and participants in the curriculum development process.
4. Identify, describe, compare and contrast at least three models of curriculum development.
5. Define and demonstrate instructional leadership.
6. Define and demonstrate transformational leadership.
7. Building a Shared Vision of Teaching and Learning
8. Nurturing a Culture Focused on Professional Growth, High Expectations, and a Quality Instructional Program
9. Use data to drive decisions and build capacity and thus facilitate Broad-Based Collaboration
10. Manage the learning environment and effectively raise student achievement
11. Model professionalism and professional growth
12. Knowledge to collect the right data for the right purpose.
13. Analyzing the Data: Work with findings and determine root causes
14. Monitoring Continuous Improvement

1. Acquire a knowledge base of the varied definitions of learning and teaching.

2. Develop a personal definition of learning, teaching, and curriculum drawn from a synthesis of the knowledge in the field.

3. Develop an historical understanding of the aims of education.

4. Analyze and synthesize concepts related to curriculum design and their relationship to instruction.

5. Describe the most common models of teaching.

6. Reflect upon and articulate the application of theory, design, and instruction.

7. Describe the differences between objectives and outcomes.

8. Design a curriculum product based on a teaching model.

9. Design and teach a lesson built around a curriculum teaching model.

10. Lead the articulation, development, and implementation of a shared vision and strategic plan for the school that places student and faculty learning at the center. (2)(a)1.(i)

11. Align instructional objectives and curricular goals with the shared vision. (2)(a)1.(ii)

12. Allocate and guard instruction time for the achievement of goals. (2)(a)1.(iii)

13. Create a school leadership team that is skillful in using data. (2)(a)1.(iv)

14. Lead and motivate staff, students, and families to achieve the school's vision. (2)(a)2.(i)

15. Work with faculty to identify instructional and curricular needs that align with vision and resources. (2)(a)2.(ii)

16. Relate the vision, mission, and goals to the instructional needs of students. (2)(a)2.(v)

17. Use goals to manage activities. (2)(a)2.(vi)

18. Focus upon student learning as a driving force for curriculum, instruction, and institutional decision-making. (2)(a)2.(ix)

19. Plan for the achievement of annual learning gains, school improvement goals, and other targets related to the shared. (2)(b)1.(i)

20. Align curriculum, instructional practices, and assessments to district, state, and national standards. (2)(b)1.(iii)

21. Use multiples sources of data to plan and assess instructional improvement. (2)(b)2.(i)

22. Use the latest research, applied theory, and best practices to make curricular and instructional decisions. (2)(b)2.(iii)

23. Identify differentiated instructional strategies to meet the needs of a variety of student populations. (2)(b)2.(vii)

24.Develop curriculum aligned to state standards.(2)(b)2.(viii)