

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



AUBURN
UNIVERSITY

Auburn University is an equal opportunity educational institution/employer.

Course Overview

EDLD 8310/8316 Curriculum and Instructional Leadership for Organizations

Student learning outcomes for this course are based on and extend the Class A (master's level) instructional leadership standards and also reflect the Class AA (specialist level) instructional standards specified by the Alabama State Department of Education. In brief, this course includes content and practical experiences related to curriculum and instruction using a data engaged decision making process [3(a)-3(c)].

Now more than ever schools are surrounded with data but need sophisticated expertise to use data for school improvement. Leaders who analyze and interpret data related to curriculum and instruction and know how to lead faculty and stakeholders in productive conversations are by definition transformative leaders. That is, they can be instructional leaders by directly influencing teaching and learning and they are transformational because they cultivate a social context that supports those efforts: a vision, a professional culture, shared decision-making structures, and engaged families and communities. Transformative leaders are a positive blend of instructional and transformational leadership. Transformative leaders can use data to move the school/school system forward in teaching and learning and thus improve student and teacher performance. Transformative leaders can also use data to increase leadership capacity and improve their organizations and thus transform the school/school system into learning organizations.

EDLD 8310/8316 Curriculum and Instructional Leadership for Organizations is intended to go beyond introductory knowledge of data engaged decision making and give students a conceptual framework for curriculum and instruction. Much of EDLD 8310/8316 will emphasize the National board Certification for Educational Leaders (NBCEL) Core Propositions with specific emphasis on skills related to leadership, vision and management as well as applications related to school/school system culture, the learner and instruction.

The field experience component described in #7 Assignments/Projects more specifically describes how the course emphasizes shared leadership beyond the levels of observation and participation; engages the student in alternative ways of thinking about educational settings and approaches to teaching; be mindful of student populations with ever changing needs; and involve all stakeholders to support improved student learning.

This course will be offered both as campus-based (EDLD 8310) and distance education (EDLD 8316). Details regarding distance education delivery are noted in the syllabus. All distance education students are expected to complete the field experience for this course.

**AUBURN UNIVERSITY
SYLLABUS**

1. **Course Number:** EDLD 8310/8316
Course Title: Curriculum and Instructional Leadership for Organizations
Credit Hours: 3 semester hours
Prerequisites: None
Corequisites: None
Instructor: Ellen H. Reames
Office Hours:
Prerequisites: None
Corequisites: None
**Haley Center 4072
T & Th 2-4
Office (334) 844-3067
reamseh@auburn.edu**
2. **Date Syllabus Prepared:** Spring, 2012
3. **Texts or Major Resources:**
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 continuous 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:

You will only pick one of the three, depending on whether you are part of the elementary, middle, or high school group.

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: Transformative leadership blends teaching and learning (instructional leadership) with leadership for the social context: vision, a professional culture, shared decision-making structures, and engaged families and communities (transformational leadership).

5. Student Learning Outcomes (SLO's): SLO's expand the standards for Class A Instructional Leadership [290-3-3-.48 (2)(a)-(h)] as well as reflect the content standards delineated in the Class AA Instructional Leadership analysis form [290-3-3-.53-301 3(c) 5-8 OR 5-9].

Upon completion of the course objectives the student will be able to:

- A. Define and demonstrate understanding of vision, mission core values and beliefs.
- B. Align goals and objectives with vision and mission.
- C. Identify key components of professional learning communities i.e. transformative leadership
- D. Lead collaborative and productive conversations for evidence based decision making.
- E. Collaborate with community, faculty, district and state stakeholders to develop a plan for effective partnerships and involvement
- F. Demonstrate understanding and application of the four types of data: perception, process, demographic and student achievement
- G. Create deep understanding of instruction, student learning and school accountability using the four types of data.
- H. Have access to multiple analysis tools that can be used in their school or district to analyze data and improve instruction and student learning.
- I. Identify the importance of assessment for learning in the (DDIS) model: Who, What, Where, When, Why and How of Data Collection.
- J. Differentiate between different types of assessment to include summative and formative.
- K. Observe and analyze the walkthrough process.
- L. Understand and use research on classroom walkthroughs.
- M. Coach staff on various instructional practices and assessment to meet the needs of diverse student populations.

6. Course Content Outline:

Week 1 (SLO I, J) Course overview, administration of course requirements, topics for semester discussion to include transformative leadership: blending instructional and transformational leadership.

- **Readings:** Chapter 1 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;
- **Activities:** Lecture and discussion.
- **Due:** Module Discussions and Assignments (Sometimes these will be referred to as Check Ins)

Week 2 (SLO I, J) Data Collection, Data Reflection and Data Translation

- **Readings:** Chapter 2 from Blink, R. J. (2007). *Data driven instructional leadership*. Larchmont, NY: Eye on Education. ISBN-13 978-1-59667-037-2.
- **Activities:** Lecture and discussion.
- **Due:** Module Discussions and Assignments (Sometimes these will be referred to as Check Ins)

Week 3 (SLO I, J) Data Collection, Data Reflection and Data Translation

- **Readings:** 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.
- **Activities:** Lecture and Discussion
- **Due:** Module Discussions and Assignments (Sometimes these will be referred to as Check Ins)

Week 4 (SLO I, J) Data Collection, Data Reflection and Data Translation

- **Readings:** Chapters 6, 7 from Blink, R. J. (2007). *Data driven instructional leadership*. Larchmont, NY: Eye on Education. ISBN-13 978-1-59667-037-2.
- **Activities:** Lecture and discussion.
- **Due:** Module Discussions and Assignments (Sometimes these will be referred to as Check Ins)

Week 5 (SLO A,B, F, G, H) Continuous School Improvement

- **Readings:** Chapters 2, 3, 4 Bernhardt, V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide for continuous school improvement*. Larchmont, NY: Eye of Education. ISBN-1-930556-21-7. Chapter 4 from 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.
- **Activities:** Lecture and discussion
- **Due:** Module Discussions and Assignments (Sometimes these will be referred to as Check Ins)

Week 6 (SLO A, B, F, G, H) Examining multiple measures of school data

- **Readings:** Chapter 5, 6 and 7. Bernhardt, V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide for continuous school improvement*. Larchmont, NY: Eye of Education. ISBN-1-930556-21-7.
- **Activities:** Lecture and Discussion
- **Due:** Module Discussions and Assignments (Sometimes these will be referred to as Check Ins)

Week 7 (SLO A, B, F, G, H) The Vision and its relationship to continuous improvement

- **Readings:** Chapters 7 and 8 Bernhardt, V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide for continuous school improvement*. Larchmont, NY: Eye of Education. ISBN-1-930556-21-7.
- **Activities:** Lecture and Discussion
- **Due:** Module Discussions and Assignments (Sometimes these will be referred to as Check Ins)

Week 8 (SLO A-M) Small learning community

- **Readings:** None
- **Activities:** None
- **Due:** None

Week 9 (SLO) Your School Portfolio: Elementary, Middle and High School Read the material for your assigned group.

- **Readings: Only pick the text to accompany the group you are assigned.**

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.

- **Activities:** Lecture and Discussion
- **Due:** Module Discussions and Assignments (Sometimes these will be referred to as Check Ins)

Week 10 (SLO G, M) Your School Portfolio: Elementary, Middle and High School

- **Readings: Only pick the text to accompany the group you are assigned.**

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.

- **Activities:** Lecture and Discussion
- **Due:** Module Discussions and Assignments (Sometimes these will be referred to as Check Ins)

Week 11 (SLO G, M) Your School Portfolio: Elementary, Middle and High School

Readings: Only pick the text to accompany the group you are assigned.

Readings:

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.

- **Activities:** Lecture and Discussion
- **Due:** Module Discussions and Assignments (Sometimes these will be referred to as Check Ins)

Week 12 (SLO J, K, L, M) Classroom Walkthroughs

- **Readings:** Chapters 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. **Two articles posted in Module 12:** What research says about classroom walkthroughs” and “What is a professional learning community?”
- **Activities:** Lecture and Discussion
- **Due:** Module Discussions and Assignments (Sometimes these will be referred to as Check Ins)

Week 13 (SLO J, K, L, M) Classroom Walkthroughs

- **Readings:** Chapter 4 and 5 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.
- **Activities:** Lecture and Discussion
- **Due:** Module Discussions and Assignments (Sometimes these will be referred to as Check Ins)

Week 14 (SLO J, K, L, M) Classroom Walkthroughs

- **Readings:** Chapter 6, 7, 8, 9 and 10 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.
- **Activities:** Lecture and Discussion
- **Due:** Module Discussions and Assignments (Sometimes these will be referred to as Check Ins)

Week 15 (SLO A-M) School Portfolios are presented in Canvas

- **Readings:** None
- **Activities:** Lecture and Discussion
- **Due:** School Portfolios.

7. Assignments/Projects:

See the course assessment map (Appendix) for alignment of assessments and student learning outcomes.

- Canvas Discussions and assignments.** Weekly discussions and assignments are individual or group assignments which are to be posted to Canvas. These are based on the reading assignments, and class discussions. Each week students are able to collect 4 pts. These 4 pts are based on completing **ALL** of the discussions and assignments for that week. 60 points
- Problem Based Project: Site Visit.** Student groups will participate in a site visit to other schools participating in the School Portfolio project. Student groups will act as “critical friends” and participate in a reflexive assignment. Using a 3-2-1 Activity students will give the designing team feedback on 3 things they like, 2 things that need to improve and 1 item they have done differently with their portfolio. For distance education students post your article critique in the Canvas assignments tab. This activity will occur during one of our face to face meetings. 10 points
- Field Experience:** School Portfolio. This is an in-depth creation of a School Portfolio. As group members you are to select a school to develop the portfolio. The sections of the portfolio

include information and analysis; student achievement; quality planning; leadership; professional learning; partnership development and continuous improvement and evaluation.

Problem: How can we translate many forms of data into an effective school framework for describing current processes and for planning, monitoring, and evaluating school improvement efforts.

Product: There are three products: 1) students will become accustomed to the big picture of all the elements and how these parts interrelate to make the whole in curriculum and instruction. 2) The school which participated will have a portfolio to use with their faculty when discussing curriculum and instruction and their continuous improvement plan 3) The student group will present the Portfolio to the faculty so professional development becomes a product for our students as well as the faculty at the participating school. For distance education students all materials (including the portfolio) must be posted in the Blackboard Assignment Dropbox. In addition, distance education students must complete a voice over Powerpoint presentation to the faculty or video tape their presentation. 30 points

8. Rubric and Grading Scale: The final grade for the course will be based on the following:

Check Ins: 5 pts each X 15 weeks	60 points
Problem Based Project Site Visit	10 points
Field Experience- School Portfolio	<u>30 points</u>
Total	100 points

EVALUATION:

A = 90-100 points

B = 89 - 80 points

C = 79 – 70 points

D = 69 – 60 points

F = Below 59 points

9. Class Policy Statements:

- A. Class Attendance/Absences: Class attendance and punctuality are expected and required. If assignments are missed, only University-approved excuses as outlined in the Tiger Cub will be allowed. Arrangement to make-up the work must be made in advance. If assignments are missed due to illness, a doctor's statement for verification of sickness should be given to the instructor the day the student returns to class. Other unavoidable absences from campus and class must be documented and cleared with the instructor **in advance**.
- B. Students are responsible for initiating arrangements for missed work due to excused absences.
- C. Make-up exams will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements must be made up in advance. Unavoidable absences for class must be documented and cleared with the instructor in advance.
- D. Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged.

To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

E. Honesty Code: All portions of the Auburn University Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

F. 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
- 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

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

APPLICATIONS

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

DISPOSITIONS

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

Appendix
 Course Assessment Map
 EDLD 8310/8316 Curriculum and Instructional Leadership for Organizations

Course Objectives	Course Assessments See #7 for descriptions of assignments/projects			
	Weekly Written Assignments Canvas Discussions and Assignments		Site Visit	Field Experience
A. Define and demonstrate understanding of vision, mission core values and beliefs.	X		X	X
B. Align goals and objectives with vision and mission.	X		X	X
C. Identify key components of professional learning communities: transformative leadership.	X		X	X
D. Lead collaborative and productive conversations for evidence based decision making.	X			
E. Collaborate with community, faculty, district and state stakeholders to develop a plan for effective partnerships and involvement.	X			
F. Demonstrate understanding and application of the four types of data: perception, process, demographic, student achievement	X		X	X
G. Create a deep understanding of instruction, student learning and school accountability using the four types of data.	X		X	X
H. Have access to multiple analysis tools that can be used in their school or district to analyze data and improve instruction and student learning.	X			X
I. Identify the importance of assessment for learning in the (DDIS) model: Who, What, Where, When, Why and How of Data Collection.	X			X

J. Differentiate between different types of assessment to include summative and formative.	X			X
K. Observe and analyze the walkthrough process.	X			
L. Understand and use research on classroom walkthroughs.	X			
M. Coach staff on various instructional practices and assessment to meet the needs of diverse student populations.			X	X