

<p style="text-align: center;">EPPL 534 Instructional Leadership: Administering Educational Programs</p>

Syllabus: Spring 2006

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Thursdays
7:15 – 9:45 p.m.
Jones 302

Course Description

EPPL 534, *Instructional Leadership: Administering Educational Programs*, is a course for school principals and supervisors that focuses on leading and managing the school instructional program. Topics studied revolve around decision making regarding the school curriculum and instructional program.

Alignment of Course with Professional Standards

This is a required course for students in the Educational Policy, Planning, and Leadership master's degree program and an elective for students in EPPL doctoral strands. It supports the School of Education's goal to develop educational leaders who are reflective practitioners, effective collaborators, and content experts.

The course aligns with selected guidelines for educational administrator preparation programs stipulated by the Interstate School Leaders Licensure Consortium (ISLLC) Standards and the Educational Leadership Consortium Council (ELCC) Standards 1, 2, and 3, as well as Standards 4, 5, and 6 to a lesser degree. The course complies with the licensure regulations of the Virginia Department of Education and aligns with the Commonwealth's Uniform Performance Standards, Domains 1 and 2 and, to a lesser degree, Domains 3, 4, and 5.

Course Objectives

The major objective of EPPL 534 is to provide students with a broad knowledge base, foundational skills, and essential professional dispositions necessary for the development of conceptual understandings that can be used by instructional leaders for decision making in curriculum and instruction. The course emphasizes the building of instructional programs conducive to students' learning and to teachers' development.

Students will be able to:

1. Comprehend the socio-political forces in the evolving American culture that affect education and identify implications for school leadership.
2. Comprehend and value the centrality of instructional leadership in the administrative process at the program-delivery level.
3. Comprehend the conceptual foundations of educational programs and the related implications for effective school leadership.
4. Effectively apply an understanding of instructional leadership competencies to problems in administering educational programs.
5. Analyze, synthesize, and communicate the conceptual basis for the Virginia Standards of Learning as a relevant example of a standards-based curriculum.
6. Comprehend and apply a conceptual understanding of standards-based curriculum to the instructional leader's role in administering educational programs.
7. Use research and informed practice as a basis for judging the validity and applicability of effective instructional strategies that support the curriculum.
8. Evaluate selected organizational structures of schools, such as staffing patterns, student grouping practices, and scheduling options, to determine their efficacy in supporting instructional programs.

General Course Requirements

Participation. Students are expected to participate in a manner consistent with the characteristics of effective instructional leaders. Participation in class has three purposes: (1) Participation in class discussions and activities is the central method for constructing each student's understanding and meaning of the course content; (2) participation is essential to building and employing a collaborative, team-based approach to the course; and (3) student participation is necessary for my formative assessment of learning and on-going planning for instruction. Therefore, participation is included in the students' final grades.

Attendance. Since participation is a required component of the course, regular attendance is necessary. If an absence or tardiness is necessary, please contact me as early in advance as possible. Also, arrange with a classmate or with me, if necessary, to gather missed materials and to review class activities. Absences, frequent tardies, or unconstructive participation will reduce a student's final grade.

Assigned Readings. The readings are integral to this course. Our reading assignments will jump around considerably, not necessarily following the narrative line presented by the authors. What's more, you will be reading two very different texts--different both in content and in format. However, each of the authors brings considerable knowledge and insight to the topics in our course. It is imperative that you complete the assigned readings and that you draw all the meaning you can from these readings. The course texts are rich in what they offer, but I will neither teach from the texts nor will I always

make direct use of or reference to the readings. Nevertheless, the reading will serve a critical role for you in developing foundational content knowledge and in creating a common context for all of us in the class.

Homework. There are a number of homework assignments that are designed to serve as extensions of the topics in class. In this sense, these homework assignments are instructional exercises. Since the homework assignments also represent the application of topics from class, they will serve as assessments of your learning, as well. (Homework will be graded and included in your participation grade.) The homework assignments will vary widely in their focus and format, except that they will tend to require only 1-2 pages of writing, and they will be due by 8:00 a.m. the day before class (i.e., by 8:00 a.m. Wednesdays). Homework may be submitted in paper form or electronically as an attachment to an e-mail.

Discussion Board. The purpose of the discussion board for this course is to provide students an opportunity to react to, question, seek clarification about, and extend their understanding of the readings for the course. All students are expected to post to the discussion board each week. Postings should be made Fridays through Wednesdays. (Do not post on class days.) Students should post 2-5 times per week (25-45 total for semester).

Again, the specific purpose of the discussion board is to provide a forum for each student to come to a better understanding of the readings. There are basically three types of postings: (1) a question, (2) a response to a question, or (3) a pointed comment. Regardless of the type of posting you make, all postings should meet one or more of the following criteria:

- Make a specific reference to the ideas or passages in the readings
- Connect a topic from the reading with a previous reading or with another topic from the course
- Juxtapose or contrast a topic from the reading with a previous reading or with another topic from the course
- Provide an example from your own experience that applies to or illustrates a topic from the reading.

Finally, all postings should be focused and succinct. Shorter posts tend to be read and responded to; longer posts are often not conducive to promoting discussion.

E-mail Communication. Participation in the course outside of class meeting times includes homework assignments, work on projects, reading, and collaboration with classmates. Participation also includes monitoring e-mail communication from the professor and/or classmates. Your William and Mary e-mail account is your official address for the course. Please be sure to monitor it regularly.

Course Evaluation. The professional evaluation of academic programs is an essential responsibility of educational leaders at all levels; therefore, you are required to complete the on-line course evaluation at the end of the course. You will receive e-mail

notification from The College of William and Mary when the site is available for you to complete the evaluation. Your honest and constructive evaluation of the course and instructor are important and appreciated.

Student Evaluation

Participation (includes in-class discussions and activities; selected homework; discussion board participation; and final presentation)	33%
Aligning Curriculum and Instruction (EPPL Portfolio Product)	33%
Research Paper: "Enabling Standard" that Supports Learning (EPPL Portfolio Product)	34%
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Final Grade	100%

Meeting Days, Readings, and Major Assignments

The following calendar of class meeting days, readings, major assignments, and planned topics provides a general chronological framework for the course. Depending upon the needs and progress of the class, these are subject to change. Additional readings, in-class assignments, and homework will be required for the course.

Class 1: January 19

Instructional Leadership

- McEwan "Introduction"
- McEwan "Resource A: Instructional Leadership Checklist"

~ Curriculum ~

Class 2: January 26

Vision & Mission

- McEwan Ch. 4

Class 3: February 2

Academic Standards

- McEwan Ch. 1
- Milne's "Virginia's Standards of Learning"

Class 4: February 9

The Standards Era

- Solomon "Preface"
- Solomon Ch. 1
- Solomon Ch. 2

Class 5: February 16

Standards & Instruction

- Solomon Ch. 4

~ Instruction ~

Class 6: February 23

Being an Instructional Resource

- McEwan Ch. 2
- "Mathematics Teaching in the United States Today (and Tomorrow)"

Class 7: March 2

Working With & Observing Teachers

- McEwan Ch. 5
- "Leadership Content Knowledge"

Class 8: March 9 (W&M Spring Break)

What We Know About Learning

- Solomon Ch. 3

Class 9: March 16

Leading the Instructional Program

- *No reading assignment.*

~ Context ~

Class 10: March 23*Constructing Creative Classrooms*

- Solomon Ch. 5
- **C&I Alignment Project DUE**

Class 11: March 30*Creating a Culture & Climate for Learning*

- McEwan Ch. 3

Class 12: April 6*Developing Teacher Leaders*

- McEwan Ch. 6

Class 13: April 13*Relationships, Responsiveness, & Responsibility*

- McEwan Ch. 7
- McEwan "Conclusion"

SPRING BREAK: April 20*NO CLASS*

~ Assessment ~

Class 14: April 27*How Are We Measuring Success?*

- Solomon Ch. 6
- Solomon Ch. 7

Class 15: May 4*Best Practices Conference*

- *No reading assignment.*
- **Research Paper: Enabling Standards Paper DUE**
- **Paper Presentation**

Assignments

General Notes

- All student work is governed by the Honor Code of the College.
- Plagiarism--the act of representing someone else's ideas, work, or words as your own, either by identifying them as your own or by failing to acknowledge the source--is a violation of the Honor Code and of professional ethics. Acts of plagiarism will result in failure of the assignment and/or the course, as well as referral to the Honor Council.
- APA format must be used for all citations and references.
- APA style conventions should be used for all written projects; however, given the non-standard nature of several of the assignments in this course, you have considerable latitude in the application of APA style (with the exception of citations/references). The aim is a professional appearance to your work, with recognizable conventions that facilitate—rather than detract from—the communication of ideas between you and your reader.

Participation

Student participation in the course will consist of in-class discussions and activities, selected homework assignments, student presentations, and postings to the discussion board. Participation in class will be evaluated primarily through my observation of students during discussions and other instructional activities. Formal feedback regarding your in-class participation grade will not be provided, unless you specifically request it or your performance regularly falls below expectations for a graduate level class at William and Mary, in which case I will address this with you. Select homework assignments will be collected and assessed. Student presentations will also be included in the participation grade. Postings on the discussion board will be assessed for frequency and quality.

Aligning Curriculum and Instruction

The purpose of this project is to research, identify, and communicate specific, effective instructional strategies that support a given grade level and subject area in a standards-based curriculum. The broader aim is to understand and apply principles of aligning curriculum and instruction and providing support as an instructional leader in a standards-based environment to effectively promote learning. Additional direction for this assignment will be provided in class.

Research Paper: "Enabling Standard" that Supports Learning

The research paper is designed to allow you to critically review and evaluate the current research on a topic in instructional leadership of interest to you. The focus of your research paper should be on an "enabling standard"--that is, a resource available to support teaching and learning (see Solomon, p. 89, for complete explanation). In the paper, you will identify and describe your topic, synthesize the findings for the reader, and clearly make the case for specific principles of "best practice" in this area. The intent of the assignment is that the paper can function as a research-based brief to inform your practice and the practice of other instructional leaders. Additional direction for this assignment will be provided in class.

Papers will be presented on the last night of class in "conference-style" format. Your aim will be to teach this topic to your audience. You will provide copies of a one-page executive summary, reference page(s), and any handouts that support your presentation for your session attendees.

Course Texts

- American Psychological Association. (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington, DC: Author.
- McEwan, E. K. (2003). *Seven steps to effective instructional leadership*. (2nd ed.). Thousand Oaks, CA: Corwin.
- Solomon, P. G. (2003). *The curriculum bridge*. (2nd ed.). Thousand Oaks, CA: Corwin.

Selected Additional References

- Cawelti, G. (Ed.). (1999). *Handbook of research on improving student achievement*. Arlington, VA: Educational Research Service.
- Collins, J. (2001). *Good to great*. New York: HarperCollins.
- DuFour, R., & Eaker, R. (1992). *Creating the new American school: A principal's guide to school improvement*. Bloomington, IN: National Educational Service.
- Glatthorn, A. A. (2000). *The principal as curriculum leader*. (2nd ed.) Thousand Oaks, CA: Corwin.
- Hoy, A. W., & Hoy, W. K. (2003). *Instructional leadership: A learning-centered guide*. Boston: Allyn and Bacon.
- Joyce, B., Weil, M., & Calhoun, E. (2004). *Models of teaching* (7th ed.). Boston: Allyn and Bacon.
- Keefe, J. W., & Jenkins, J. M. (1984). *Instructional leadership handbook*. Reston, VA: National Association of Secondary School Principals.
- Mackenzie, G. N., Corey, S. M., et al. (1954). *Instructional leadership*. New York: Teachers College.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.

Mid-continent Research for Education and Learning. (n.d.). *Asking the right questions: A school change toolkit*. Retrieved May 13, 2005, from McREL website: <http://www.mcrel.org/programs/toolkit/>

Ornstein, A. C., & Hunkins, F. P. (1998). *Curriculum foundations, principles, and issues* (3rd ed.). Needham Heights, MA: Allyn & Bacon.

Senge, P. (2000). *Schools that learn*. New York: Doubleday/Currency.

Sergiovanni, T. J. (1996). *Leadership for the schoolhouse: How is it different? Why is it important?* San Francisco: Jossey-Bass.

Smith, W. F., & Andrews, R. L. (1989). *Instructional leadership: How principals make a difference*. Alexandria, VA: Association for Supervision and Curriculum Development.

Stronge, J. H. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tileston, D. W. (2000). *Ten best teaching practices: How brain research, learning styles, and standards define teaching competencies*. Thousand Oaks, CA: Corwin.

Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Virginia Department of Education Standards of Learning On-Line Resources

Standards of Learning: Instruction, Training, and Assessment Resources. (n.d.). Retrieved from <http://www.pen.k12.va.us/VDOE/Instruction/sol.html>

Note: The above reference includes links to the following:

- Scope and Sequence guides
- Curriculum Frameworks for specific subject areas
- Training resource links
- Teacher Resource Guides
- Sample instructional activities and materials

Standards of Learning for All Subject and Grade Levels. (n.d.). Retrieved from <http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml>

Standards of Learning Test Blueprints. (n.d.). Retrieved from <http://www.pen.k12.va.us/VDOE/Assessment/soltests/home.html>