

EDUC 714: INSTRUCTIONAL & CURRICULUM LEADERSHIP (ONLINE)**SCHOOL OF EDUCATION DREXEL UNIVERSITY****Instructor: Jen Katz-Buonincontro, Ph.D.****Office:** #207, School of Education, One Drexel Plaza, 3001 Market St. Phil. Drexel University**Email:** jkb@drexel.edu Phone: 215-571-3670; Fax: 215-895-5879**Office Hours:** By appointment. **Skype handle** "jkatzb," Phone or F2F Meetings**Technology Help:** **Phone:** 215-895-1224 (available 24/7, press option 2 to speak with a person off hours) **Email:** itg@drexel.edu (submits a ticket)

EDAM/LoE Program Director	Kathleen Provinzano, PhD	570.498.5175
EDAM/LoE Program Manager	Jemina Williams	215.895.5879
Tech Support	Instructional Technology Group	215.895.1224

COURSE DESCRIPTION

The purpose of this course is to examine ways to re-create public education to fully educate students for contemporary society using research-based best practices in the area of "instructional leadership." Students will critically evaluate their own instructional goals, build their own leadership practice, and learn to use seven leadership steps to develop an instructional leadership action plan. Collectively, this coursework is designed to help teachers create curriculum for improving learning and teaching in every classroom in schools or other organization. This course is based on the suppositions that (a) curriculum development must be a cooperative development among district leaders, principals and classroom teachers and (b) principals need to be active in curriculum development and serve as active instructional leaders.


COURSE OBJECTIVES

In this course, you will use various formats e.g. papers, discussion board posts, and Zoom sessions to:

1. **Critically examine your own instructional leadership practice** within 1-pedagogical-content-knowledge, 2-educational connoisseurship and criticism and 3-leadership for school improvement.
2. **Interview and observe** a teacher and student in another classroom, to develop an understanding of, and how to communicate a common vision, with other educational practices in your own school/organization.
3. **Write a summary and critical review of an empirical research article** on the topic of instructional leadership, critique its quality and then connect it to your current practice and future leadership goals.
4. Conduct an '**organizational audit**' of your current school practices around instructional improvement, and develop an **instructional leadership action plan** for addressing deficits in two major areas using McEwan's seven steps to effective instructional leadership.

COURSE LEARNING QUESTIONS

- 🌈 What is required to educate students for our contemporary society and how does that impact curriculum/instructional leadership (a "right to learn" agenda, Darling-Hammond text)?
- 🌈 What are my basic assumptions about curriculum, instruction and learning?
- 🌈 How are "teaching for understanding" and "teaching for diversity" used as major strategies in curriculum leadership?
- 🌈 What is "learning" in a standards-based classroom and what are the instructional practices that foster such learning?
- 🌈 What is the alignment between instruction and student achievement?

 How do school leaders develop curriculum as a design process with teacher-teams using 7 Leadership Steps (McEwan text)?

TEXTS - Required

Darling-Hammond, L. (2001). *The Right to Learn: A Blueprint for Creating Schools that Work*. John Wiley & Sons ISBN: 0-7879-5942-1

McEwan, E. (2003). *7 Steps to Effective Instructional Leadership*. Thousand Oaks, CA: Corwin Press ISBN: 0-7619-4630-6

American Psychological Association (2010). (6th Ed). Publication Manual. Washington, DC: American Psychological Association. Can be ordered from <http://www.apastyle.org/manual/index.aspx>

Web Resource

“Inside Leadership: A Toolkit for New Aspiring Principals” a Resource center of articles, books, websites and video clips on 10 leadership topics. Wallace Foundation.

Available: <http://www.thirteen.org/edonline/leadership/resources.html>

Recommended Readings

Conley, D. T. (2003). *Understanding University Success. A project of the Association of American Universities and The Pew Charitable Trusts*. Eugene, OR: Center for Educational Policy Research, University of Oregon.

Fuhrman, S. H. (2001) (Ed). *From the Capitol to the classroom: Standards-based reform in the States*. One Hundredth Yearbook of the National Society for the Study of Education. Chicago, IL: The University of Chicago Press.

Gardner, H. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York, NY: Basic Books.

Gtazek, S. D. & Sarason, S. B. (2007). Productive learning: Science, art and Einstein’s relativity in educational reform. Thousand Oaks, CA: Corwin Press.

Hargreaves, Andy & Shirley, Dennis (2009). The Persistence of Presentism, *Teachers College Record*. Volume 111, Number 11, 2009, pp.

Kimball, S. M. & Milanowski, A. (February 2009). Examining teacher evaluation validity and leadership decision making within a standards-based evaluation system. *Educational Administration Quarterly*, 45, 34-70.

Lucas, G. (2002). *Edutopia: Success Stories for Learning in the Digital Age*. San Francisco, CA: Jossey-Bass.

Marzano, R. J. (2001). Designing a new taxonomy of educational objectives. Series Editors T. R. Guskey and R. J. Marzano. Thousand Oaks, CA: Corwin.

National Writing Project and Carl Nagin (2003) *Because Writing Matters: Improving Student Writing in our Schools*. San Francisco, CA: John Wiley & Sons

National Research Council (2000). *How People Learn: Brain, Mind, Experience and School*. Washington, D.C.: National Academy Press.

Sternberg, R. J., Jarvin, L., & Grigorenko, E. L. (2009). Teaching for wisdom, intelligence, creativity, and success. Thousand Oaks, CA: Corwin Press.

Wiggins, G. and McTighe, J. (March 2006) “Examining the Teaching Life,” *Educational Leadership*, Vol. 63, No. 6, pp. 26-29.

Willis, R. B. (2003). *Higher order thinking skills: Challenging all students to achieve*. Thousand Oaks, CA: Corwin.

*Please view [BBLearn](#) for more articles and relevant course documents to supplement this list.

ASSIGNMENTS

1. **20 pts** Building Instructional Leadership Paper
2. **20 pts** Interview & Observation Paper
3. **20 pts** Research Article Summary & Critical Review
4. **20 pts** Instructional Leadership Action Plan
5. **20 pts** Participation: Discussion Board Threads & Responses; Blogs (due each week)

ASSIGNMENT OVERVIEW (all of the assignments are explained in more detail on BBLearn)

1. Building Instructional Leadership Paper:

In this paper, reflect upon and write about these 3 areas as a baseline to establish and build your current "IL" practice. The other 3 assignments scaffold upon this baseline. Research suggests that IL involves these 3 areas:

- 1.) PEDAGOGICAL-CONTENT-KNOWLEDGE: How do pedagogy ("instruction") and content (or "curriculum") interrelate (also called PCK or Pedagogical-Content-Knowledge based on scholar Lee Shulman's research)?
 - Describe your own PCK. What do you excel at? How can you improve your own PCK? What motivates you to be a better instructor? Conversely, how might your area of specialization stymie knowledge and collaboration across your school? Give an example.
 - 2.) EDUCATIONAL CONNOISSEURSHIP AND CRITICISM: How can you develop a deeper understanding of the whole-classroom learning experience (based on scholar Elliot Eisner's research)?
 - Describe some major learning challenges in your classroom. How are you addressing them? What aspects of your students' social identity and experience influence their motivation, interest and ability to learn? How do they parallel your life experience as a teacher? How do they differ from your life experience as a teacher? How can you bridge different life experiences among students and among teachers? Give an example.
 - 3.) LEADERSHIP FOR SCHOOL IMPROVEMENT (based on scholar Larry Cuban's research about the importance of contextualized school reform, and Chris Argyris & Donald Schon's emphasis on "organization learning.")
 - How does your PCK translate into student learning? Can it help with whole-school improvement? In what ways are students encouraged to think critically and creatively about subject matter? What features of our curriculum, testing procedures and learning conditions may not conducive to thinking critically and creatively? Use an example. Describe a current school program or initiative that you can help with.
- Respond to how you think and feel about these questions, in 3-5 pages, single-spaced.
 - Properly cite both the course text book written by Linda Darling-Hammond and the Video. Include a citation from your school (e.g. website re. instructional goals), and PA standards (use that website too) that you are attempting to incorporate/or that you currently apply in your own instruction and curriculum.

2. Interview & Observation Paper:

4-5 pages, single-spaced. Use the following interview protocol to conduct an interview with a colleague in your school, and to conduct an interview with a student in his or her classroom. Write up the results of the interview by copying and pasting the questions, paired with each response. Then, provide your own observations. Produce a final Discussion section comparing what you found out with 2 ideas from Darling-Hammond.

Teacher Questions:

1. What are your students' learning **needs**?
2. What are the learning **goals** for students?
3. What questions, problems, experiences or projects will students complete or answer?
4. In what ways do you foster **creative thinking** and **problem solving** in your students?
5. How are you making learning **relevant** to students' workplace applications and future studies?
6. Do you share **criteria** with students? Do you have **exemplars**?
7. How and when do you give students **feedback** on their learning (formative)?

Student Questions:

1. **What project are you working on or recently completed?**
2. **What problems** did you encounter & how did you solve them?

3. What did you find most **interesting and exciting**?
4. How does your teach foster **creative thinking** in you?
5. **Why** are you learning this?
6. What **criteria** do you use to assess your work? Do you have **models** or examples to guide you?
7. Of what **quality** is your work?
8. How would you **improve** it?

Additional Questions: (optional, if you have time)

Observations: Ask yourself about what you see, hear, perceive in this teacher’s classroom related to the teaching and learning questions you asked, and take TWO paragraphs of notes during and after the observation. Describe the setting, learning climate, learning activities and the relationship between the students and teacher/s. Include 1 visual element: a picture of the classroom, a mini-video (ask for permission), or a colorful graphical display (figure).

Discussion Section: Summarize what you learned through this interview and observation. Compare your ‘findings’ with Two Key Ideas from Darling-Hammond.

3. Research Article Summary & Critical Review

Find an empirical research article from the Drexel Library Databases and upload, print and read it. Mark it up extensively with notes pertaining to the areas in the table below. For your 4-5 page, single-spaced, 12 point font paper, use each column in the table below as a heading in your paper and respond to the questions below. You can copy and paste the questions directly into your paper.

1. What do I currently know?	2. What do I want to know, and Why?	3. What did the researchers study, and find out?	4. What am I learning from the article for my own instructional leadership practice?
How do I define instructional leadership, before I read the article?	Why did I choose this article?	How did the article study instructional leadership?	How can I use insight from this article?
E.g. Instructional leadership is...	What associations or connections do I have with this article?	Describe the participants, the site or setting, the methods, the types of data analysis, the results.	In what ways am I inspired to change my behavior or thinking based on the results of this article?
	How is this starting to connect to the way I do things or possibly could do them differently?	Briefly assess the quality of the article.	The two most important things I will keep in mind for my instructional leadership practice are: (insert explanation).

4. Instructional Leadership Action Plan

1. **Read** the chapter in McEwan that describes several leadership steps, the examples and the relevant research. Choose **two** leadership steps to write about.
2. **Research more** about the topic to learn more. Use sources such as:
 - a. Those provided in the chapter.
 - b. **Inside Leadership** (Wallace Foundation). You will be provided with specific themes from this website which include video-clips of school leaders, articles & relevant resources. <http://www.thirteen.org/edonline/leadership/resources.html>
 - c. The *George Lucas Educational Foundation* Website which has articles and video clips on many aspects of school leadership and programs. By viewing the exemplar programs, you can get ideas for your own Action planning. (www.gleef.org)
3. **Conduct an Organizational Audit** to assess the current instructional leadership practices in your school and identify any deficits.
4. **Determine at least two areas** (descriptors) for EACH step **where you need to make improvements.**
5. **Develop a Final Action Plan.** **An example will be posted in BBLearn.*

GRADING POLICY

Please review policies on an **Incomplete Grade** in the Provost Office Guidelines. Available at <http://www.drexel.edu/provost/policies/grades.asp>

A	93-100
A-	90-92
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
F	62 and below

ASSIGNMENT POLICY

1. The instructor is generally available every week to meet with students via F2F, Skype (jkatzb). Students who do not make assignment deadlines will be recommended to take an Incomplete and speak with their advisor. Students who need help with writing will be referred to the Writing Center.
2. Please turn in all assignments via an Assignment Box in the appropriate Unit.
3. Please use Microsoft Word for all documents. Put your last name in the title and put .doc or .docx at the end. For example, 'Katz-Buonincontro BIL Assignment.doc.'
4. Late assignments will receive one grade less credit. Assignments that are more than one week late will receive another grade reduction.

ONLINE COURSE PARTICIPATION POLICY

1. Please use 'NETIQUETTE:' Please be respectful of peers and instructors and advisors in language and in tone, in both email correspondence and in DB Posts. Racist, sexist, homophobic, swear/curse words and otherwise disrespectful or rude language is not tolerated. Exemplify leadership and role model all that you write, say and do. Use affirmative language in all of your communication with peers and the instructor.
2. Participation on the Discussion Board (DB) is required, and graded.
Make teaching and learning intellectually stimulating and gratifying. Seriously contribute to the week's question, grab peoples' attention in a positive way and read their posts with care. *Each week, post at least twice with your team– one original "thread" of your own and one response to a classmate.* Multiple postings, however, are strongly encouraged as a means of contributing to the learning of the entire class. Weekly participation is graded on a scale of **0** [no participation], **1** [insufficient participation, which is > (less than) 3 substantive sentences relevant to weekly course content] or **2** [sufficient participation of 3-5 substantive sentences relevant to weekly course content].
3. Zoom Sessions: All sessions will be archived, or recorded, for you to view at a later time. Please make every effort to attend these sessions to learn information, pose questions and get a sense of your peers' experiences. If you cannot attend the session, please email the instructor and view the archived session. Then, participate in the related discussion board or journal entry requirements.
4. Plagiarism is not tolerated in DB posts, email correspondences or in papers. Please quote authors directly with a page number and use no more than 3-5 lines of text, e.g. (Katz-Buonincontro, 2009, p. 69) and refer to authors in parenthesis if you paraphrase a sentence, e.g. (Katz-Buonincontro, 2009).

WEEKLY SESSIONS: EDUC 714 Spring 2016

WK	Topic	ASSIGNMENTS	DUE
1] 03/28 Mon (end 04/05)	Building instructional leadership: pedagogical-content knowledge, educational connoisseurship & criticism & leadership for school improvement.	Read Darling-Hammond, CH 1, 2 View Interviews on BB Introduce Yourself in Blog	Create a new Introductory Blog entry. Prepare first draft of the Building Instructional Leadership (BIL) Paper. Attend or watch archive of: Zoom Session 6:30-7:30pm Wed. March 30: overview of syllabus & assignments
2] 04/06 Wed (end 04/12)	Standards in and across individual classrooms.	Darling-Hammond, CH 3, 4, 10 Standards Article (Gould) Review Standards in the Classroom Improvement Plan Rubric Join Discussion Board	Contact a colleague to interview Discussion Board Groups Created Post a Discussion Board Thread + Response. BIL Paper DUE (at the end of) WK 2: i.e. Tuesday 04/12, Midnight.
3] 04/13 Wed (end 04/19)	Interviewing and Observing Classroom Teaching and Learning.	Listen to podcasts. Conduct Interview with a Colleague and Classroom Observation. Join Discussion Board	Write up the interview results & observation notes for your paper due next week. Discussion Board Thread + Response
4] 04/20 Wed (end 04/24)	Step 1: Academic Standards.	McEwan: Introduction & CH 1 Assess school practices Join Discussion Board	Interview & Observation Paper DUE WK 4 Wiki Post on Online Pedagogical Standards
5] 04/27 Wed (end 05/03)	Step 2 : Be an instructional resource for your staff.	McEwan, Chapt. 2 Assess school practices Join Discussion Board	Find Research Article Discussion Board Thread + Response Attend or watch archive of: Zoom Session on Assessing the quality of research articles
6] 05/04 Wed (end 05/10)	Step 3: Create a learning-oriented school culture and climate. Step 4: Communicate your school's vision/mission to staff and students.	McEwan, Chapt. 3 & CH 4 Assess school practices on step Research topic on IS website Join Discussion Board	Blog Post on Innovation in Your School Also, Post: Digital copy of Research Article.
7] 05/11 Wed (end 05/17)*	Step 5: Set high expectations for your staff and yourself.	McEwan, Chapter 5 Darling Hammond, CH 7 Assess school practices on step Research topic on IS website Join Discussion Board	Research Article Summary & Critical Review DUE WK 7 Discussion Board Thread + Response Theme: Instructional Leadership Goals
8] 05/18 Wed (end 05/24)	Step 6: Develop teacher leaders.	McEwan, CH 6 Research topic on IS website Assess school practices Join Discussion Board	Blog post: Response to First Lady Michelle Obama's Letter on Teacher Leadership Attend or watch archive of: Zoom Session on ILAP (see wk #10)
9] 05/25 Wed (end 05/31)**	Step 7: Develop and maintain positive relationships with students, staff and parents.	McEwan, CH 7, Conclusion Pages Assess school practices Join Discussion Board	Watch Multi-aged Instruction Video Discussion Board Thread + Response
10] 06/01 Wed (end 06/07)	Using systematic thinking to question our instructional leadership practice.	Darling-Hammond, CH 6 Join Discussion Board	Instructional Leadership Action Plan (ILAP) DUE WK 10 Discussion Board Thread + Response

PENNSYLVANIA-INSPIRED LEADERSHIP STANDARDS

PA Department of Education

The Course Learning Goals address required PIL (PA Inspired Leadership Standards) certification competencies. The PIL Standards are listed below. The competencies are listed in the Course Information Page of the course site. Additionally, the PIL Standards are aligned to the ISLLC national leadership standards for internship performance evaluation.

Core Standards

- I. The leader has the knowledge and skills to think and plan strategically, creating an organizational **VISION** around personalized student success.
- II. The leader has an understanding of **STANDARDS-BASED SYSTEMS THEORY** and design and the ability to transfer that knowledge to the leader's job as the architect of standards-based reform in the school.
- III. The leader has the ability to access and use appropriate **DATA TO INFORM DECISION-MAKING** at all levels of the system.

Corollary Standards

1. The leader knows how to create a **culture of teaching and learning** with an emphasis on learning.
2. The leader knows how to **manage resources** for effective results.
3. The leader knows how to **collaborate, communicate, engage and empower others** inside and outside of the organization to pursue excellence in learning.
4. The leader knows how to operate in a **fair and equitable manner** with personal and professional **integrity**.
5. The leader knows how to **advocate for children** and public education in the larger political, social, economic, legal and cultural context.
6. The leader knows how to **support professional growth of self and others** through practice and inquiry.

IMPORTANT INFORMATION

1) **The end of week 2 is the last day for dropping a course;** you may withdraw after that.

2) **Students with disabilities** requesting accommodations and services at Drexel University need to present a current accommodation verification letter (AVL) to faculty before accommodations can be made. AVL's are issued by the Office of Disability Services (iODSi). For additional information, contact the ODS at www.drexel.edu/edt/disability, 3201 Arch St., Ste. 210, Philadelphia, PA 19104, V 215-895-401 or TTY 215-895-2299.

3) **Academic Honesty Policy:** All students are expected to abide by Drexel University's policies. If an act of academic dishonesty is determined to have occurred, for a first offense, one of the following sanctions will be imposed, depending on the severity of the offense:

- * Reduction of a course grade
- * An F for the assignment or exam
- * Failure for the entire course with the inability to withdraw, or
- * Other action deemed appropriate by the faculty member. Examples include, but are not limited to, requiring the student to re-take the exam, re-complete an assignment, or complete an assigned exercise. The decision of the faculty member and the department head shall be reported to the Office of Judicial Affairs, which is responsible for maintaining student conduct records. The incident will result in an official disciplinary record for the student(s).

Any academic honesty infraction beyond a first offense is subject to the sanctions described above, as well as to disciplinary sanctions that may be imposed through the University judicial process, administered through the Division for Student Life and Administrative Services/Office of Judicial Affairs. These sanctions may include suspension or expulsion from the University. Drexel University Student Handbook, 2005-2006 edition (<http://www.drexel.edu/studentlife/images/0506Handbook.pdf>)