

Murray State University

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING

COURSE PREFIX: ADM

COURSE NUMBER: 611

CREDIT HOURS: 3

I. TITLE: School-wide Instructional Leadership

II. COURSE DESCRIPTION AND PREREQUISITE(S): This course is a study of the supervisory functions dealing with curriculum and program evaluation. In addition, analysis and techniques for bringing about program and curricular change resulting in student achievement gains will be stressed.

Prerequisite(s): Admission to Program.

III. COURSE OBJECTIVES:

The student will be able to...

- A.** demonstrate appropriate professional oral and written communication skill (ISLLC V; KDF 3.3b; 4.3a; TSSA III);
- B.** understand best practice in curricular mapping. (ISLLC II; KDF 1.1a,b; 2.1a; TSSA II, III);
- C.** use the SISI rubrics for standards 1, 2, and 3 and assess the condition of practice in his/her school setting (ISLLC I, II, & V; KDF 1.1a,b,c,d,e; 2.1a,b,c,d; 2.2b,c,d; 3.3a,b; 4.2a,b,c,d; 4.3c; TSSA II, III, V);
- D.** use the school's annual testing data or current assessment to determine and address curricular gaps, prioritize decisions and drive curricular change (ISLLC I, II, III & V; KDF 1.1a,b,c,d,e; 1.2a,b,c,d; 2.1a,b,c; 2.2a,b,c,d,e,f; 3.2a,e; 3.3a; 3.4a,b,c,d; 4.1a,b; 4.2a,c; 4.3a,b,c,d; 5.1d; 5.2a,b,c; 5.3b; 6.2b,c; TSSA I, II, III & V);
- E.** demonstrate the ability to lead collaborative protocols to examine student work (ISLLC II, III & V; KDF 2.1d; 3.3b; 4.2a,b,c,d; TSSA III);
- F.** monitor appropriate instructional behaviors using walk-through instrumentation and focus on differentiated instruction techniques (ISLLC II, III & V; KDF 2.1c; 3.3a; 4.1a,b,d,g; 4.2d; TSSA III & V);
- G.** demonstrate an understanding of appropriate responses to walk-through data (ISLLC II, III, V & VI; KDF 2.1c; 2.2 a,f; 3.3a,b,c,d; 3.4a,b,c,d; 4.1a,b,c,d,g; 4.2a,b,c,d; 4.3a,c,d; 5.3a,b; 5.4a; TSSA III);
- H.** demonstrate an understanding of Response to Intervention as related to the instructional program (ISLLC II, III, V & VI; KDF 1.2a,b,c,d; 2.1a,b; 2.2c,d,f; 4.3a,b,d; 5.2a; 5.3a; 5.4a; TSSA II, III & V) I;
- I.** assess instructional units of study against current best practice and design a professional development session to address instructional improvement needs. (ISLLC II & V; KDF 1.1c,d,e; 3.4a,b,c,d; TSSA III);
- J.** develop the knowledge, skills and dispositions necessary to provide effective coaching focused on improving instructional practice and student learning (ISLLC II & V; KDF 3.2a,b,c,d,e; 3.3a,b,c,d; 3.4a,b,c,d; TSSA III);
- K.** lead the develop a plan to address that area of a school's CSIP (ISLLC II, III & V; KDF 5.1c; 5.2a,b,c; 5.3a,b; 5.4a; 6.2b,c; TSSA I, III, IV);

- L. demonstrate knowledge and the ability to assess state framework for Teacher Professional Growth and Effectiveness system (TPGES) regarding Domain 3a: Communicating with Students: Clarity of lesson purpose; Absence of content errors and clear explanations of concepts; Clear directions and procedures; Correct and imaginative use of language (ISLLC I, II, III, IV, V & VI);
- M. demonstrate knowledge and the ability to assess state framework for Teacher Professional Growth and Effectiveness system (TPGES) regarding 3b: Using Questioning Prompts and Discussion Techniques: Questions of high cognitive challenge, formulated by both students and teacher; Questions with multiple correct answers, or multiple approaches even when there is a single correct response; Effective use of student responses and ideas; Discussion in which the teacher steps out of the central, mediating role; High levels of student participation in discussion (ISLLC I, II, III, IV, V & VI);
- N. demonstrate knowledge and the ability to assess state framework for Teacher Professional Growth and Effectiveness system (TPGES) regarding 3c: Engaging Students in Learning: Activities aligned with the goals of the lesson; Student enthusiasm, interest, thinking, problem-solving, etc.; Learning tasks that require high-level student thinking and are aligned with lesson objectives; Students are highly motivated to work on all tasks and are persistent even when the tasks are challenging; Students actively "working," rather than watching while the teacher "works;" Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection (ISLLC I, II, III, IV, V & VI);
- O. demonstrate knowledge and the ability to assess state framework for Teacher Professional Growth and Effectiveness system (TPGES) regarding 3d: Using Assessment in Instruction: The teacher paying close attention to evidence of student understanding; The teacher posing questions specifically created to elicit evidence of student understanding; The teacher circulating to monitor student learning and to offer feedback; Students assessing their own work against established criteria' The teacher adjusting instruction in response to evidence of student understanding (or lack of it) (ISLLC I, II, III, IV, V & VI); and
- P. demonstrate knowledge and the ability to assess state framework for Teacher Professional Growth and Effectiveness system (TPGES) regarding Applying the Framework for Teaching: a, Gathering evidence in a lesson, b, Aligning evidence to components, c, Determining levels of performance (ISLLC I, II, III, IV, V & VI).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on policies, standards, and issues concerning leadership.

The CAEP/EPBSB themes of diversity, assessment, and closing the gap are explored through research on and consideration of the development of activities and policies that promote an effective instructional program.

IV. CONTENT OUTLINE:

The purpose of this course is to support students' candidate's efforts to demonstrate an understanding of school-wide curriculum best practices, legal requirements, assessment

principles and the use of data to establish goals and monitor progress. Group processes for instructional improvement are modeled, implemented and evaluated.

- A. Curriculum Mapping
- B. SISI
- C. Professional Development Standards
- D. Leading Protocols
- E. Monitoring Instruction
- F. Responding to Instructional Data
- G. Characteristics of Differentiated Instruction
- H. Response to Intervention: Definitions and interventions
- I. School Improvement Planning

V. INSTRUCTIONAL ACTIVITIES:

- A. Lectures, readings, discussions, problem-based papers and field-experiences. Course assignments will be reflective of the objectives and the intent of the course and will include, but not be limited to, the following:
- B. Leading Teaching and Learning (Anchor Assessment Students move through a series of sequential steps/stages related to curriculum and learning interventions. Students collect and use authentic work from their classrooms as materials for self-assessment and reflection in combination with current research and practice. These self assessments and reflections are shared with and critiqued by fellow candidates and improvements will be suggested. One or more improvement plans will be developed based on applicable theory and best practices. Leadership skills and strategies for replicating curricular improvement plans in school settings will be explored. Students will apply an aspect of this assignment in a P-12 setting as part of field-experience. Students will provide evidence of meeting all key indicators and competencies in Dimension 1.
- C. SISI Assessment – Students will assess conditions using standards 1, 2 and 3 from the Standards and Indicators for School Improvement.
- D. Protocol Demonstration – Students will lead a variety of protocols at the school site.
- E. Professional Development Design – Based upon a needs assessment, students will develop a Professional Development plan that is consistent with national and state professional development standards.
- F. Instructional Walkthroughs – Students will participate in the development and administration of an instructional walkthrough instrument.
- G. School Improvement Planning – Students will evaluate an existing plan using Implementation/Impact procedures, or will lead the development of an improvement plan component.

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:

Students will complete 25 hours of instructor-approved field experiences that address Critical Success Factors 1, 2, 3 and 5, inclusive of Anchor Assessment 1. Students will

submit to the instructor for approval a plan for field-experiences within the third week of the semester.

VII. TEXT(S) AND RESOURCES:

No Text/Live Text used. KDE resources and articles as assigned.

VIII. EVALUATION AND GRADING PROCEDURES:

Your course grade will be determined using the following criteria:

- A. Written analysis (1 to 2 page) of interviewing a novice and veteran teachers on induction needs at student's school. Compare and contrast their answers. (150 pts.)
- B. Creation of an inventory of recruitment, selection, induction and retention of staff resources. (100 pts.)
- C. Paper on comparing and contrasting two written articles on the pros and cons of announced teaching observations versus unannounced teacher observations **or** the pros and cons of merit pay (performance-based compensation) for teachers. (150 pts.)
- D. Supervision/evaluation simulation done in class. (100 pts.)
- E. Analysis of peer supervision utilizing district evaluation tool, including pre and post conferences and direct observation of teacher. (200 pts.)
- F. Instructional coaching tape with professor. (100 pts.)
- G. **Class Final**
 - 1. Presentation of professional growth meeting with peer, including reflection of evaluation process and coaching to class (100 pts.)
 - 2. Written log of 25 hour field experience activities (100 pts.)

TOTAL POINTS TO BE EARNED: 1,000

Final grade computation will be as follows:

A = 92% to 100%

B = 91% to 80%

C = 79% to 70%

A grade below B does not meet the Department of Educational Leadership and Counseling requirements for any degree or licensure program. Assignments must be turned in at beginning of class in order to potentially earn full credit. Late assignments will be marked off 20% each day late. Student attendance, participation in class activities and discussions, and attitude are factors than can also determine grades.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. Attendance is expected in this course. Excused absences will need to be cleared with the professor in advance. Absenteeism is strongly discouraged. Two unexcused absences will result in your final grade lowered by one letter grade.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to

evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

XII. CALENDAR

Week 1 Go over Syllabus; The nature of supervision/evaluation/recruiting; ISLLC and Instruction; Chs. 1, 2 - Rebores

Week 2 NO CLASS – Dr. Martin Luther King Day

Week 3 Recruitment and Diversity, selection, induction and retention of staff; Chs. 3, 4, 5 - Rebores; **Resources due.**

Week 4 **Teacher induction interviews due;** Effective schools and teaching Research; Goals of clinical supervision/evaluation; Ethical considerations in supervision, evaluation, discipline, termination of tenured (continuous) teachers; Chs. 7 – Rebores; Domain 3a: Communicating with Students

Week 5 Supervisor Behavior Continuum & Developmental Supervision; Chapters 6 - Rebores

Week 6 Local, state-wide parameters of supervision/evaluation; Pre-obs. conference tool

Week 7 (Pre-obs. conference tool, data collection, analysis; Ch. 14; 3b: Using Questioning Prompts and Discussion Techniques

Week 8 The Supervision/evaluation model cont. **Unannounced vs. announced observations or pros and cons of merit pay (performance-based compensation) for teachers paper due;** Supervision/evaluation model cont. – evaluations used; 3c: Engaging Students in Learning

Week 9 Ch. 15; post-observations and coaching techniques (Designing a plan of action); Ch. 16; 3d: Using Assessment in Instruction; Applying the Framework for Teaching

Week 10 NO CLASS – MSU Spring Break

Week 11 Supervision/evaluation model cont. – evaluations used; post-observations and coaching techniques (Designing a plan of action); Ch. 16; Corrective Action Plans

Week 12 NO CLASS – Hopkins County SD Spring Break

Week 13 The Supervision/evaluation model cont. – **Analysis of peer supervision & coaching tape due – meet with professor.**

Week 14 Supervision/evaluation model cont.; National trends in professional development; Ch. 18, 19; **Analysis of peer supervision & coaching tape due – meet with professor.**

Week 15 Supervision/evaluation model cont.; National trends in professional development; Ch. 18, 19; **Analysis of peer supervision & coaching tape due – meet with professor.**

Week 16 **Evaluation & Peer Prof. Dev. Reflection final presentations, plus log due.**

Week 17 **Evaluation & Peer Prof. Dev. Reflection final presentations, plus log due.**

Please note: Specific assignments and due dates are subject to change at the discretion of the instructor.