

MURRAY STATE UNIVERSITY

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP & COUNSELING

COURSE PREFIX: ADM COURSE NUMBER: 759 CREDIT HOURS: 3

I. TITLE: Instructional Planning in Education

II. COURSE DESCRIPTION AND PREREQUISITE(S):

An examination of planning processes used by leaders to direct educational change and instructional improvement.

Prerequisite(s): None

III. COURSE OBJECTIVES:

The stated objectives are coded as to alignment to the Interstate School Leader Licensure Consortium (ISLLC) standards, the Technology Standards for School Leaders (TSSA) and the Superintendent Leadership Plan (SLP) standards. As a result of taking this course, students will be able to:

- A. link board leadership with student learning. (ISLLC 1, 2, 4, 6; TSSA 1, 2, 6; SLP 1, 2, 3, 4, 5, 6, 7);
- B. identify opportunities for community engagement focused on student learning. (ISLLC 1, 6; TSSA 1, 3; SLP1, 7);
- C. explain the role of planning in relationship to other administrative responsibilities. (ISLLC 1, 3; TSSA 1, 2, 3, 5; SLP 1, 2, 4, 5);
- D. demonstrate a working knowledge of tools, technologies, and data resources useful for educational planners. (ISLLC 1; TSSA 3, 4, 5; SLP 2, 5);
- E. demonstrate a broad understanding of planning skills needed by successful education leaders. (ISLLC 1, 2, 3, 4; TSSA 1, 3, 4, 5; SLP 1, 2, 4, 5, 6);
- F. develop competency in the application of procedures used for technology, facility, fiscal, and school improvement planning. (ISLLC 1, 3, 4, 6; TSSA 3, 4; SLP 5);
- G. demonstrate leadership skills needed to direct strategic improvement in schools for instructional improvement. (ISLLC 1, 2, 3, 4, 5, 6; TSSA 1, 2, 3, 4, 5; SLP 1, 2, 3, 6, 7);
- H. apply the Kotter change model. (ISLLC 1; TSSA 3, 4, 5; SLP 1, 2, 6).

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 community, district and school, in the development of activities and policies that promote an effective instructional program.

IV. CONTENT OUTLINE:

1. Impact of board leadership on student learning
2. Community engagement focused on student learning
3. Implement an aligned, rigorous, standards-based curriculum in every school which prepares all students to be globally competitive for postsecondary education and work;
4. Work with district and school staff to develop and implement a coordinated system of student academic support for students whose achievement does not meet established benchmarks.
5. Integrate appropriate technology into instructional planning/student learning
 - a) Provide equitable access for students and staff to technologies that facilitate productivity and enhance learning
 - b) Communicate expectations consistently for the use of technology and its relationships to enhanced learning and teaching
 - c) Ensure that budget priorities reflect a focus on technology and its relationships to enhanced learning and teaching

V. INSTRUCTIONAL ACTIVITIES:

The course is field experience intensive. Readings, seminars, reflective writing and case study analysis will also be used. Sample activities are listed below.

1. Students will identify a high performing district as defined by consistently high scores on state assessments over the past five assessment cycles. For the identified district, students will interview all current and past board members who served during five-year period and who are available to explore the relationship between board member expectations, superintendent evaluations and student performance. A ten minute presentation on findings will be shared with the class. Students will write a reflection for this activity.
2. Students will plan and implement a community engagement project. With instructor and mentor approval, students will identify an area of instruction needing improvement and develop a plan to engage community members in identifying possible solutions. A ten minute presentation of findings will be shared with the class. Students will write a reflection for this activity.
3. Students will conduct a study of alignment of the adopted curriculum. Students will identify a high school, a middle school that is a feeder school to the high school and an elementary school that is a feeder school to the middle school. Using the content area of math, students will map the curriculum for K-12 implementation. Students will write a reflection for this activity.
4. Using the RTI model, students will chart interventions available at each grade level K-12 in a school district and make recommendations for improvement. Students will make a fifteen minute presentation to the class on their findings. Students will write a reflection for this activity.

5. Students will interview a district technology coordinator to determine:
 - a. Appropriate technologies that facilitate productivity and enhance learning.
 - b. Expectations for the use of technology and its relationship to enhanced learning and teaching.
 - c. Budget priorities focused on technology and its relationship to enhanced learning and teaching.Interview questions will be developed in class
6. Students will write a paper outlining the eight steps of the Kotter change model. Class discussions will focus on the actions needed to implement the model. This activity can serve as an introduction to the Kotter model for capstone development or as reinforcement if the capstone is in process. Students will write a reflection for this activity.

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:

Course assignments are designed to link formal knowledge acquired in seminars with its application in field-based settings. Students will analyze assigned case studies using the four major “frames” including superintendents as Educational Leaders, Political Leaders, Managerial Leaders, or Leading Change. In some instances students may write and analyze their own case studies. Students will be responsible for identifying opportunities to make observations and connections between professional knowledge and field-based applications with whom they may work. Students will log at least 25 hours of field experience, including the experiences listed below:

1. Students will identify a high performing district as defined by consistently high scores on state assessments over the past five assessment cycles. For the identified district, students will interview all current and past board members who served during five-year period and who are available to explore the relationship between board member expectations, superintendent evaluations and student performance. A ten minute presentation on findings will be shared with the class. Students will write a reflection for this activity.
2. Students will plan and implement a community engagement project. With instructor and mentor approval, students will identify an area of instruction needing improvement and develop a plan to engage community members in identifying possible solutions. A ten minute presentation of findings will be shared with the class. Students will write a reflection for this activity.
3. Students will conduct a study of alignment of the adopted curriculum. Students will identify a high school, a middle school that is a feeder school to the high school and an elementary school that is a feeder school to the middle school. Using the content area of math, students will map the curriculum for K-12 implementation. Students will write a reflection for this activity.

4. Using the RTI model, students will chart interventions available at each grade level K-12 in a school district and make recommendations for improvement. Students will make a fifteen minute presentation to the class on their findings. Students will write a reflection for this activity.
5. Students will interview a district technology coordinator to determine the appropriate technologies that facilitate productivity and enhance learning, expectations for the use of technology and its relationship to enhanced learning and teaching, and budget priorities focused on technology and its relationship to enhanced learning and teaching. Interview questions will be developed in class

VII. EVALUATION AND GRADING PROCEDURES:

For each of the five instructional activities, the class will develop a four-column rubric for scoring the work.

To determine the final grade, apply the points indicated on the scale below:

Average of rubric scores 3 and above = A

Average of rubric scores 2 to 2.9 = B

Average of rubric scores 1.5 to 1.9 = C

Any average of rubric scores below 1.5 = D

Student progress will be assessed by the professor. Assignments will be returned in a timely fashion. Comments will be made to help the student improve on future assignments. Students who have questions about graded assignments should make an appointment with the professor.

VIII. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

IX. ACADEMIC HONESTY:

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.

X. NON-DISCRIMINATION POLICY STATEMENT:

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).