II. CATALOG DESCRIPTION
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 achievement gains will be stressed. A field project is required.

III. PURPOSE
To develop techniques and skills necessary to evaluate, organize, and establish effective world class standards and programs at the local school level.

Principles, attitudes, skills, and KERA qualities critical to the professional administrator are incorporated into this course and fully comply with NCATE standards, ISLLIC Standards, and all Kentucky standards. Predicated on the focus of this course along with student readiness, provision is made for the acquisition of knowledge along with the extension and
refinement in delivering learning to the student in the effective school. Specific applications of information and skills are required. The advanced graduate student is prepared through reflection to integrate their ongoing preparation into a professional operating gestalt with a high degree of relatedness, connectedness, and professional ethics.

IV. COURSE OBJECTIVES:
The learner will be able to:

- Demonstrate an understanding of the Standards and Indicators of school Improvement as related to curriculum, instruction and assessment. (ISLLC I, II, VI)
- Demonstrate an understanding of standards of professional development (ISLLC II)
- Demonstrate an understanding of the criteria for standards-based units of study. (ISLLC II)
- Demonstrate the ability to lead collaborative protocols to examine student work. (ISLLC II)
- Monitor appropriate instructional behaviors using walk-through instrumentation (ISLLC I, II)
- Demonstrate an understanding of appropriate responses to walk-through data (ISLLC II, III)
- Develop an individual professional development plan based upon assessments of need and related data (ISLLC II)
- Identify critical elements and strategies of differentiation (ISLLC II).
- Demonstrate an understanding of Response to Intervention as related to the instructional program (ISLLC II, VI)
- Identify appropriate interventions for use with RtI models (ISLLC II)
- Evaluate school learning environment or related components on the CSIP based upon the SISI and observed needs (ISLLC I, II)
V. CONTENT OUTLINE
   - SISI
   - Professional Development Standards
   - Characteristics of Units of Study
   - Leading Protocols
   - Monitoring Instruction
   - Responding to Instructional data
   - Characteristics of Differentiated Instruction
   - Response to Intervention: Definitions and interventions
   - School Improvement Planning

VI. INSTRUCTIONAL ACTIVITIES
Instructional activities will include lecture, assigned reading, reflective papers, in-class demonstrations and individual/group projects.

VII. FIELD AND CLINICAL EXPERIENCES
Students will collect data and demonstrate collaboration techniques in the schools equivalent to 10 hours of field-experience.

VIII. TEXT
No text is required.

IX. RESOURCES
KDE resources and articles as assigned.

X. GRADING PROCEDURES
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 Studies, Leadership and Counseling requirements for any degree or licensure program.

XI. ATTENDANCE POLICY
This course adheres to the policy published in the MSU Graduate Bulletin.

XII. ACADEMIC HONEST POLICY
Cheating, plagiarism (submitting another person’s material as one’s own, or doing work for another person which will receive academic credit) are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, term papers or presentation of unacknowledged material as if it were the student’s own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

XIII. PREREQUISITES
Admission to the School administration program.

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY: Murray State University does not discriminate on grounds of race, color, gender, sexual orientation, religion, national origin, age, handicap, or veteran’s status in providing any educational or other benefits services of Murray State University to students or those applying for admission to Murray State University. Murray State University attempts to provide equal opportunity in all areas of student admissions, financial aid,
employment, and placement and provides upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities and equal opportunity to participate in all program and activities. For information regarding non-discrimination policies contact Equal Opportunity, (270)-809-3155.