Instructional Leadership That Facilitates School Improvement EDSI 9942

Semester Hours 3

Semester/Year Spring, 2013

Time/Location Online
Synchronous sessions (Optional, webinars 1-10, 1-31, 2-21, 3-14, 3-28, 4-11; 5:00 PM EST)

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Online Support
CourseDen Home Page https://westga.view.usg.edu/

CourseDen Help & Troubleshooting http://www.westga.edu/~distance/webct1/help

UWG Distance Learning http://distance.westga.edu/

UWG On-Line Connection http://www.westga.edu/~online/

Distance Learning Library Services http://westga.edu/~library/depts/offcampus/

Ingram Library Services http://westga.edu/~library/info/library.shtml

University Bookstore http://www.bookstore.westga.edu/
COURSE DESCRIPTION

This course prepares students to be instructional leaders in their educational settings. The knowledge base in effective teaching, motivation and learning, clinical supervision, and professional development are explored and analyzed as vehicles for school improvement.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. Core Competencies for the doctoral program in school improvement are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and program core competencies, as identified below.

APPROACHES TO INSTRUCTION

Various technological applications and tools are used in this course to foster student engagement. Collaborate live classroom, discussion boards, asynchronous and synchronous discussions, case studies, and large and small group discussions are exemplars of tools and pedagogy used.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
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<tbody>
<tr>
<td>Discussion posts</td>
<td>750 minutes</td>
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<tr>
<td>Audio/video instruction</td>
<td>750 minutes</td>
</tr>
<tr>
<td>Online assignments</td>
<td>750 minutes</td>
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</tbody>
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Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.
COURSE OBJECTIVES

Students will:

1. describe trends, issues and barriers in teaching and classroom practice to school improvement and reform, and strategically plan to remove those barriers (Brookhart, 2010; Cruickshank, Jenkins, & Metcalf, 2012; Kohn, 2006);
   (Professional Excellence; Core Competency: 1Kc; 1Sa; 3Kb);

2. differentiate among whole school and content area renewal, restructuring, and reform; and describe the role of teachers, both individually and collectively, as change agents in school culture (Cruikshank, 1996; Kohn, 2006);
   (Professional Excellence, Betterment of Society; Core Competency: 1Ka; 2Kad; 3Kb);

3. recognize with proper perspective, the need for school improvement and reform (Thompson, 2008);
   (Betterment of Society; Core Competency: 1Da);

4. effectively use the knowledge base to prioritize student learning over school political issues, and to bring about change for increased student academic learning and social development (Brophy, 2004);
   (Professional Excellence, Field-Based Inquiry; Core Competency: 2Db; 3Sa; 3Db);

5. discriminate between sound and unsound reports, research, and practice in the areas of teaching, learning, curriculum, and assessment (Marzano, Pickering, & Heflebower, 2010);
   (Professional Excellence; Core Competency: 5Dc; 3Ka; 3Sd);

6. draw from the knowledge base to build foundational skills in developing personal positions relative to K-12 settings and communicate those positions effectively orally and in writing to lay and professional audiences (American Psychological Association, 2010; Stiggins, Arter, Chappuis, & Chappuis, 2009; Wiggins & McTighe, 2005);
   (Professional Excellence, Betterment of Society, Field Based Inquiry; Core Competency: 5Sab; 5Dab);

7. evaluate, synthesize, reflect on, and use professional literature to build a theoretical base for a research focus and to empower teachers to improve their effectiveness (Easton, 2004);
   (Professional Excellence, Betterment of Society; Core Competency: 3Sb; 4Sb; 4Dc; 5Dc);

8. interpret and communicate research results effectively to both professional and lay audiences;
   (Betterment of Society, Professional Excellence; Core Competency: 4Shi; 4Db);
9. observe and assess interpersonal dynamics between self and others, and individually within a group, and facilitate groups to achieve consensus and any needed development; (Field Based Inquiry, Betterment of Society; Core Competency: 2Kc; 2Sce);

10. demonstrate the ability to reflect and self-monitor; (Betterment of Society, Professional Excellence; Core Competency: 2Sd);

11. develop a personal vision of and commitment to school improvement and reform; (Betterment of Society; Core Competency: 1Dc; 4Sa);

12. value the involvement of key stakeholders in providing equitable and appropriate educational access to all students (Roberts & Pruitt, 2009; Sparks & Hirsch, 1997); (Betterment of Society; Core Competency: 1Db; 3Da);

13. access electronic resources to conduct searches, prepare professional quality documents, and transmit documents through electronic sources (American Psychological Association, 2010); (Professional Excellence; Core Competency: 6Sbd);

14. identify and interpret nonverbal signals in different language systems (Howard, Dresser, & Dunklee, 2009; Wlodkowski & Ginsberg, 1995); (Betterment of Society; Core Competency: 5Kb);

15. recognize and use networks and pathways, including multi-media, to effectively disseminate information, positions, and decisions regarding teaching and classroom practice to professional and lay audiences; match technology resources to teaching, learning, and school administrative needs; (Professional Excellence; Core Competency: 5Sc; 6Kc; 6Da);

16. communicate in a logical, scholarly style using the format prescribed by the American Psychological Association (American Psychological Association, 2010); (Professional Excellence; Core Competency: 5Sd).

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text:


Required Instructional Resource:

Tk20 Subscription
These are available at the University Bookstore or at [http://westga.tk20.com/campustoolshighered/start.do](http://westga.tk20.com/campustoolshighered/start.do).
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coe/index_550.php](http://www.westga.edu/coe/index_550.php).
For assistance, email tk20@westga.edu.

References:


**ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING**

**Assignments:**

All assignments are due on Sunday evenings at midnight.

1. **Assigned Readings:** Students will read, engage, and interact with materials from the posted resources. Since we are not using a text, the posted, selected readings become most important. Readings are posted directly on D2L learning modules.

2. **Engagement Activities:** Students will participate and respond to the engagement activities posted in D2L. These are designed to support learning the course objectives and to promote student engagement and interaction. The instructor may offer students some choice in activities to meet learning objectives. Class discussions are one example. (400 of 1000 points)

3. **Instructional Leadership Project:** Students will design and conduct an instructional leadership project. The project draws on the effective teaching literature, professional development and supervision models, and qualitative research methods. The project is submitted in two parts, with the first focusing on the design of the project and the second addressing the findings and conclusions. February 17, April 21 (Separate assignment sheet, scoring rubric, and video are posted in D2L; 500 of 1000 points)

4. **Research Study.** Select an empirical research study regarding instruction and or student learning, with specific details regarding research methodology. All students must use a different study, so once you select a study you will post the citation on D2L. The core research question you are seeking to answer with the findings from this study is “What is the relationship between instruction and school improvement?” March 10 (Separate assignment sheet with scoring rubric posted in D2L; 100 of 1000 points)

**Evaluation Procedures**

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<th>Points</th>
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<tbody>
<tr>
<td>Engagement Activities</td>
<td>400</td>
</tr>
<tr>
<td>Research Study</td>
<td>100</td>
</tr>
<tr>
<td>Instructional Leadership Project</td>
<td>500</td>
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</tbody>
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Grading

A = 90-100%    B = 80-89%    C = 70-79%    F = 69% and below

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information.

Americans with Disabilities Act

The Office of Disability Services will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations.

If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify your instructor using the course email system by the end of the second full week of class and attach a PDF copy of your SAR (Available from the Office of Disability Services).

Late Work: Assignments submitted or posted after the due date/time will be penalized twenty-five percent (25%). Failure to submit an assignment or presentation will result in a zero grade for the assignment.
Professional Conduct: Each student is expected to act in a professional manner. This is an essential quality for all individuals who will be working in schools. Professionalism includes, but is not limited, to the following behaviors:

- Participating in interactions and class activities in a positive manner
- Collaborating and working equitably with classmates
- Submitting/posting assignments on time
- Arriving and leaving online classes at the prescribed times
- Treating classmates, colleagues, and the instructor with respect in and out of the class
- Producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside UWG, are serious offenses.

The learning community will review this list and adjust as needed.

CLASS OUTLINE

This syllabus list of the “course outline” is more static than the actual learning modules that have been developed inside D2L. Therefore, students should refer to the online course site for the most up to date and specific course information. Webinars are conducted live so that students may participate in real-time at their option. Archives will be immediately available for review.

Follow the calendar of modules and due dates posted in D2L.