Syllabus for Instructional Leadership for Learning

MSSAA/MASS/Teachers\textsuperscript{21}/MASC
LEADERSHIP LICENSURE PROGRAM
Superintendent/Assistant Superintendent

Instructional Leadership for Learning:
Curriculum, Instruction and Assessment
Learning Theory and Student Performance
Curriculum Design and Leadership Strategies for Instructional Improvement
Building a Professional Learning Community
Professional Development & Administrative Supervision & Evaluation

36 HOURS

SYLLABUS

A. OVERVIEW

This module addresses the knowledge base, skills, roles, behaviors, and beliefs necessary for superintendents and assistant superintendents as they provide instructional leadership in their districts. A primary focus is placed on the relationship among curriculum, instruction, and assessment of student learning (including the Massachusetts Curriculum Frameworks); the use of data for instructional decision making and encouraging educators' reflection on their practice; and the development of comprehensive, district-wide structures for the improvement of student achievement through a systemic process of planning, designing, implementing, and evaluating curriculum, instruction and assessment.

The topics addressed in the module include the following: the superintendent as instructional leader; effective teaching strategies and learning theories and philosophy; strategic planning for academic improvement for all children; standards-based curriculum design; using and understanding data to ensure student achievement; standards-based instruction that is aligned to the curriculum frameworks; leadership issues in improving curriculum, instruction and assessment; student assessment approaches, including MCAS; and the role of professional development in improving schools. In addition, change theory and the impact of effective supervision and evaluation of administrators will be explored. Participants will employ problem-based learning strategies, including a comparison between research and practice, to address typical curriculum and instruction related problems facing district leaders.

B. LEARNER OUTCOMES

Course participants will demonstrate a comprehensive understanding of the research on and practice of teaching, learning, and assessment by:

- Exploring in depth the cycle of curriculum, assessment, instruction and resulting student learning in their schools.
- Designing district and school improvement initiatives.
- Setting and holding high expectations and standards for all students.
- Employing current scientifically-based theories on effective pedagogical approaches, including those for professional development.
- Analyzing the factors that contribute to high level student performance.
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- Understand the role of central office in supervising and evaluating administrative staff to ensure student achievement.

Course participants will demonstrate leadership in strategic planning that results in high performance teaching and learning in schools by:
  - Understanding principles for developing and implementing strategic plans for academic improvement for all children.
  - Developing student achievement goals for the district.
  - Facilitating the change process for systems, schools, and individuals

Course participants will demonstrate the ability to use data-based, district-wide approaches for building and sustaining effective curriculum, instruction, and assessment by:
  - Examining models of curriculum and unit design and becoming familiar with a range of approaches to curriculum development and implementation.
  - Learning and utilizing authentic assessment practices and tools (rubrics).
  - Examining the relationship among various assessment results (standardized, MCAS, individual) and student performance assessment.
  - Reviewing and analyzing student work.
  - Using technological tools to analyze student data and as a resource in planning and presentation.

Course participants will design strategies for facilitating the effective implementation of curriculum by:
  - Planning staff development activities that support effective curriculum, instruction and assessment.
  - Identifying and using strategies for ensuring the implementation of standards-based classrooms.
  - Documenting implementation successes and challenges.
  - Establishing models, processes, and templates for designing and developing curriculum that contain student learner outcomes/standards; a continuum of performance benchmarks for learner expectations and standards; recommended instructional strategies and learning opportunities for faculty and students; and processes for selecting and budgeting for instructional materials that support teaching and learning.

Course participants will demonstrate the ability to plan for curriculum improvement by:
  - Utilizing knowledge of the content and the learning standards in the MA. Curriculum Frameworks and their implications for improving district curriculum.
  - Examining standards-based approaches to curriculum, instruction, and assessment.
  - Examining the curriculum mapping process.
  - Establishing/suggesting formats for curriculum guides and documents.
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- Conducting a curriculum needs analysis to determine improvement needs.
- Establishing a process to monitor and supervise site-based leaders in relation to curriculum implementation and its effectiveness.
- Designing/suggesting instruments and procedures to assess student performance, including the use of the MCAS.

Course participants will provide instructional leadership by:
- Building a plan to ensure the implementation of professional learning community that supports excellence in teaching and learning.
- Building a plan to ensure community and family partnerships that strengthen teaching, learning, and school and district climate.
- Engaging in goal setting with administrators.
- Building and sharing leadership.
- Engaging in instructional planning.
- Ensuring appropriate professional development for the district.

C. **TOPICAL OUTLINE**

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<tr>
<th>Learning Goals</th>
<th>Evidence of Learning</th>
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<td>To develop a philosophy of curriculum, instruction, and assessment that builds on personal beliefs and research in the field.</td>
<td><strong>Development of An Improvement Plan: Curriculum Piece</strong> Participants will analyze a district’s existing curricula and its tools and processes and make recommendations for improvement.</td>
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<td>To examine research and strategies related to holding high expectations for all students.</td>
<td><strong>Improvement Plan: Supervision/Instruction Piece</strong> Participants will review artifacts and processes and observe classrooms to determine ways in which expectations are communicated; review the results; and make recommendations for improvement where expectations need to be raised.</td>
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<td>To understand the principles and implementation of strategic planning for the academic improvement for all students.</td>
<td><strong>Improvement Plan</strong></td>
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<tr>
<td>To plan for improvement in curriculum, instruction, and assessment.</td>
<td><strong>Improvement Plan</strong></td>
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<td>To examine best practices in instructional leadership strategies and how they can best support curriculum delivery across the district.</td>
<td><strong>Improvement Plan</strong></td>
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| To understand that data-driven decision making incorporates data from curriculum, instruction, and student performance both perceptual and “hard”. | Improvement Plan: Data Analysis Piece  
Participants will conduct an analysis of student performance in their district using multiple sources of data. Using this analysis, they will write a plan to improve performance across the district. |
|---|---|
| To use technology in a variety of ways to strengthen curriculum, instruction, and assessment. | Improvement Plan: Data Analysis Piece  
Participants will understand and use technology for communicating, planning, exploring, and analyzing information, applying technology to enhance their professional practice and to increase their own productivity and that of others. (Participants will be required to use technology in their assignments.) |
| To learn and utilize authentic assessment practices and evaluative tools (rubrics) and examine relationships among various assessment results (standardized, MCAS, individual) and performance assessment; to understand the role of assessment in improving academic performance in a classroom and across a school; to develop skills in the management of data using technology | Improvement Plan: Data Analysis Piece  
Participants will examine a number of assessment tools and select a specific tool or approach to implement at their licensure level, focusing on assessment as a means of improving student performance. Participants will take a leadership role in incorporating recommendations for the use of assessment tools into a school wide plan for increased student performance. |
| To evaluate and put into practice what is studied and discussed in class. | Reflections  
Participants will maintain a journal/portfolio in which they will record personal reflections on their own learnings in and out of class. |
| To design professional development structures that support the strengthening of teaching and learning. | Improvement Plan: Professional Development Piece  
Participants will propose plans for the development of a professional learning community in a district and propose systemic professional development that supports enhanced teaching and learning. |
D. MODULE REQUIREMENTS

Class attendance and participation are required and essential. Assignments are required and must be done in a timely manner so that they may be used as a part of classroom activities and discussions.

**In Class Discussions (15%)** Course participants are expected to participate in class discussions. Discussions may center on required readings, session topics/problems, DVDs, videotapes, and/or case studies.

**Journal Reflections (15%)** Course participants are expected to write each evening at the end of class and to log in daily for the first three weeks of the school year. **Due at the end of each class in the summer and at the end of the weekend in September**

**Improvement Planning (70% total)** Each participant will work in a small group to complete a three-year school improvement plan (turn around plan) that relates to a specific underperforming school that will be presented in class. The plan and its components must help to expand the repertoire of skills participants need to improve curriculum, instruction and assessment, as evidenced by data. It must contain four parts, all of which are formulated through the review and lenses of research and literature in the field:

- **Part 1 (25%): A Data Action Plan** that examines existing achievement and perceptual data in the school and builds a multi-year plan for improvement.

- **Part II (15%): A Curriculum Plan** that critiques a district’s curriculum processes and tools and then provides a multi-year plan for making improvements to the system and or to the way in which the school implements the system.

- **Part III (15%): A Supervision and Evaluation Plan** (to improve instruction) that critiques a school’s supervision and evaluation system and then provides a multi-year plan for making improvements to the system.

- **Part IV (15%): A Professional Development Plan** that critiques the district’s professional development system and then provides a multi-year plan for making improvements to the school through a specific professional development plan for the school.

**Due: September 9th, 2011**

An outline of the intended turn around Improvement Plan is due by Monday, July 18, 2011.
E. EVALUATION
Students are expected to attend all scheduled sessions and to participate fully in class discussion and meetings with program advisors and mentors. Students are to complete assignments in a timely manner, draft journal entries as directed, maintain an accurate practicum log, and participate in electronic discussion as appropriate.

F. METHODOLOGY
Instructional approaches include classroom discussion, direct instruction, technology-assisted instruction, cooperative learning, differentiated instruction, case studies, videotapes, and independent study.

G. READINGS

**Required Readings**

**Books**


**Required Downloads**

MCREL – 2009 Annual Report – *What Matters Most*


**Optional Journal Articles**
America scouts overseas to boost education skills. *Education Week*, April 23, 2008, 1,14-16.


**Recommended Reading**

Pertinent Web Sites

Listed below is a select list (in no particular order) of web sites that are pertinent to the study of curriculum, instruction, and assessment.


All Things PLC -

ASCD – http://www.ascd.org/

Phi Delta Kappan - http://www.pdkintl.org/kappan/kappan.htm

National Staff Development Council – http://www.nsdc.org


Tritec Technology-based Projects – www.tritec-inc.org


“Putnam Valley Schools” – http://PutnamValleySchools.org/


Curriculum Educational Resources - http://www.usoe.k12.ut.us/curr

Developing an Applied and Integrated Curriculum
http://www.ncrel.org/sdrs/areas/issues/envrnmnt/stw/sw100.htm

Center for PBL - http://www.imsa.edu/team/cpbl/cpbl.html

Rubric Generator – this site lets you fill in all the information and “generates” rubrics
http://www.teach-nology.com/web_tools/rubrics

Multiple Intelligence Theory - http://scbe.on.ca/mit/mit.html

Whole Child Initiative – www.wholechildeducation.org

Practical Classroom Applications for Current Brain Research-
http://www.brains.org/index.html

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Learning Styles Network - http://www.learningstyles.net


Applications of Current Brain Research - http://brains.org

NOTE: The instructor reserves the right to alter the readings and syllabus as is deemed appropriate for course participants.
H. MODULE GRADING

Course participants’ grades are based upon the rubric listed below:

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<tr>
<th>Grade</th>
<th>Participation</th>
<th>Criteria</th>
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<tr>
<td>A to A-</td>
<td>Consistently contributes to class discussions.</td>
<td>Logical, clear and complete</td>
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<td></td>
<td>Raises substantive issues and questions.</td>
<td>Specific examples.</td>
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<td></td>
<td>Respects diverse opinions and incorporates them into judgments.</td>
<td>Relevant research and literature are interpreted and analyzed.</td>
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<td></td>
<td>Displays insight and critical analysis skills.</td>
<td>Use of media/graphics/illustrations/examples contributes to the work.</td>
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<td></td>
<td>Seeks and accepts constructive criticism well.</td>
<td>Where required, bibliography is thorough and well annotated; references are accurate and follow APA format.</td>
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<tr>
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<tr>
<td>B+ to B</td>
<td>Contributes to class discussions.</td>
<td>Logical, clear and complete.</td>
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<td></td>
<td>Addresses issues and questions.</td>
<td>Specific examples.</td>
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<td></td>
<td>Accepts diverse opinions.</td>
<td>Relevant research and literature are interpreted and analyzed.</td>
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<tr>
<td></td>
<td>Displays insight/critical analysis skills.</td>
<td>Use of media/graphics/illustrations/examples contributes to the work.</td>
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<td></td>
<td>Accepts constructive criticism.</td>
<td>Where required, bibliography is sufficient and annotated; references are accurate and follow APA format.</td>
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<td>B- to C</td>
<td>Seldom contributes to class discussions.</td>
<td>Limited development of topic.</td>
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<td>Seldom addresses issues and questions.</td>
<td>Poor organization.</td>
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<td></td>
<td>Shows intolerance for diverse opinions.</td>
<td>Few or no specific examples.</td>
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<td></td>
<td>Seldom displays insight and critical analysis skills.</td>
<td>Relevant research and literature are analyzed but not synthesized and evaluated.</td>
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<td></td>
<td>Defensive in response to constructive criticism.</td>
<td>Use of media/graphics/illustrations/examples does not contribute to the work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bibliography is incomplete and poorly annotated; references inaccurate/do not follow APA format.</td>
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