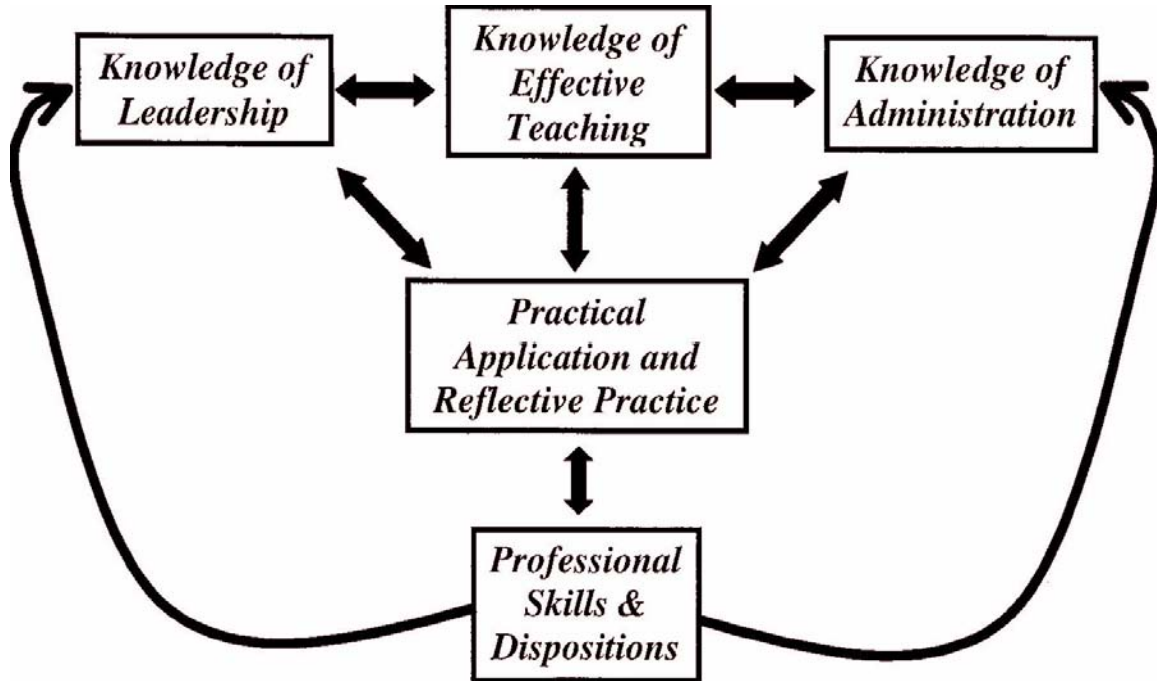


EDL 660

Instructional Leadership
Western Illinois University
Macomb Campus - Fall 2008



Sandra Watkins, PhD.
Associate Professor
Department of Educational Leadership
Western Illinois University
81H Horrabin Hall
Macomb, IL 61455
Office :(309)298-2297 Home :(309) 836-2060
E-mail: SG-Watkins@wiu.edu

Office Hours: Monday-Friday 8:30a.m.-4:30p.m. and Before and After Class
Wednesday 6:30 p.m. to 9:00 p.m.

Class Meeting Dates: August 16, 2008 8 a.m.-4:30 p.m.
August 17, 2008 8 a.m.- 2:00 p.m.
September 27,2008 8 a.m.- 4:30 p.m.
September 28, 2008 8 a.m.- 2:00 p.m.
October 11, 2008 8 a.m.- 4:30 p.m.
October 12, 2008 8 a.m. -2:00 p.m.

WELCOME

Welcome to EDL 660. Educational leaders promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the entire school community. Effective learning organizations focus on instructional leadership. They make the business of teaching and learning the focus of all school initiatives. As members of this class, you will become familiar with the latest research on how effective instructional leaders promote student learning and the characteristics of principals, superintendents, and central office professionals that make them exemplary. You will also become familiar with what “really works” in the schools by translating school district data into instructional action. You will be able to articulate the state and federal requirements for professional development and learn how to effectively evaluate professional development. It is my intent to make this course practical, interesting, challenging and relevant to your everyday experiences in the school and the school district. This graduate course is extremely valuable for your success as a superintendent or central office administrator in the 21st century.

Textbooks: All of the textbooks are required reading as designated. These books could be on your superintendent’s reference shelf or at a local ROE. You will need these books as a member of the central office staff, as a superintendent, assistant superintendent or supervisor of instructional services.

- 1) Title: A Nation Deceived: How Schools Hold Back America’s Brightest Students (Order-Free) Email: <http://www.education.uiowa.edu/belinblank> (download Volumes I and II
Author: Nicholas Colangelo
Publisher: University of Iowa – Telephone: 1-800-336-6463
- 2) Title: Accountability For Results-the Realities of Data-Driven Decision Making
Authors: Sandra Watkins and Donna Mc Caw
ISBN 978-1-57886-694-6 Or 1-57886-694-4 (soft cover)
Publisher: Rowan and Littlefield
- 3) Title: Professional Development- What Works
Author: Sally J. Zepeda
ISBN 978-1-59667-086-0 or 1-59667-086-X (soft cover)
Publisher: Eye on Education
- 4) Title: What Works in Schools- Translating Research Into Action
Author: Marzano,
ISBN-0-87120-717-6
Publisher: ASCD
- 5) Title: Bringing the District Back In: The Role of the Central Office in Instruction and Achievement (Sunday night read)
Authors: Martha Mac Iver and Elizabeth Farley-Ripple
ISBN 978-1-931762-70-0 Publisher: Educational Research Service

Supplementary Textbooks:

Title: Handbook of Instructional Leadership: How Really Good Principals Promote Teaching and Learning

Authors: Jo Blasé and Joseph Blasé

Publisher: Corwin Press, Inc. ISBN 0-8029-6554-0

Title: Data-Driven Instructional Leadership

Author: Rebecca J. Blink,

Publisher: Eye on Education ISBN-13 978-559667-037

*Title: Assessing Impact – Evaluating Staff Development

Author: Joellen Killion

Publisher: National Staff Development Council

Title: Reflective Practice to Improve Schools

Authors: Jennifer York-Barr, William Sommers, Gail Chere and Jo Montie

Publisher: Corwin Press ISBN 0-076197763-5

Title: Building Leadership Capacity in Schools

Author: Linda Lambert

Publisher: ASCD ISBN 0-87120-307-3

Title: Instructional Leadership for School Improvement

Author: Sally J. Zepeda

Publisher: Eye on Education ISBN 1-9300000556-72-1

Title: Working on the Work: An action Plan for Teachers, Principals, and Superintendents

Author: Phillip C. Schechty

Publisher: Jossey-Bass ISBN 0-78796165-5

Title: Leadership Capacity for Lasting School Improvement

Author: Linda Lambert

Publisher: ASCD

*Title: The Art and Science of Teaching- A Comprehensive Framework for Effective Instruction

Author: Robert J. Marzano

ISBN978-1-4166-0571-3 Publisher: ASCD

Title: Breakthrough
Author: Michael Fullan
Publisher: Corwin Press ISBN 1-4129-2642-4

Title: How to Differentiate Instruction in Mixed-Ability Classrooms-2nd Edition
Author: Carol Ann Tomlinson
Publisher: ASCD ISBN 0-87120-512-2

* Title: Leading Professional Learning Communities
Authors: Shirley M. Hord and William A. Sommers
Publisher: Corwin Press & National Assoc. of Secondary Principals
ISBN: 978-1-4129-4477-9

*Title: School Reform from the Inside Out
Author: Richard Elmore
Publisher: Harvard Education Press ISBN 1-891792-24-5

*Highly recommended books

Bookstore: To order books from the WIU bookstore, call the telephone numbers listed below. Books will be shipped ASAP when charged to a credit card. If paid by check, books will be shipped upon receipt of check. The bookstore telephone numbers are: (800) 338-6369 or (309) 298-1931

Catalog Description: (Three Semester Hours) Current images of leadership, leadership and management practices, school culture and contexts and professional development as they apply to instructional leadership at the school and school district.

Prerequisite: Permission of the instructor

Course Outcomes: ELCC Standards

Standards and Assessments

2.1.a Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

- Assessments:** (1) Research Paper on Accountability for Results topic.
(2) Class Activity- Beyond Islands of Excellence- District Level Improvement Efforts
(3) Classroom Activity on Analysis of The Gap (NAEP, TIMSS, PIRLS, PISA),

2.2 a. Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.

Assessment: (1) Group Project (Power Points) “What Works in Schools”

2.2b. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district’s improvement and accountability systems.

Assessments: (1) Group Project: “Beyond Islands of Excellence Assessment” District Assessment

- (2) What Works in Schools Project

2.3a. Candidates demonstrate the ability to engage in activities that use best practices and sound educational research to improve the instructional program.

Assessments: Research Paper and Presentation on topic from Accountability for Results

2.3 b. Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.

Assessments: (1) Completion of Snapshot Survey on School Effectiveness Factors.
(2) Evaluation of Professional Development Program(District)
(3)Evaluation of Advanced Learner Programs (District)
(4) Interview with Superintendent/School Board Members

2.4 a. Candidates demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the work place

Assessments: (1) Evaluation of Professional Development in District
(2) Group Discussion and Evaluation of Video on Professional Development
(3) Evaluation of District and Schools- Professional Learning Communities

Tentative: Class Schedule Expectations, and Assignments

August 16 and August 17, 2008

Learner Focus:

- District Level Leadership and “*The Perfect Storm*”

- Two Million Minutes-Analysis of High Schools-U.S. India, China
- Research: District Level Leadership
- The New Gap: Underachieving Gifted and Talented
- Characteristics, Needs and Strategies with Gifted and Talented
- Identifying Gifted and Talented Students
- Differentiation Instruction: What does this mean?
- Differentiation Instruction: The Who, What, Where, When and How
- Underachieving Gifted: Video and Strategies to Identify these Students

Student Expectations:

- **Read:** “Beyond Islands of Excellence”
<http://www.learningfirst.org/publications/districts>
- **Read:** Bringing the District Back In: The Role of the Central Office in Instruction and Achievement
- **Read:** A Nation Deceived-Volumes I and II. Bring to class your Text Coding for Volume II. You will want to do this in the book or with adhesive notes. See Appendix B for Instructions on how to text code.
- **View:** “ Two Million Minutes”-In Class- Analyze, Evaluate, Synthesize
- **Read:** Thomas Fordham Report on Advanced Learners Progress on the NAEP- Access: http://www.edexcellence.net/doc/20080618_high_achievers.pdf. Analyze, evaluate and come to class with an idea for an action plan.
- **View:** <http://youtube.com/watch?v=ZiORhDhMn50>
- **Interview:** Superintendent/Assistant Superintendent/School Board President on the Gifted Program in the District. Design interview questions around the Program Standards for Gifted and Talented available at <http://www.nagc.org/index.aspx?id=546>. Click on the (right side of screen) Tools For You. Bring interview to class. This assignment will be turned in for a grade.
Evaluate the gifted and talented program in your district and make salient recommendations based on the Program Standards for Gifted and Talented. Design a rubric based on the Standards. The 3-5 point rubric should clearly delineate if the standard is exceeding, meeting or below standard. The recommendations you make will inform the superintendent and board what action needs to be taken to meet the standards. Good Luck!
- **Bring** to class your board policy on programs for gifted and talented. If the district does not have one, find a district that does and bring it to class.

Optional readings: How to Differentiate Instruction in Mixed-Ability Classrooms
School Reform from the Inside Out

September 27 and September 28, 2008

Learner Focus:

- Accountability- District, School and Classroom Assessments
- Data Analysis at The District Level
- Improvement of Instruction and Achievement (Research)
- Classroom Instructional Strategies with High Impact
- The Role and Research of Libraries and Library Media Specialists and Student Achievement (Guest Speaker)
- Turn Around Leadership and Research Reform Strategies
- Changing Paradigms and Becoming a Paradigm Pioneer
- Professional Development (video)
- Professional Learning Communities
- Assessing the Culture and Climate of Buildings/District
- Classroom Walkthroughs
- Student Led Conferences
- The Role of the School Counselor and Student Achievement- How do the Support Services Support Student Achievement?

Student Expectations:

- **Read:** Professional Development-What Works
- **Bring a** “One Pager”(both sides) from your assigned chapter from Professional Development-What Works. Please bring a copy for all members of the class.. Bring your flash drive and we will make copies of all of the presentations available to your colleagues. Rubric for Evaluation to be handed out and explained the first day of class. Assigned Chapters- See Appendix D.
- **Evaluate** the current professional development plan in your district based on the National Staff Development Standards. Please access the professional development standards on the nsdc website. www.nsd.org. After you evaluate the professional development, please make specific **recommendations** for the 2008-2009 school year. (Assignment in writing) Part I - Evaluate the professional in your district with the rubric you designed. Part II - Make recommendations as if you have been hired to evaluate the professional development in the district and report to the superintendent and school board your findings. If you do not have a professional development plan, please find a district that does and utilize their plan for your evaluation and recommendations.

October 27 and October 28, 2007

Learner Focus:

- What Works in Schools: Group Presentations
- Title Programs
- Effective Meetings for Results
- School Board Curriculum Committees (Examples)

- The School Board's Role in Curriculum and Instruction
- The Principal's Role in Curriculum and Instruction
- Building Background Knowledge
- The Role of the Superintendent in Curriculum and Instruction
- Textbook Adoption
- Research Paper/White Paper- Accountability Theme
- Individual Paper Presentations

Student Expectations:

- **Read and Review:** *What Works in Schools* by Marzano
- **Read:** Accountability for Results-The Realities of Data-Driven Decision Making
- **Bring** Group Power Point to Class on School/Teacher/Student Factors in Academic Achievement to present to class. See Appendix A for Evaluation Tool
- **Complete and Bring** Snapshot Survey of School Effectiveness Factors. See Appendix in What Works in Schools' book for the survey.
- **Bring White Paper/Research Paper** to class based on one of the chapters in Accountability for Results – The Realities of Data-Driven Decision Making. This paper is a research paper! You will present your paper to a group of students for their evaluation and input. The paper should be written as if you are going to present it as a paper for a national or international conference. You will have 15 minutes of class time to present it to a group of students. You will want to design a 15 minute PowerPoint to show based on your findings. These are the topics that school board members want answers to in 2008-2009! As a future CEO, you will need to become familiar with the research on all of these topics. This will also count as your FINAL!

CLASS ASSIGNMENTS AND ASSIGNED POINTS

- Group PowerPoint Presentation on *What Works in Schools* (50 points)
- Evaluation of Professional Development with Recommendations (30 points)
- Presentation on Professional Development-What Works – One Pager (30 points)
- Text Coding: A Nation Deceived-Vol II (20 points)
- Interview with Superintendent, School Board Chair, or Assistant Superintendent regarding the Gifted and Talented Program (25 points)
- Evaluation and Recommendations of Current K-12 Gifted and Talented Program (35 points)
- Snapshot Survey of School Effectiveness (10 points)
- White Paper- topic from Accountability For Results (70 points)
- Class Participation (10 points)

Extra Credit: If students have a special project they would like to work on or would like to design a “One Pager” on a book listed in the Supplementary Reading List, please see the instructor.

Grading Points Format

A= 260-280

B= 240-259

C= 219-239

Hot Web Sites:

www.mcrel.org	McRel organization
www.ascd.org	American Association for Curriculum Development
www.naep.org	National Association for Elementary Principals
www.nassp.org	National Association for Secondary School Principals
www.aasa.org	American Association for School Administrators
www.nsd.org	National Staff Development Council
www.wallacefoundation.org	Wallace Foundation
www.education.umn/care/	Center for Applied Research and Educational Improvement
www.oise.utoronto.ca	Ontario Institute for Studies in Education
www.leadered.com	International Center for Leadership Education

APA Format: All papers prepared by students in the Department of Educational Leadership must follow the guidelines of the Publication Manual of the American Psychological Association. Students will follow this manual unless the instructor makes explicit written exceptions in the course syllabus.

Attendance Policy

At the 500 level, any student who is absent for more than 50% of a scheduled day of a weekend academy class will be assigned a grade of Incomplete (I) by the instructor and must make up the appropriate day in its entirety the next time the course is offered in order to change the "incomplete" to a letter grade.

EDL Incomplete Policy

Incomplete (I) is given under extreme extenuating circumstances. Although students are expected to complete the course requirements before the end of the term, in some instances it is recognized that students may not be able to do so because of factors beyond their control. In such instances, and upon written petition to the instructor, a temporary grade of "INCOMPLETE" may be given to permit the student more time to

complete the course requirements. In the event that a faculty member initiates a grade of "I", a letter will be sent to the student from the faculty member explaining the reason for the "I" and outlining what must be done to remove this grade. This letter will be placed in the Graduate Student's File. A student must satisfy the course requirements during the next semester that the course is taught or he/she will be awarded a grade based upon the work completed.

Americans with Disabilities Act

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.

<http://www.student.services.wiu.edu/DSS/forms/publicationStatement.pdf>

WIU Academic Dishonesty Policy

Western Illinois University is dedicated to the discovery and communication of knowledge. The University can best function and accomplish its objectives in an atmosphere where high ethical standards prevail. For this reason, and to insure that the academic work of all students will be fairly evaluated, the University strongly condemns academic dishonesty. The most prevalent forms of academic dishonesty are cheating and plagiarism. Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations shall be considered cheating.

It is the responsibility of the student to not only abstain from cheating, but also to avoid making it possible for others to cheat. Any student who knowingly helps another student cheat is as guilty of cheating as the student he or she assists.

The submission of the work of someone else as one's own constitutes plagiarism. Academic honesty requires that ideas or materials taken from another course for use as a course paper or project be fully acknowledged. Plagiarism is a very serious offense in whatever form it may appear, be it submission of an entire article falsely represented as the student's own, the inclusion within a piece of the student's writing of an idea for which the student does not provide sufficient documentation, or the inclusion of a documented idea not sufficiently assimilated into the student's language and style.

Appendix A

“What Works in Schools” Evaluation Form

Name: _____ Title of Presentation: _____

Date: _____

Power Point and Group Initiative: Evaluation Criteria

Criteria	Exemplary	Above Standard	Standard	Below Standard	Poor
Creative and Interesting Engages Audience ❖ Initiative Sold					
Sufficient Research Presented					
Effective in Addressing Audience Correct Grammar ❖ Sincerity of Message ❖ Fluency ❖ Effective Opening and Summary					
Quality of Visual Visually Interesting and Engaging ❖ Easily Read ❖ Engages Audience					
Professional Image ❖ Eye Contact ❖ Poise ❖ Voice: Pitch ❖ Face Style ❖ Appropriate Dress ❖ Appropriate Posture					

Comments: _____

Total Score _____

Appendix B Text Coding

Test coding is a process of thinking aloud on paper as you read. The system has codes to indicate what you are thinking. You may write in your book or use sticky notes and indicate the proper coding system.

Code

- **I** = Interesting
- **A** = Agree
- **D** = Disagree
- **?** = I have a question
- ***/star** = This is important to remember!
- **C** = Connection to something else I know about
- **P** = Power statement I need to remember for the future

Appendix C

Professional Development-What Works

Chapter 1	Stan Adcock
Chapter 2	Andrea Alen
Chapter 3	Kathleen Countryman
Chapter 4	Ellen Davis
Chapter 5	Kim Hanks
Chapter 6	Todd Hellrigel
Chapter 7	Sandra Malahy
Chapter 8	Rebecca Menard
Chapter 9	Tracey Olsen
Chapter 10	Christy Putchio
Chapter 11	Andrew Stremlau
Chapter 12	
Chapter 13	

Appendix D
One Pager Format- Chapter Summary

A “One Pager” includes information that is placed in such a manner as to be concise, attractive, and attention getting in a newsletter format. It is an effective way to share a great deal of information in a brief, concise, reader-friendly manner. .It will be a great skill to use with any group with which you communicate- Whether it would be teachers, parents, students, or the community. It has a newsletter feel but focuses on one main topic or issue.

In their book, The School and Community Relations, Bagin and Gallagher give the following suggestions for this newsletter type format:

- Prepare every publication for three types of readers:
 - (1) The 30 second reader, person who flips through pages not really looking at anything.
 - (2) Those who spend 2 or 3 minutes looking at the publication.
 - (3) Those who read most of all of the information.
- Use white space effectively- publications with little or no white space are read less than publications that use white spaces.
- Break-up large blocks of text-use the dollar bill test-if you place a dollar bill anywhere on a page of publication at any angle it should always be touching something other than the text.
- Use bold one-sentence /one phrase statements to draw attention to an article (blurbs).
- Incorporate visuals (pictures, charts, graphs) – utilize captions for each.
- Determine which topic/story should receive the most emphasis.
- Block Stories/articles.
- Use bullets or numbers to break up long lists.

Scoring Criteria

Criteria	Possible Points	Points Earned
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Use of at least 4 of the following: white spaces, visuals, blocked stories/articles, Use of bullets or numbering for lists, bolded sentences or statements, break-up on long blocks of text =	20 points	
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Presentation of information to class =	10 points	
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If there are spelling, punctuation or grammar errors, each error will count a minus 5 points.

Total Possible Points = 30 points