EDLR 5403: Instructional Leadership - Systems & Structures to Support High-quality Curriculum, Instruction, & Assessment
UCAPP
Fall 2022

Syllabus information may be subject to change.

Course and Instructor Information

Course Title: Instructional Leadership – Systems & Structures to Support High-Quality Curriculum, Instruction, & Assessment
Credits: 2
Format: In Person
Professors:
Email:
Mobile:
Office Hours: by appointment

Required Texts

Fullan, M. (2014). *The Principal: Three Keys to Maximizing Impact*. San Francisco: Jossey-Bass.
Curtis, G., & McTighe, J. (2019) *Leading Modern Learning: A Blueprint for Vision-Driven Schools, Second Edition.* Solution Tree Press.
Additional course readings and media will be available within HuskyCT

Course Description

This course addresses instructional leadership with particular attention to how principals develop and support teachers' effective instruction and instructional accommodations for all students. After forming a working definition of instructional leadership and understanding the systems and structures to support high-quality curriculum, instruction, and assessment; aspiring leaders will learn about facets of curriculum and instruction that can ameliorate outcomes for all students and groups. Aspiring leaders will also learn about leadership activities, including data use and communication strategies, to support improvement at both the classroom and school levels.

Course Objectives

In this course, aspiring leaders will gain the knowledge and skills to:
- Develop a shared vision, mission and goals focused on high expectations to continuously improve teaching and learning,
- Understand and monitor the needs necessary to continuously improve curriculum, instruction, and assessment; and
- Promote equitable learning opportunities for all students.

Leadership for Equity

UCAPP is committed to developing and preparing transformational school leaders with the competence and disposition to effect school policies and practices that realize equitable ***achievement, participation, service, and support outcomes*** for every student.

Through strategically aligned coursework and practicum experiences, UCAPP graduates will enter schools ready to:
- Lead with an anti-racist and equity driven perspective,
- Lead by listening to and working collaboratively with all constituencies -- teachers, students, families, and communities -- which they serve, and
- Lead with honesty and courage to confront and disrupt systemic policies and practices which have perpetuated disparate achievement, participation, service, and support outcomes.

(Fall 2022 – 8.8.22)

Session 1: Why and how principals serve as instructional leaders

Objectives:
- Develop a shared definition of instructional leadership
- Develop an understanding of 3 common instructional leadership activities
- Reflect on how instructional leadership relates to equity

Standards:
1b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
2c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
3b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

Readings to be completed before class:
1) Mendels, P. (2012) *The Effective Principal: Five pivotal practices that shape instructional leadership. Learning Forward,33(1), 54-58*
2) Fullan, *The Principal* (Ch. 1 & 2)
3) Curtis & McTighe, *Leading Modern Learning,* (Ch. 1 & 7)
4) Mehta, Jal. (2019) *Why Equity Has Been a Conservative force in American Education – And How that Could Change. Education Week – School Climate and Safety Opinion. https://www.edweek.org/leadership/opinion-why-equity-has-been-a-conservative-force-in-american-education-and-how-that-could-change/2019/02*

Session 2: Role and impact of systemic improvement in teaching and learning

Objectives:
- Understand how to create a collective culture of efficacy as the lead learner.
- Develop an understanding of key features of district and school curricula.
- Identify leadership strategies to develop coherent systems of curriculum, instruction, and assessment.
- Understand the role of the principal leading curriculum, instruction, and assessment in leveraging systems and structures.

Standards:
3h) Address matters of equity and cultural responsiveness in their interactions, decision making, and practice.
4a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
4b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

Readings to be completed before class:
1) Fullan, The Principal (Ch. 3)
2) Murphy, J.M. (2016). Creating Instructional Capacity. Corwin: Thousand Oaks, CA. (Ch. 7 & 8)
3) Gorski, P.C., & Swalwell, K. (2015) Equity Literacy for All. Educational Leadership, March 2015, pp. 34-40
4) Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation - YouTube

Assignment: Curriculum Analysis Assignment: (40%); Due Session 6

Session 3: Why and how principals serve as instructional leaders

Objectives:
- Form a shared definition of curriculum.
- Identify leadership strategies to develop coherent systems of curriculum, instruction, and assessment.

Standards:
4a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
4b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

Readings to be completed before class:
1) McTighe, J & Curtis, G. (2016). Leading Modern Learning. Bloomington, IN: Solution Tree Press. (Ch. 3)
2) Mellard, D. F., Prewett, S., & Deshler, D. D. (2012). Strong Leadership for RTI Success. Principal Leadership, 12(8), 28-32.
3) RTI and MTSS: Do You Know the Difference Between These Support Systems? https://www.lexialearning.com/blog/rti-and-mtss-do-you-know-difference-between-these-support-systems

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Session 4: Leadership for quality curriculum, instruction, and assessment

Objectives:
- Generate a shared definition of high-quality instruction;
- Understand the need for a comprehensive system for assessing student learning and achievement;
- Discuss the principal's role in creating an inclusive learning environment.

Standards:
4c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
4d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

Readings to be completed before class:
- McTighe, J & Curtis, G. (2019). *Leading Modern Learning.* Bloomington, IN: Solution Tree Press. (Ch. 4&5)
- *In search of deeper learning: The quest to remake the American high school.* (2019, September 23). [Video]. YouTube. https://www.youtube.com/watch?v=sU-TdqKwI_E&t=924s

Additional Resources for Use on Content Specific Model for Professional Learning:
1) https://www.greatschoolspartnership.org/wp-content/uploads/2018/03/Elements_of_Effective_Instruction_2018.pdf
2) Carver, C. (2010). Principals, Algebra, Instructional Leadership: http://tlqp.binghamton.edu/wordpress/wp-content/uploads/carver315.pdf
3) Theoharis, G. & Brooks, J.S. (2012). *What Every Principal Needs to Know to Create Equitable and Excellent Schools.* Teachers College Press: New York. *Chapter 2: Mathematics.*
4) *Boaler, J. (2016). Mathematical mindsets. Jossey-Bass: San Francisco. [Chapter 6: Mathematics and the Path to Equity]*
5) Gabriel, R.G. & Woulfin, S.L. (2017). *Making Teacher Evaluation Work: A Guide for Literacy Teachers and Leaders.* Portsmouth, NH: Heinemann. Chapters 3 & 4. (PDF provided)
6) Online readings on ELA curriculum & instruction from the CT State Department of Education: http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320866 https://portal.ct.gov/SDE/Language-Arts/Literacy-English-Language-Arts
7) Allington, R. L. & Gabriel, R. E. (2012) Every child, every day. *Educational Leadership, 69*(6), 10-15.

8) Calkins, L. & Ehrenworth, M. (2016). Growing extraordinary writers: Leadership decisions to raise the level of writing across a school and district. *The Reading Teacher, 70*(1), 7-18.
9) Levin, D. , Hammer, D. Elby, A. & Coffey, J. (20120, Becoming a responsive science teacher: Focusing on student thinking in secondary science. NSTA: Arlington, VA. (Ch. 2)
10) Windshitl, M. Thompson, J, & Braaten, M. (2018) Ambitious science teaching. Cambridge, MA: Harvard Education Press. (Ch. 1 & 2)
11) Schwarz, C., Passmore, C. & Reiser, B. (2017) Helping students make sense of the world using Next Generation science and engineering practices. NSTA: Arlington, VA. (Ch. 3: Towards More Equitable Learning in Science)
12) National Council for the Social Studies (2017) Powerful, Purposeful Pedagogy in Elementary Social Studies (position paper on effective instruction)
13) Herczog, M. (2014) Implementing the C3 Framework: Monitoring the Instructional Shifts, Social Education 78 (4), 165-169.
14) Hess, D. (2009). Controversy in the Classroom: The Democratic Power of Discussion (Ch. 1 pp11-25)
15) http://www.ctsocialstudies.org/wp-content/uploads/2014/05/ctsocialstudiesframeworks2015.pdf

Assignment: IL Model for Professional Learning (30%) Presentation in Session 5 and/or 6

Session 5: Using effective collaborative processes around assessment and data to drive improvement

Objectives:
- Reflect on current school, local, state, and national assessment practices.
- Develop an understanding of a leader's roles and responsibilities with regard to data and assessment.
- Explore the principal's roles and responsibilities with regard to implementing effective PLCs.
- Gain an awareness how educators work in teams to support students in intervention.

Standards:
7c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
10d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

Readings to be completed before class:
1) Data Informed Leadership in Education: 1-Data-Informed-Leadership.pdf (wallacefoundation.org)
2) Answering the Questions that Count: http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/Answering-the-Questions-That-Count.aspx
3) Pirtle, S. & Tobia, E. (2014). Implementing Effective Professional Learning Communities: http://www.sedl.org/insights/2-3/implementing_effective_professional_learning_communities.pdf
4) Meyer, M. M., & Behar-Horenstein, L. S. (2015). When leadership matters: Perspectives from a teacher team implementing response to intervention. *Education and Treatment of Children, 38*(3), 383-402.

Session 6: Communication for instructional improvement

Objectives:
- Develop skills and strategies for clearly communicating instructional priorities to district leaders, teachers, staff, and families.
- Reflect on how instructional leaders develop and sustain an equitable, inclusive school.

Standards:
4a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
8f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

Readings to be completed before class:
1) Fullan, *The Principal* (Ch. 4, 5, & 6)
2) McTighe, J & Curtis, G. (2016). *Leading Modern Learning*. Bloomington, IN: Solution Tree Press. (Ch. 6)
3) Horng & Loeb, *New Thinking About Instructional Leadership* PDK_V92 (stanford.edu)
4) Waldron, N. L., McLeskey, J., & Redd, L. (2011). Setting the Direction: The Role of the Principal in Developing an Effective, Inclusive School. *Journal of Special Education Leadership*, *24*(2), 51-60.

Summary of Course Grading:

Course Components	Weight
Curriculum Analysis (3-5 page, 1.5 spacing, 12-point font, 1-inch margins) Leadership ToA Update/Reflection	40%
Model for Professional Learning	30%
Participation and Engagement	30%

Curriculum Analysis Assignment: (40%)

This analysis involves unpacking the school curriculum to analyze key features of the written and taught curriculum to ensure that a modern curriculum is designed, implemented, and prepares all learners with the knowledge, skills, conceptual understanding, and long-term transfer skills necessary for high level learning. The evidence gathered will summarize the condition of the school curriculum and will drive your leadership improvement plan.

Reasons for conducting a curriculum analysis:
- to assess the curriculum in order to improve it;
- to identify strengths and successes in order to build on them; and
- to identify blind spots, biases, perspectives.

The summary of this analysis should explain / determine the following:
- Is the curriculum relevant and effective, ensuring accessible grade level/content specific student learning outcomes?
- What resources do teachers use to plan instruction in this curriculum area (curriculum documents, pacing guides, curriculum maps, etc.)?
- To what degree are the curriculum resources understood and used by teachers?
- To what extent does each curriculum address and meet the needs of special education students and other special populations in the school (e.g., race, class, culture and language, gender and sexual orientation, and disability or special status)?
- How do principals promote the implementation of the curriculum?
- What are the system-level supports (e.g., collaborative teams, professional learning, instructional materials, walkthrough routines) currently promoting implementation?
- To what degree does the written curriculum and taught curriculum (what you observe across classrooms) align?
- Identify potential / actual problems as early as possible, potential solutions, and needed action about future support for ongoing continuous improvement to the written and taught curriculum.
- Identify the leadership strategies to develop coherent systems of curriculum, instruction, and assessment for your school.

Leadership ToA Update/Reflection
- Update your ToA based on your completed coursework to date and practicum experiences (including core assessments). Describe what – if anything – has changed and what you understand or how you think differently today than before.

IL Model for Professional Learning (30%)

School leaders must be the lead learners in their school community and know that they need to maximize the strengths of each teacher so that every teacher can continuously grow as an educator and positively impact student learning. It is critical for the instructional leader to provide support around instructional practices that can be used to assist students to develop the knowledge and skills needed to learn at high levels and to ensure the necessary support systems are in place to provide an equitable learning environment for all students.

As a collaborative team, with focus in one content area, plan a professional learning session for identified teachers:

- identify the most important learning outcomes to promote deep learning;
- generate a shared definition of high-quality instruction for this content area;
- identify effective learning strategies to meet the needs of all learners;
- determine access, outcomes, and support models through an equity lens; and
- explain methods to engage all students.

Each collaborative team will present a 20-30-minute [maximum] engaging learning activity that focuses on a single content area and is an exemplar of best practices in high quality instruction in specific content area. The instructor will provide additional details during the first-class session.

Participation and Engagement (30%)
Participation in class discussions; Readings completed before class

Grading Scale:

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

<div align="center">Student Responsibilities and Resources</div>

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include:

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment, and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

You are also responsible for abiding by the expectations and policies defined the UCAPP Student Handbook.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or http://csd.uconn.edu/.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from Blackboard's website)

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard (HuskyCT/ Blackboard Accessibility Statement, HuskyCT/ Blackboard Privacy Policy)
- Adobe Acrobat Reader (Adobe Reader Accessibility Statement, Adobe Reader Privacy Policy)
- Google Apps (Google Apps Accessibility, Google for Education Privacy Policy)
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam

For information on managing your privacy at the University of Connecticut, visit the University's Privacy page.

NOTE: This course has NOT been designed for use with mobile devices.

Help

Technical and Academic Help provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the Help Center. You also have 24x7 Course Support including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.