

NOTICE: All information pertaining to this course at this website, including course policies, is subject to being changed until the first day of the term. Last updated August 22, 2019.

**WESTERN KENTUCKY UNIVERSITY
DEPARTMENT OF EDUCATIONAL ADMINISTRATION,
LEADERSHIP, AND RESEARCH
EDAD 684: Instructional Leadership
(Three Semester Hours Credit)**

Fall Term 2019

This is an online class.

Instructor:

Dr. Winnie Cohron, Visiting Professor

Department of Educational Administration, Leadership, and Research

GRH 3084
Western Kentucky University
1906 College Heights Blvd. #41031
Bowling Green, KY 42101-1031

Office Phone: (270) 745- 6143 Cell: (270) 202-9549
Email: winnie.cohron@wku.edu

Prerequisites

None

COURSE INFORMATION

Catalog Description

EDAD 684 addresses the role of instructional leaders in facilitating best practices in assessment and instruction.

Purpose

The course will provide potential educational leaders with the knowledge and skills required to effectively lead a school in the areas of assessment and instruction, resulting in increased academic achievement by students.

Course Objectives

The student will understand and exhibit knowledge of:

1. theory and practice related to curriculum design, implementation, evaluation, and refinement (ISLLC 2.4)
2. relevant information sources, data collection, and data analysis strategies related to curriculum development (ISLLC 2.5)
3. successful problem solving in accordance with professional ethics (ISLLC 5.4)
4. principles of effective instruction (ISLLC 2.5)
5. principles of measurement, evaluation, and assessment strategies (ISLLC 2.7)
6. knowledge of diversity and its meaning for educational programs (ISLLC 2.7)
7. adult learning and professional development models (ISLLC 2.8)

Course Topics

1. Best practices in instruction
2. Best practices in assessment
3. Professional development of teachers

Required Texts

Drago-Severson, E., & Blum-DeStefano, J. (2016). *Tell me so I can hear you: A development approach to feedback for educators*. Boston, Massachusetts: Harvard University Press.

Marzano, R.J. (2007) *The art and science of teaching: A comprehensive framework for effective Instruction*. Alexandria, VA: ASCD.

Recommended Texts

American Psychological Association. (2009). *Publication manual of the American Psychological Association*, (6th ed.) Washington, DC: Author.

Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria, VA: ASCD.

Supplemental and Suggested Reading List

City, E. (2011). Learning from instructional rounds. *Educational Leadership*, 69(2), 36-41. Gordon, G., & Crabtree, S. (2006). *Building engaged schools: Getting the most out of America's classrooms*. New York: Gallup.

Gordon, G., & Crabtree. (2006). *Building engaged schools: Getting the most out of America's classrooms*. New York: Gallup

Hallinger, P. (2003, November). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329-351.

Zmuda, A., Kuklis, R., & Kline, E. (2004). *Transforming schools: Creating a culture of continuous*

improvement. Alexandria, VA: ASCD.

Major Teaching Methods

Information will be presented in various formats to facilitate online discussion and learning activities. Students are expected to actively engage in reading assignments, small group work, discussion board activities, field-based activities, and written assignments.

Course Learning Targets

The objectives for this course have been “unpacked” into the following learning targets:

1. I can apply theory to demonstrate knowledge and understanding of the various definitions of effective curriculum design, implementation, evaluation, and refinement.
2. I can use relevant information sources, data collection, and data analysis strategies related to curriculum development.
3. I can identify ethical problem-solving techniques.
4. I can identify and give meaningful feedback on principles of effective instruction.
5. I can describe the principles of different measurement, evaluation, and assessment strategies.
6. I can demonstrate knowledge of diversity and its meaning for educational programs.
7. I can articulate the unique learning needs of adults and apply those to professional learning models.
8. I can demonstrate effective communication skills.
9. I can demonstrate basic skills in the use of the American Psychological Association (APA) 6th edition writing and formatting guidelines.
10. I can demonstrate the effective use of self-reflection as a vehicle for personal and professional improvement.

All assignments are designed to introduce students to these concepts and skills and allow them to use new knowledge and practice new skills until mastery of each learning target is demonstrated.

Course Requirements

Students shall complete all required readings, all discussion board posts, and all written assignments by the due date. Credit will be deducted for assignments submitted after the prescribed date. Student work will be based on a) adult theory learning reflection, b) several case studies with analysis and feedback, c) a report on curriculum design and implementation, d) a review of classroom and school-based assessment practices, e) a review of several research articles, and, f) a final action plan activity

Rubrics will be provided for each assignment.

Written responses should not be simply based on your own opinion. Graduate-level writing should be based on the readings and literature of the class and should cite these works using APA format.

As a graduate student, all communication should be expressed clearly, with proper grammar, and in a logical manner. Online responses shall be presented in narrative format, and bullets/tables may be used. All **material shall be proofread for accuracy before submission**. All electronic

submissions are to be submitted in Blackboard as a Microsoft Word document. Check the Blackboard site daily.

Final Grade Assignment

Grading and assessment will be based upon the evaluation of timely, accurate, research-supported responses to written assignments and discussion topics.

The final letter grade for the course will be assigned based on the following scale:

- A = 100 – 90 points
- B = 89 - 80 points
- C = 79 – 70 points
- D = 69 - 60 points
- F = 59 points and below.

Plagiarism Policy

Plagiarism is a serious offense. The academic work of a student is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership and Research for possible disciplinary action that may result in permanent disqualification from the program.

Technology Requirements:

Students will be expected to have access to the Internet and e-mail and to regularly monitor the course website. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student's home computer; a contingency plan may be to access from the student's school computer.

Statement of Diversity

The Department of Educational Administration, Leadership, and Research believes that Diversity issues are of major import to student and school success. We fundamentally believe in and support

the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Students with Disabilities

If you think you have a disability that qualifies under the American with Disabilities Act and requires accommodations (academic adjustments and/or auxiliary aids of services) for this course you must contact the Office for Student Disability Services DUC A-200 of the Student Success Center in Downing University Center. The telephone number is (270) 745-5004. Please DO NOT request accommodations directly from the professor without a letter of accommodation from the Office for Student Disabilities Services.

Course Adjustments

The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur after the beginning of the semester, however, unless proper, timely, and prior notice is given to the students.