WESTERN KENTUCKY UNIVERSITY
DEPARTMENT OF EDUCATIONAL ADMINISTRATION,
LEADERSHIP, AND RESEARCH
EDAD 684: Instructional Leadership
(THREE CREDIT HOURS)
Spring 2009
All Sites

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Prerequisites
EDAD 683 Curriculum Development

COURSE INFORMATION

Catalog Description
This unit addresses the role of instructional leaders in facilitating best practices in assessment and instruction.

Purpose:
This unit 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 Description
Having acquired the necessary skills and knowledge, students will lead others at their school in the process of identifying best practices in assessment and instruction. Pre-work and homework require students to work collaboratively with teachers, to conduct surveys and professional development, and to reflect upon their leadership experiences.

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 1.4)
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 2.6)
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 assessment
2. Best practices in instruction

Required Texts and Materials


Stone Coursepack for EDAD 684: Instructional Leadership

Suggested Reading List


Teaching Methods
The instructor has two primary roles: presenter of information/processes and facilitator for students as they lead these processes in their schools. The course relies heavily on a highly structured, step-by-step process that involves data collection; acquisition of knowledge and skills; application of newly acquired knowledge and skills; and working in small groups as active, contributing members. Therefore, regular attendance, completion of assignments, and participation are expected.

Grading/Evaluation
Participation in class is essential for successful completion of this course. The quality of informed dialogue, critique, and reflection is valued. Due to the nature of the course and its delivery, there is no opportunity to make up missed classes.

As a graduate student and as an instructional leader, you are/will be expected to express your ideas logically and convincingly, both orally and in writing. Presentations are to be clear, logical, and grammatically correct.

The culminating activity upon which a major portion of the student’s evaluation will be based is the successful completion of two portfolios.

Points Assignment
Points will be earned as follows in the determination of final grades:
- Prework assignment 100 points
- Class participation 400 points
- Homework assignments 100 points
- Portfolio 400 points
- Total points possible 1,000 points

Course Assignments
As educational administrators, you continually are/will be expected to express your ideas logically, both orally and in writing: that same expectation exists for this course. Unless instructed otherwise, written materials should be typed or word-processed in 12-point font, Times New Roman, double spaced, 1.25” left/right margins, 1.0” top/bottom margins. Only headings, titles, etc. are to be bold print. Papers should be
presented in narrative format. Bullets and tables are not to be used unless pre-approved or instructed by the professor. All materials should be proofed for accuracy. In accordance with policies of the Department of Educational Administration, Leadership, and Research, APA style will be used for all papers and written assignments unless otherwise indicated. Oral presentation should be clear and grammatically correct. All documents are to be submitted as a Microsoft Word document. Assignment will be submitted either electronically or as hard copy as instructed by the professor.

Student scores for each assignment will be provided to the individual student in hard copy.

Due dates are explicit and assignments submitted late will be penalized.

Any materials submitted in a non-digital format must be retrieved by no later than the 30th calendar day of the subsequent academic semester or they will be destroyed.

Course assignments include:
- Prework Assignment
  Read and respond to articles on assessment in coursepack.
- Presentation
  Prepare and present a ten-minute presentation on one research-based instructional strategy.
- Portfolio Assignment
  Conduct a review of assessment and instruction practices in your school.
- Portfolio Assignment
  Lead selected faculty in the use of one research-based instructional strategy.
- Portfolio Assignment
  Demonstrate how to lead a continuous improvement process in assessment and instruction at your school.
- Homework Assignment
  Read and reflect on an assigned Best Practice for teaching and learning.
  Develop a “School Leader’s Checklist” for monitoring quality of assessment and instruction practices.
- Homework Assignment
  Read and reflect on an assigned article regarding barriers and enablers of reform.
  Identify factors that either drive or suppress improvement in assessment and instruction.
- Culminating Product
  Portfolio: Leading Assessment and Instruction

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 which may result in permanent disqualification from the program.

**Participation**
Regular classroom and/or online participation are essential for success. If applicable, students are expected to check the BLACKBOARD daily. Attentiveness and active participation are expected for all students. Any behavior that is disruptive and interferes with other students’ learning is not acceptable and will result in loss of points for class participation credit.

Graduate students should be able and willing to share information and ideas; therefore, regular and productive participation are critical. Students are expected to have read all assignments prior to discussion in class on the web and be prepared to participate in discussion or other activities. As graduate students, there is an expectation that relevant literature and information beyond what is assigned will be identified, obtained, and read by the student.

There may be personal or professional conflicts with scheduled class meetings. The student must prioritize and make decisions related to these conflicts. Absences from class or anticipated lapses from on-line participation should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, contact the instructor immediately after the absence. If a student misses a class, it is the student’s responsibility to secure materials, notes, and assignments.

If the University officially cancels classes for any reason, students are expected to continue with readings and assignment as originally planned. Assignments scheduled during missed classes are due at the next regular class meeting unless other instructions are given.

**Technology Requirements**
Students will be expected to have access to the internet and e-mail. Students will also be expected to utilize Power Point in class presentations.

**Statement of Diversity**
The Department of Educational Administration, Leadership, and Research believes that Diversity issues are of major importance to student and school success. We fundamentally believe 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 in which we all actively engage 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 or services) for this course you must contact the Office for Student Disability Services, Room 101, Garrett. The OFSDS telephone number is (270) 745-5004 V/TDD. Please DO NOT request accommodations directly from the professor without a letter of accommodation from the OFSDS.

**Safety and Evacuation**
Procedures for student safety and possible evacuation will be addressed in the first class meeting. All students are expected to familiarize themselves with the appropriate procedures for the location in which they are taking classes.

**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.

**References**
http://www.pdkintl.org/kappan/kbla9810.htm

http://n13.newsbank.com/nl-search/we/Archives?p_action=doc&p_docid=OF31F7886EOE5...


Scherer, M. (2001). How and why standards can improve student achievement:

**Course Calendar**

**Topic**

Pre-work (*to be completed prior to first class*)

Leading: The Opportunity to Make a Difference
Field experience

Leading: Instruction, Part I (*C1 assessment portfolio draft due*)
Field experience

Leading: Instruction, Part II (*C1 assessment portfolio due*)
Field experience

Leading Change: (*C2 portfolio due*)