

Rhode Island College
Feinstein School of Education and Human Development
Department of Counseling, Educational Leadership, and School Psychology

LEAD 504, Section (4 credits)
Leading Learning I: Planning, Instruction, and Assessment

LEAD 504 Faculty 2008- 2010			
	Snyder, Andrew	Full time	Ed.D.

Prerequisites →

LEAD 502

Required Texts →

English, F. (2000). *Deciding what to teach and test: Developing, aligning, and auditing the curriculum* (Millennium Edition). Thousand Oaks, CA: Corwin Press.

Glatthorn, A. (2009). *The principal as curriculum leader* (3rd Edition). Thousand Oaks, CA: Corwin Press.

Jacobs, H.H. (1997). *Mapping the big picture: Integrating curriculum & assessment k-12*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tucker, M. and Coddling, J. (1998). *Standards for our schools: How to set them, measure them, and reach them*. San Francisco, CA: Jossey-Bass.

Chalk & Wire (\$82 for 5-year subscription). Available at the RIC Bookstore and required for all LEAD students, C&W allows for online submission of student work, comments, and feedback correspondence according to provided rubrics include. It also provides a great portfolio creation component for use by students.

Handouts, online (WebCT or Blackboard) articles, case studies, and other information, as distributed by the professor.

Course Description → Developing skills and dispositions of instructional and transformational leadership is addressed. Emphasis is on articulating an equitable vision for learning through critical reflection and advocating data-based decision-making and accountability.

Relation to Program → A required course in the Educational Leadership program, LEAD 504 prepares school personnel to become instructional leaders who can develop, implement, and evaluate standards-based curriculum, instructional, and assessment programs that are coherent, aligned, and research-based.

Course Requirements → A. Class Participation: 20% of course grade
B. Course Portfolio: 80% of course grade

Accommodations → Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the ADA of 1990 and/or section 504 of the Rehabilitation Act of 1973, you are required to register with Disability Services in the Student Life Office (Craig-Lee 127, 401-456-8061). To receive accommodations for this class, please obtain the Request for Reasonable Accommodations forms and meet with me at the beginning of the semester.

Course Themes →	Class Numbers
What is “Curriculum”?	1, 2
What are “Standards”?	2
Aligning the Curriculum with Standards	3, 4, 5
Curriculum Mapping	7, 8
Leading and Evaluating the Curriculum	9, 10, 11, 12, 13, 14

Please note that all correspondence concerning department and course announcements and notices will be shared with CEP students via their RIC email. Please check this account regularly or update your forwarding options accordingly.

Course Objectives → The objectives of this course and related standards/themes include:

<i>Objectives</i>	<i>Related ISLLC / ELCC Standards</i>	<i>FSEHD Conceptual Framework</i>
1. Recall the history of and influences on curriculum theory in the United States	2, 5	Knowledge 1
2. Distinguish between “curriculum” and “instruction”	2	Knowledge 1-2; Practice 3
3. Define “standards” and identify the instructional demands of standards-based curriculum, and how to use standards to meet the needs of diverse learners	1, 2, 4	Knowledge 1-3; Practice 1,3
4. Describe and develop a concept-based curriculum unit	2	Knowledge 1-4; Practice 1-4
5. Analyze key assessment issues and evaluate their own assessment practices, skills, and training needs	1, 2	Knowledge 2-4; Practice 1-4
6. Construct curriculum maps and diagnose areas in need of improvement	1, 2, 4	Knowledge 1; Practice 2
7. Examine and evaluate the process of curriculum alignment	1, 2, 4	Knowledge 2-4; Practice 1-4
8. Examine and apply research on instructional leadership	3, 5	Knowledge 1-3; Practice 1
9. Identify leadership strategies that improve curriculum, instruction, and learning for all students	1, 2	Knowledge 3-4; Practice 1, 3

Methodology →

The class will be conducted as a graduate seminar, blending individual, small group, and whole class activities using multiple avenues of information gathering and communication. The development of the course is based on the notion that learning is something people do and knowledge is gained by doing – not something passively received. The perspective of this course is that adults learn best when they can:

- Influence and participate in meaningful decisionmaking;
- Focus on problems relevant to practice;
- Use their own, rich experiential backgrounds;
- Build strong relationships with peers;
- Exercise some control over both the content and process of learning; and
- Influence activities and topic/format of discussions.

Reflection Papers (5)

ISLLC Standards 1-5

Conceptual Framework: Knowledge; Diversity; Professionalism; Practice

There are ten (10) classes this semester for which you have readings to prepare. For any five (5) of them – totally your choice – you are to submit via email *no later than the Tuesday evening before the reading assignment is due* (I should arrive at RIC on Wednesday to your paper waiting in my RIC email in-box: asnider@ric.edu) a Reflection Paper.

A Reflection Paper is neither a detailed summary nor general overview. Instead, Reflection Papers should be short, concise, and integrative, reflecting your analysis of the reading, its incorporation with your knowledge, and your application of concepts or issues in the reading to your professional work or career aspirations.

The Reflection Paper may focus on one particular reading for the week or the group of readings as a whole. The Reflection Paper should address the following:

1. What are the key points addressed in this reading?
2. What new understanding(s) did I gain from this learning?
3. How can I use this new understanding in my professional work?

Each Reflection Paper should be 1-2 pages, single-spaced and in 12-point font with 1” margins (or 2-4 pages long, if double-spaced).

Reflection Papers will be assessed using the forthcoming rubric for written assignments.

Mapping Project

Remember that a Curriculum Map is not a plan, expectation, wish list, or desire. It is a reflection, an accurate picture of what content, skills, and assessments you actually covered for a given curriculum unit or period of time.

Select a content area or course that you teach. Then, select two (2) colleagues who teach in the same area. These individuals can teach at the same grade level or the same course as you or they can be teachers who teach grades/courses adjacent to yours.

Introduce these colleagues to the curriculum mapping process described in Mapping the Big Picture by Heidi Hayes Jacobs.

Complete a Curriculum Map for the first 6-weeks (approximately) of school (let's say, through Columbus Day). Give your colleagues the template for your map and ask them, individually, to complete the same map for their content area or course. Collect your colleagues' maps and conduct a read-through of the three maps.

Write an analysis (approximately 2-3 pages) of the three maps from the following perspectives:

- What surprised you about the maps? Were there content areas, skills, or assessments that you did not know your colleagues taught?
- In what areas did repetition (as opposed to spiraling) of content, skills, or assessment occur?
- Where are the gaps in terms of content, skills, or assessment?
- To what degree does the content of the maps align with grade-level or grade-span expectations?
- To what degree does the content of the maps reflect best current practice in the content area?
- What are your initial recommendations for revising the curriculum?

Include a copy of all three curriculum maps, along with this analysis paper, in your portfolio.

Course Portfolio: 80%

The LEAD 504 Course Portfolio is a purposeful collection of student work that exhibits the student's efforts and achievements in key areas of the course. While course participants should work on portfolio entries as the course progresses, the complete portfolio is due on the last day of class. However, course participants are strongly encouraged to submit initial drafts of portfolio entries to the instructor for review. Feedback will be offered, enabling participants to revise their work prior to submitting the final portfolio.

Required portfolio entries include the following:

Your five Reflection Papers (requirements, above)

Your Mapping Project (requirements, above)

Classroom Assessment Confidence Questionnaire paper and Competency Standards in Student Assessment for Educational Administrators paper

Using the Classroom Assessment Confidence Questionnaire and the Competency Standards in Student Assessment for Educational Administrators, characterize your current assessment knowledge, skills, practices, and professional development needs. Be honest and reflective in your self-assessment. Reference both tools in your paper. (approximately 2-3 pages)

Using the same tools, characterize the current assessment knowledge, skills, practices, and professional development needs of *both* teachers and administrators at your current school. Reflect on how receptive you think your colleagues would be to professional development in these areas and on ways you could imagine introducing this topic to your peers. (approximately 2-3 pages)

Evaluation of Alignment Documents

Examine alignment documents developed by your school or district for *one* content area. These should be public documents that your school or district has developed to provide evidence that the curriculum is aligned with certain relevant standards. Alignment documents of this nature are often drafted for accreditation or other reporting purposes.

Evaluate the alignment of curriculum content and relevant standards in terms of:

- Depth of knowledge
- Categorical concurrence
- Range of knowledge
- Balance of representation

Also, evaluate the quality of the alignment evidence provided by your school or district. How would you recommend that the alignment process and/or documentation be improved? (Approximately 2-3 pages)

Reflections on Instructional Leadership

In your opinion, what is the principal / special education administrator / director of counseling's role as an instructional leader? How can the person who holds this role improve curriculum, instruction, and learning for all students? Use what you have learned in this course to illustrate your thoughts on this issue. (Approximately 1-2 pages)

Final Reflections (this should be the last piece you write for the course portfolio)

After working hard on something, you learn more if you stop and think about how you did. It is a way to consolidate your gains and provide you with a record of what you learned. Such reflection helps you to integrate your recent activities with your less recent experiences. It also helps you to integrate your experiential learning with course content gleaned from readings and other sources. Your portfolio should include a final statement synthesizing and reflecting on what was learned throughout the course. (Approximately 2-3 pages)

Your reflection paper should address *all* of the following:

- Your self-evaluation of the progress you have made throughout the course
- Lessons learned
- Difficulties you encountered and the conclusions you have now reached as a result
- Successes you achieved and the new insights you have gained from achieving them
- Things you would do differently next time and why
- Interesting ways your experience relates to previous coursework – especially unexpected or conflicting results

Things you should *not* do in your reflection include:

- Spending most of your paper summarizing what you did
- Stating mere reactions (“I enjoyed this.” “This was interesting.” “That was frustrating.” “I would use this process again.”) without explaining the reason for certain reactions.
- Complaining about external conditions that prevented you from doing your best

Portfolio Presentations

During the final course sessions (14 and 15), each participant is required to present one entry in her/his portfolio. The contents of that entry, the reasons for selecting that particular entry, and learning achieved in the process of completing the entry should be shared with the class. Presenters should prepare handouts for all class members, as appropriate.

LEAD 504 COURSE PORTFOLIO SCORING RUBRIC

Successful completion of the Course Portfolio represents the Program’s midpoint formative evaluation and is required for moving on to the LEAD Internship Experience (511). The requirements of the Course Portfolio, which must be submitted electronically (CD, DVD, or flash drive), can be found on the final pages of the course syllabus.

CRITERIA	EXCEEDS STANDARD	↔	MEETS STANDARD	↔	BELOW STANDARD
Focus: (Knowledge 1-4; Practice 1-4)	Excels in responding to assignment. Demonstrates extensive knowledge and understanding of the educational leader’s role in promoting “learning” and “good instruction,” which is fully grounded in current research drawn from course content and/or readings. (10 points)		Responds appropriately to assignment overall. Demonstrates solid knowledge and understanding of educational leader’s role in promoting “learning” and “good instruction,” which is grounded in research drawn from course content and/or readings. (6 points)		Responds less well to assignment. Demonstrates limited knowledge and understanding of educational leader’s role in promoting “learning” and “good instruction,” which is NOT grounded in research drawn from course content or readings. (2 points)
Ideas: (Practice 2, 4)	Interesting, demonstrates sophistication of thought. Central ideas are clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms (5 points)		Clearly states central ideas, but may have minor lapses in development. Begins to acknowledge the complexity of central ideas and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully. (3 points)		Presents central ideas in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions. (1 point)

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<p>Support: (Knowledge 1, 2; Practice 2, 4)</p>	<p>Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince. (5 points)</p>		<p>Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance. (3 points)</p>		<p>Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has a lapse in logic. (1 point)</p>
<p>Organization and coherence: (Practice 2, 4)</p>	<p>Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas. (5 points)</p>		<p>Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea. (3 points)</p>		<p>May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence. (1 point)</p>
<p>Conventions: (Practice 2, 4)</p>	<p>Completely free from spelling, punctuation, and grammatical errors. Correct APA style adhered to when appropriate. (5 points)</p>		<p>Completely free from spelling, punctuation, and grammatical errors. Two or fewer errors in APA style. (3 points)</p>		<p>Text contains 1-2 errors in spelling, punctuation, or grammar and/or 3-4 errors in APA style. (1 point)</p>

<p>Content:</p> <p>ELCC 1: “Vision”</p> <p>Included are: 1.1a, 1.1b, 1.2a, 1.2b, 1.4a, 1.4b, 1.5b</p>	<p>Performance provides <u>clear, compelling and consistent evidence</u> of the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community. (5 points)</p>		<p>Performance provides <u>evidence</u> of the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community. (3 points)</p>		<p>Performance provides <u>limited to no evidence</u> of the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community. (1 point)</p>
<p>ELCC 2: “Culture & Instructional Program”</p> <p>Included are: 2.1a, 2.2b, 2.3a, 2.3b, 2.4b, 2.4c</p>	<p>Performance provides <u>clear, compelling and consistent evidence</u> of the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. (5 points)</p>		<p>Performance provides <u>evidence</u> of the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. (3 points)</p>		<p>Performance provides <u>limited to no evidence</u> of the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. (1 point)</p>
<p>ELCC 3: “Management”</p> <p>Included are: 3.1a, 3.2a, 3.2c, 3.3a, 3.3b, 3.3c</p>	<p>Performance provides <u>clear, compelling and consistent evidence</u> of the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. (5 points)</p>		<p>Performance provides <u>evidence</u> of the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. (3 points)</p>		<p>Performance provides <u>limited to no evidence</u> of the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. (1 point)</p>

<p>ELCC 4: “Collaboration”</p> <p>Included are: 4.1c, 4.1d, 4.1f, 4.2b, 4.2c, 4.2d</p>	<p>Performance provides <u>clear, compelling and consistent evidence</u> of the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (5 points)</p>		<p>Performance provides <u>evidence</u> of the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (3 points)</p>		<p>Performance provides <u>limited to no evidence</u> of the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (1 point)</p>
<p>ELCC 5: “Ethics”</p> <p>Included are: 5.1a, 5.2a, 5.3a</p>	<p>Performance provides <u>clear, compelling and consistent evidence</u> of the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. (5 points)</p>		<p>Performance provides <u>evidence</u> of the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. (3 points)</p>		<p>Performance provides <u>limited to no evidence</u> of the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. (1 point)</p>
<p>ELCC 6: “Context”</p> <p>Included are: 6.1a, 6.1c, 6.1d, 6.2a, 6.3c</p>	<p>Performance provides <u>clear, compelling and consistent evidence</u> of the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (5 points)</p>		<p>Performance provides <u>evidence</u> of the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (3 points)</p>		<p>Performance provides <u>limited to no evidence</u> of the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (1 point)</p>

TOTAL: _____/60 (possible score 12-60)

An overall score lower than 36 *or* any single ELCC score lower than ‘3’ (Meets), requires a meeting with the professor in order to determine the appropriate course of action prior to commencing the internship experience.