

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

LEAD 505 FACULTY 2008-2010		
PAGE, TYLER	FULL TIME	ED.D.

LEAD 505 (2 credits)
Leading Learning II: Collaboration, Supervision, Technology

Prerequisites: LEAD 504; concurrent registration with LEAD 511, if LEAD Program candidate

Course Description: Enacting an equitable educational platform for learning characterized by collaborative instructional teams, effective supervision, systematic monitoring of learning is emphasized. The role of informational technology will be examined.

Relationship of This Course to the Professional Program:

To become fully professional, prospective leaders must begin to develop philosophical and methodological perspectives based on consideration of fundamental issues, exemplary practices, theories and research extending from LEAD 504. Using ideas related to instructional leadership, supervision and evaluation, the course's academic and field-based activities will allow students to examine current instructional leadership practices and to determine ways to expand these practices. Special attention will be given to the leader's influence in building a learning community through the establishment of empowered, collaborative teacher teams, professional development and systemic awareness of indicators of engagement and learning in students and adults. Attention also will be given to the dilemmas and constraints influencing an educator's ability to impact curriculum and instruction.

Required Course Texts

Patterson, K. & al. (2002). *Crucial Conversations: Tools for Talking When Stakes are High*. McGraw-Hill. New York

Zepeda, S. (2007). *Supervision across the content areas*. (1st edition). Eye on Education. Larchmont, NY.

Selected Topics/Course Materials

Ackerman, R., Donaldson, G., & van der Bogert, R. (1996). *Making sense as a school leader: Persisting questions, creative opportunities*. San Francisco: Jossey-Bass.

Bolton, R. (1986). *People skills: How to assert yourself, listen to others, and resolve conflicts*. New York: Simon and Schuster.

Born, Clint. (2007). *The Technology-Ready School Administrator: Standards-Based Performance*. Lulu-Enterprises. Steubenville, Ohio.

Cialdini, R. (2000). *Influence: Science and Practice*. Allyn & Bacon, Inc.

DuFour, R., Eaker, R., & DuFour, R. (2005). *On common ground: The power of professional learning communities*. Bloomington, IN: National Education Service.

Zepeda, S. (2007). *The principal as instructional leader: handbook for supervisors*. (2nd edition). Eye on Education. Larchmont, NY.

LEAD 505-Course Outcomes

By the end of this course, students will be able to:

	Conceptual Framework	ISLLC Standards
1. <i>Define collaboration, collaborative goal setting and distributed leadership</i>	Knowledge	1

	Conceptual Framework	ISLLC Standards
2. Describe goals and strategies to enable a vision to be realized	Knowledge	1
3. Review a district/school strategic plan & union contract	Practice	1
4. Identify practices that reflect cultural bias	Knowledge; Diversity	1
5. <i>Collect/interpret/analyze school data reflecting the vision or mission</i>	Practice	1
6. Identify Leadership for Learning and impact of school culture	Knowledge	2
7. Use data to strengthen learning – interpret district/school data to improve practice	Practice	2
8. Define the elements of an Effective School Plan	Knowledge	2
9. Examine personally held tacit assumptions/biases about learning	Professionalism	2
10. <i>Design professional development that promotes focus on student learning</i>	Practice	2
11. Allocate resources strategically and structuring the organization for learning	Practice	3
12. Examine critical issues in curriculum	Practice	3
13. <i>Participate in supervision/evaluation of teaching</i>	Practice	3
14. <i>Identify strategies to enhance teacher capacity and commitment</i>	Knowledge	3
15. <i>Implement various modes of communication within the professional community, for purposes of influence/advocacy</i>	Practice; Professionalism	3
16. <i>Demonstrate ability to optimize learning environments for all students by applying appropriate models and principles of org. development and management, including research and data driven decision making with attention to indicators of equity, effectiveness and efficiency</i>	Practice; Diversity	3
17. Apply ethical concepts in developing programs for students with diverse needs	Professionalism; Diversity	5
18. Assess policies and procedures for equitable treatment and involvement of families (“public scrutiny”)	Diversity; Practice	5
19. <i>Model strategies for developing a learning community</i>	Practice; Professionalism	5

Course Requirements

	Course Outcomes	ISLLC Standards	Conceptual Framework
<u>Class Participation</u> : When class meets, students are expected to	1-19	1, 2, 3, 5 (4, 6)	Professionalism; Practice

	Course Outcomes	ISLLC Standards	Conceptual Framework
attend each class meeting, arrive on time, and participate positively in class activities and discussions. This means candidates are to show respect for others by listening attentively while others speak, not dominating class discussions, and avoiding disruptions (cell phones, arriving late, etc.). The participation grade will also take into consideration each candidate's efforts in contributing to completing in-class activities.			
Model various conferencing styles for different teachers and situations inclusive of different types of developmental supervision; appropriate procedures and practices for teacher remediation.	13, 14, 15, 19	3, 5	Practice; Professionalism
Observe 2 teachers and her/his students. Provide descriptive feedback to engage the teachers in a cycle of reflective practice. Gather data about the teachers' response to this form of supervision and describe your own internal emotional states as you worked through the process	9, 10, 13, 14, 15, 19	2, 3,5	Practice; Professionalism
Write a summative evaluation of the two teachers	7, 10, 12-15	2, 3	Practice; Professionalism
Develop a schedule that maximizes student learning	2, 11-16	1, 3	Practice
Review and critique a district's and a school's strategic plan	1-8, 11, 17-18	1, 2, 3, 5	Practice; Diversity
Complete a Professional Impact Project			

Course Evaluation

Assignment	Points
<u>Attend/Class Engagement</u>	10 points
Reflection Papers (5)	10 points
1) Modeling	10 points
2) Supervision: Formative	15 points
3) Evaluation: Summative	15 points
4) Schedule	10 points
5) Strategic Plan Critique	10 points
6) <u>Toward the PLC-Final</u>	20 points
Total	100 points

Course Grading

A	= 100-94 points
A-	= 90-93 points
B+	= 87-89 points
B	= 84-86 points
B-	= 80-83 points
C+	= 77-79 points
C	= 74-76 points
C-	= 70-73 points
D	= 65-69 points
F	= 64 and below

Recommended Texts & Sites

- * Collins, J. (2001). *Good to great*. New York: Harper-
- * Sergiovanni, T. (2006). *The principalship: a reflective*

Collins.
practice perspective. (5th)

edition). Pearson Education, Inc.
Boston, New York.

Goldring, E.B., & Ralis, S.F. (2000) *Principals of dynamic school* (2nd ed). Thousand Oaks, CA: Corwin Press.

Kosmoski, G., & Pollack, D.R. (2000). *Managing difficult, frustrating, and hostile conversations: Strategies for savvy administrators*. Thousand Oaks, CA: Corwin

* Platt, A., Tripp, C., Ogden, W., & Fraser, R. (2000). *The skillful leader: confronting mediocre teaching*. Ready About Press.
Acton, MA.

References

Anderson, L.W. (Autumn 2002). Curricular alignment: a re-examination. *Theory into Practice*, 41 (4), 255-260. Available:
http://www.findarticles.com/p/articles/mi_m0NQM/is_4_41/ai_94872714

Baker, E.L. (2004). Aligning curriculum, standards, and assessments: Fulfilling the promise of school reform. *CSE Report 645*. Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing. Available: cresst96.cse.ucla.edu/reports/r645.pdf.

* Black, P. and William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappa International*. Available: <http://www.pdkintl.org/kappan/kbla9810.htm>

Carr, J.F. and Harris, D.E. (2001). Chapter 7: Professional development, supervision and evaluation. In *Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Crowther, F. (2002). Big change question: Is the role of the principal in creating school improvement over-rated? *Journal of Educational Change*, 3, 167-173.

DeRoche, T. (2005). Beyond good and evil. *Teacher Magazine*, 16 (5), 45-46. Available:
http://www.edweek.org/tm/articles/2005/03/01/05view_h16html.

* Education Commission of the States. (2002). *No Child Left Behind Issue Brief: A Guide to Standards-Based Assessment*. Available:
www.ecs.org/clearinghouse/35/50/3550.pdf.

* Elmore, R.F. (2002). *Bridging the Gap between Standards and Achievement: The Imperative for Professional Development in Education*. Albert Shanker Institute. Available: www.shankerinstitute.org/Downloads/Bridging_Gap.pdf.

English, F.W. (2000). Chapter 1: The Function of Curriculum in Schools and Chapter 3: Aligning the Curriculum in *Deciding What to Teach and Test: Developing, Aligning, and Auditing the Curriculum, Millenium Edition*. Thousand Oaks, CA: Corwin Press.

Erickson, H.L. (2001). Chapter 1: Making change in a changing world. In *Stirring the Head, Heart and Soul: Redefining Curriculum and Instruction, 2nd Ed* (pp. 1-17). Thousand Oaks, CA: Corwin Press.

Erickson, H.L. (2001). Chapter 2: Concept based curriculum. In *Stirring the Head, Heart and Soul: Redefining Curriculum and Instruction, 2nd Ed*. (pp. 18-36). Thousand Oaks, CA: Corwin Press.

Foriska, T.J. (1998). Chapter 1: What do we mean by standards?, Chapter 2: A changing world and the demand for standards, Chapter 3: 'Framework for Excellence: A process of standards design and implementation. In *Restructuring around Standards: A Practitioner's Guide to Design and Implementation* (pp. 1-19). Thousand Oaks, CA: Corwin Press, Inc.

* Fullan, M. (2000). Three stories of education reform. *Phi Delta Kappan*, 81 (8), 581-584.

Guskey, T.R. (2002). Does it make a difference? Evaluating professional development. *Educational Leadership*, 59 (6), 45-51.

Guskey, T.R. (1986). Staff development and the process of teacher change. *Educational Researcher*, 15 (5), 5-12.

Harris, A. (2003). Behind the classroom door: The challenge of organizational and pedagogical change. *Journal of Educational Change*, 4, 369-382.

Jacobs, H.H. (1997). *Mapping the Big Picture: Integrating Curriculum & Assessment K-12*. Alexandria, VA: Association for Supervision and Curriculum Development.

Jamentaz, K. (2001). *The Instructional Demands of Standards-Based Reform*. American Federation of Teachers. Available:
www.aft.org/pubs-reports/downloads/teachers/InstructionalDemands.pdf

Jentz, B.C., and Murphy, J.T. (2005). Starting confused: How leaders start when they don't know where to start. *Phi Delta Kappan*, 86 (1), 736-744.

Kauffman, D., Moore Johnston, S., Kardos, S.M., Liu, E. and Peske, H.G. (2002). "Lost at sea": New teachers' experiences with curriculum and assessment. *Teachers College Record*, 104 (2), 273-300.

Killion, J. (2003). 8 smooth steps: Solid footwork makes evaluation of staff development programs a song. *Journal of Staff Development*, 24 (4), 14-21.

- Killion, J. (2003). Steps to your own evaluation. Journal of Staff Development, 24 (4), 22-26
- Kliebard, H.M. (2002). Chapter 6: Fads, fashions, and rituals: The instability of curriculum change. In Changing Course: American Curriculum Reform in the 20th Century. New York: Teachers College Press.
- Kliebard, H.M. (2002). Chapter 9: Success and failure in educational reform: Are there historical “lessons?”. In Changing Course: American Curriculum Reform in the 20th Century. New York: Teachers College Press.
- Kluth, P. and Staut, D. (2001). Standards for diverse learners. Educational Leadership, 59 (1), 43-46.
- Knapp, M.S. (2003). Professional development as a policy pathway. Review of Research in Education, 27, 109-157.
- Lambert, L. (2003). Chapter 4: Teachers as leaders: The heart of the high leadership capacity school and Chapter 5: The changing role of the principal. In Leadership Capacity for Lasting School Improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
- * Marshall, K. (2005). It’s time to rethink teacher supervision and evaluation. Phi Delta Kappan, 86 (10), 727-735.
- * Marshall, K. (2004). Let’s clarify the way we use the word ‘curriculum.’ Education Week, 24 (3), 43.
- Oliva, P.F. (1997). Chapter 1: Curriculum and instruction defined. In Developing the Curriculum (pp. 2-19). New York: Longman.
- Olsen, F. and Kirtman, L. (2002). Teacher as mediator of school reform: An examination of teacher practice in 36 California restructuring schools. Teachers College Record, 104 (2), 301-324.
- Popham, W.J. (2001). Teaching to the test?. Educational Leadership, 58 (6), 16-20.
- Scher, M. (2001). How and why standards can improve student achievement: A conversation with Robert J. Marzano. Educational Leadership, 59 (1), 14-18.
- Sowell, E.J. (2000). Chapter 13: Evaluation of curriculum projects. In Curriculum: An Integrative Introduction, 2nd Ed. Upper Saddle River, NJ: Prentice-Hall, Inc..
- Stein, M.K. and Nelson, B.S. Leadership content knowledge. Educational Evaluation and Policy Analysis, 25 (4), 423-448.
- * Stiggins, R.J. (2002). Assessment crisis: The absence of assessment FOR learning. Phi Delta Kappan, 83 (10), 758-764. Available: <http://electronicportfolios.org/afl/Stiggins-AssessmentCrisis.pdf>.
- Trevisan, M.S. (2002). The states’ role in ensuring assessment competence. Phi Delta Kappan, 83 (10). Available: <http://www.teachingquality.org/resources/pdfs/Trevisan.pdf>.
- Tucker, P.D. and Stronge, J.H. (2005). Linking Teacher Evaluation and Student Learning. Alexandria, VA: Association for Supervision and Curriculum Development.
- Waters, T., Marzano, R.J., McNulty, B. (2003). Balanced Leadership: What 30 Years of Research Tell us about the Effect of Leadership on Student Achievement. Aurora, CO: Mid-continent Research for Education and Learning (McREL). Available: <http://www.mcrel.org/topics/productDetail.asp?topicsID=7&productID=144>.
- * Wiggins, G. (1999). The futility of trying to teach everything of importance. Educational Leadership, 46, 44-59.
- * Wiggins, G. and McTighe, J. (1998). Chapters 1, 2, 3, 4 and 11. In Understanding by Design. Upper Saddle River, NJ: Merrill Prentice Hall.
- Wiles, J. and Bondi, J. (1998). Chapter 1: Curriculum in education. In Curriculum Development: A Guide to Practice, 5th Ed. (pp. 3-32). Upper Saddle River, NJ: Simon & Schuster.
- Wixson, K.K., Dutro, E., and Athan, R.G. (2003). The challenging of developing content standards. Review of Research in Education, 27, 69-82-required, 82-107-optional.

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, 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.