# Course Description

This course is designed to provide a comprehensive overview on translating research into action relative to school-level factors and research-based strategies for increasing student achievement. It will also provide the supervisor with special insight and skills in leadership, curriculum development, effective instruction, and data-driven decision making to provide a continuum for school effectiveness.

# Course Outcomes

* **CLO1**: Determine the role of a school or district leader in relation to assessment of student learning and instructional outcomes.
* **CLO2**: Apply the concepts of leadership, curriculum development, and data-driven decision making to the role of a school or district leader.
* **CLO3**: Analyze strategies for continuous school improvement.
* **CLO4**: Synthesize effective schools’ research into differentiated action plans.

**University Learning Outcomes (ULO)**

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

**Program Learning Outcomes (PLO)**

* **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

**Student Expectations**

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Marzano, R. J. (2003). *What works in schools*: *Translating research into action*. Alexandria, VA: ASCD.

Reeves, D. B. (2004). *Accountability for learning: Now teacher and school leaders can change*. Alexandria, VA: ASCD.

Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, VA: ASCD.

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Self-Reflective Journal: Week One | 6 | <insert due date> |
|  | Reform and Student Achievement | 3 | <insert due date> |
| **Week 2** | |  |  |
|  | Discussion Question | 3 | <insert due date> |
|  | Week Two Reaction Paper | 6 |  |
|  | Instructional Strategies Wiki | 3 |  |
|  | Case Study Analysis | 5 |  |
| **Week 3** | |  |  |
|  | Discussion Question 1 | 3 | <insert due date> |
|  | Discussion Question 2 | 3 |  |
|  | Student Achievement Communication | 6 |  |
| **Week 4** | |  |  |
|  | Discussion Question 1 | 3 | <insert due date> |
|  | Discussion Question 2 | 3 |  |
|  | Professional Learning Communities | 5 |  |
| **Week 5** | |  |  |
|  | Discussion Question 1 | 3 | <insert due date> |
|  | Discussion Question 2 | 3 |  |
|  | Common Core Activity | 5 |  |
|  | Webquest and Wiki Assignment | 3 |  |
| **Week 6** | |  |  |
|  | Discussion Question | 3 | <insert due date> |
|  | Strengths and Weaknesses | 8 |  |
| **Week 7** | |  |  |
|  | Discussion Question | 3 | <insert due date> |
|  | Final Project | 20 |  |
|  | End-of-Course Reflection | 3 |  |
| **Total Points** | | **100** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |  |
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| Week One: Holistic Accountability and Student Achievement | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Summarize the benefits of holistic accountability. | | CLO3, CLO4 | |
| * 1. Evaluate a school or district according to the principles of holistic accountability. | | CLO3, CLO4 | |
| * 1. Determine how elements of school reform can be implemented to positively influence student achievement. | | CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the Introduction of *Accountability for Learning*. | | 1.1 |  |
| **Read** Ch. 1 of *Accountability for Learning*. | | 1.1, 1.2, 1.3 |  |
| **Read** Ch. 2 of *Accountability for Learning*. | | 1.1, 1.2, 1.3 |  |
| **Read** the Introduction of *Results Now.* | | 1.3 |  |
| **Read** Ch. 1 of *Results Now.* | | 1.3 |  |
| **Read** Ch. 1 *What Works in Schools*. | | 1.3 |  |
| **Read** Ch. 2 of *What Works in Schools*. | | 1.3 |  |
| **Introduction to the Online Community**  Welcome to our first week of the course!  **Post** an introductory paragraph about yourself to the Introduction to the Online Community discussion forum.  **Include** what you currently teach, what you plan to learn from the course, and what your goals will be after your finish the program at Gwynedd Mercy. | |  | Forum post: one private post = **.5 hours** |
| **Holistic Accountability**  **Read** the following:  Rose, M. (2010, April). Reform: To what end? *Reimagining School, 67*(7), 6-11. Retrieved from <http://www.ascd.org/publications/educational-leadership/apr10/vol67/num07/Reform@-To-What-End%C2%A2.aspx>  Reeves, D. (2001) “Ch. 1: What Is Holistic Accountability?” *Holistic accountability: Serving students, schools, and community*. Thousand Oaks, CA: Corwin. Retrieved from <http://www.sagepub.com/upm-data/7324_reeves_ch_1.pdf>  **Post** any insights or questions you have after reading the articles in the Holistic Accountability discussion forum. Respond to at least three of your classmates’ posts by Sunday. | |  | Discussion: one post and replies to three other posts = **1 hour** |
| **School Reforms**  **Watch** the following videos:   * “Michael Fullan on What Doesn't Work in School Reform” [5:49] on Vimeo: <http://vimeo.com/41310303> * “Michael Fullan on ‘Drivers of Whole Systems Reform’” [31:34] on YouTube: <http://www.youtube.com/watch?v=FLX0NwaFaQQ>   **Respond** to the following questions in the School Reforms discussion forum by Wednesday:   * What are the pitfalls of American schools that Fullan highlights in the videos? * Which ideas described by Fullan are present in successful school systems? * How are the terms Fullan uses, such as *motion leadership*, *the skinny*, *simplexity*, and *whole system reform*, related to school reform?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | | 1.3 | Video: review and post response = **1 hour** |
| **School Reform Videos**  **Watch** the following videos:   * “RSA Animate - Changing Education Paradigms” [11:41] on YouTube: <http://www.youtube.com/watch?v=zDZFcDGpL4U> * “Christopher Tienken: The School Reform Landscape” [8:23] from Truth in American Education: <http://truthinamericaneducation.com/common-core-state-standards/video-christopher-tienken-the-school-reform-landscape/>   **Post** any insights or questions you have after viewing the videos in the School Reform Videos discussion forum. Respond to at least three of your classmates’ posts by Sunday. | | 1.3 | Video: review and post response = **1 hour** |
| **Student Learning**  Marzano argues that the most important factor affecting student learning is the teacher. Schmoker argues that the most influential factor in student learning is instruction.  **Answer** the following question in the Student Learning discussion forum by Thursday: Do you agree with Marzano, Schmoker, or both? Support your response with evidence and examples.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | | 1.1, 1.2, 1.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week One Group Discussion**  **Read** the instructions for the Final Project: Continuous School Improvement Action Plan, due in Week Seven.   * Each week’s assigned readings and activities provides essential information for the final assignment. * Your instructor will assign you to a group that you will work with for the duration of the course. Your instructor will communicate your group assignment through your university email account. * The purpose of this group is to allow you to discuss and clarify each week’s concepts as they relate to the final project.   **Discuss** this week’s readings and activities in the Group Discussion forum assigned to your group.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ posts.  *Note.* If you choose to communicate with your group members in another way, such as by phone, email, or video conference, summarize your discussions using the group discussion forum on Blackboard. | | WEEK1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week you will respond to the discussion questions with a substantive post by 11:59 pm EST of the listed due date. By the conclusion of each week, Sunday at 11:59 pm EST, you will make at least one substantive comment to three (3) of your classmates’ posts for each discussion question posted. A substantive post is at least 250-words and addresses all the prompts for each discussion question. It is recommended that you check in periodically throughout the week to meet the participation requirement. | | N/A |  |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Self-Reflective Journal: Week One**  **Write** a 700- to 1,050-word journal entry in your Self-Reflective Journal: Week One.  **Consider** the following: Reeves (2004) states that there needs to be a balance of both qualitative and quantitative indicators, as well as a “story behind the numbers” (p. 6). He also asks why accountability “has been reduced to a litany of test scores” (p. 14). This is why, Reeves argues, education must embrace the notion of holistic accountability.  **Summarize** the benefits of holistic accountability as related to school effectiveness.  **Evaluate** how well your school or district is implementing the principles of holistic accountability. What is your school or district doing well, and what could be improved? How would those improvements affect student outcomes?  **Reference**  Reeves, D. B. (2004). *Accountability for learning: Now teacher and school leaders can change*. Alexandria, VA: ASCD. | | 1.1, 1.2 | Journal: one private post = **.5 hours,** |
| **Reform and Student Achievement**  **Consider** the following: Despite past reports that belittle the effectiveness of public education, Marzano (2003) states that schools can have a “tremendous impact on student achievement . . .” (p. 4).  **Write** a 350- to 500-word post on the Reform and Student Achievement blog that addresses the following by Thursday:   * **Explain** whether you agree with Marzano’s quote. Support your response with research and examples. * **Determine**, based on your beliefs and experience, how schools can implement elements of school reform to positively influence student achievement.   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies by Sunday.  **Reference**  Marzano, R. J. (2003). *What works in schools*: *Translating research into action*. Alexandria, VA: ASCD. | | 1.3 | Blog post: private post, share, and comment = **1.5 hours** |
| **Total** |  |  |  |
| **Notes** | **Week One Group Discussion**  For the Week One Group Discussion activity, divide the class into groups of three to five students.  **Assign** each student to one of four groups:   * Discussion Group A * Discussion Group B * Discussion Group C * Discussion Group D   **Use** the Email feature in Blackboard to inform students of their group assignments.  **Instruct** students to complete the group discussion each week in the Discussion Group forum for their assigned group.  *Note.* You may create additional groups and group forums in Blackboard as necessary. | | |

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| Week Two: Teacher Effectiveness, Teacher Empowerment, and Teacher Leadership | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze how teacher effectiveness, teacher empowerment, and teacher leadership relate to student achievement. | | CLO1, CLO2 | |
| * 1. Summarize instructional strategies that impact student achievement. | | CLO3 | |
| * 1. Analyze strategies for improving teacher effectiveness. | | CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 8 of *What Works in Schools.* | | 2.1, 2.3 |  |
| **Read** Ch. 9 of *What Works in Schools.* | | 2.2 |  |
| **Read** Ch. 10 of *What Works in Schools.* | | 2.2 |  |
| **Read** Ch. 11 of *What Works in Schools.* | | 2.2 |  |
| **Read** Ch. 3 of *Accountability for Learning*. | | 2.1, 2.3 |  |
| **Read** Ch. 4 of *Accountability for Learning*. | | 2.1, 2.3 |  |
| **Week Two Group Discussion**  **Discuss** how this week’s readings and activities relate to the Final Project, due in Week Seven, with your assigned group members in the Group Discussion forum.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ posts.  *Note.* If you choose to communicate with your group members another way, such as by phone, email, or video conference, summarize your discussions using the group discussion forum on Blackboard. | | WEEK2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following article:  Barth, R. S. (2013, October). The time is ripe (again*). Educational Leadership, 71*(2). Retrieved from <http://www.ascd.org/publications/educational-leadership/oct13/vol71/num02/The-Time-Is-Ripe-(Again).aspx> | | 2.1 |  |
| **Read** the following articles:  Sahlberg, P. (2013, October). Teachers as leaders in Finland. *Educational Leadership, 77*.Retrieved from<http://libproxy.gmercyu.edu:2289/ehost/pdfviewer/pdfviewer?vid=12&sid=d92cd31d-264f-46db-ad9e-bea52ecd0028%40sessionmgr115&hid=103>  Bambrick Santoyo, P. (2013, October). Stone soup – The teachers leaders’ contribution. *Educational Leadership, 77*. Retrieved from <http://libproxy.gmercyu.edu:2289/ehost/pdfviewer/pdfviewer?vid=11&sid=d92cd31d-264f-46db-ad9e-bea52ecd0028%40sessionmgr115&hid=103> | | 2.1, 2.3 |  |
| **Read** the following article:  Danielson, C. (2012, November). Observing classroom practice. *Educational Leadership, 70*. Retrieved from <http://libproxy.gmercyu.edu:2289/ehost/pdfviewer/pdfviewer?vid=3&sid=2b977c60-c7f2-4849-a8f3-69fa4277525c%40sessionmgr114&hid=125> | | 2.3 |  |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question**  **Review** the“**Educator Effectiveness Project” web page on the Pennsylvania Department of Education website at** <http://www.portal.state.pa.us/portal/server.pt/community/educator_effectiveness_project/20903>**.**  **Respond** to the following by Thursday:   * What are the key components of your state’s Educator Effectiveness Model? If your state has not adopted or is not in the process of adopting an effectiveness model, use the Pennsylvania Educator Effectiveness Model. * How will teachers be evaluated according to this model? * How will this model impact teachers’ overall effectiveness in the classroom?   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies by Sunday. | | 2.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week Two Reaction Paper**  **Write** a 700- to 1,050-word paper in which you analyze how teacher effectiveness and teacher leadership relate to student achievement.  **Address** how you could implement Reeves’ concepts of observation, reflection, synthesis, and replication to improve teacher leadership and effectiveness.  **Cite** information from this week’s readings and at least two additional resources in your paper.  **Format** your paper according to APA guidelines. | | 2.1 | Paper: private post, share, and comment = **1.5 hours** |
| **Instructional Strategies Wiki**  **Review** the Marzano’s “Categories of Instructional Strategies that Affect Student Achievement” chart on p. 80 of *What Works in Schools.*  **Review** the Instructional Strategies Wiki on Blackboard.  **Choose** the two instructional strategies you think have the most impact on student achievement. In the Rationale column, explain why these two strategies would be most effective, and support your response with evidence.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts in the Feedback column to at least three of your classmates’ responses. | | 2.2 | Wiki: private post, share, and comment = **1.5 hours** |
| **Case Study Analysis**  **Read** the three case studies in Ch. 3 of *Accountability for Learning.*  **Answer** the following questions in the Case Study Analysis discussion forum by Wednesday:   * Which of the characteristics relating to teacher effectiveness from the case studies are currently present in your building or district? * Which characteristics are currently missing from your school or district? Which of these would you like to see implemented? * What impact on student achievement would implementing these characteristics do for your school or district?   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies by Friday.  **Choose** one characteristic that you would want to see implemented in your school or district, and recommend a strategy to help foster that characteristic.  **Create** a 5-minute presentation using an online tool of your choice that explains the following:   * Why you chose that strategy * Why it will be effective * How you could implement it in your school or district   **Submit** your presentation as an attachment in Blackboard.  *Note.* Refer to the Web 2.0: Cool Tools for Schools website (<http://cooltoolsforschools.wikispaces.com/Presentation+Tools>) for a list of online presentation tools. | | 2.1 | Presentation: private post, share, and comment = **1.5 hours** |
| **Total** |  |  |  |
| **Notes** |  | | |

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| Week Three: Student Achievement | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Determine the student variables that influence learning and achievement. | | CLO1 | |
| * 1. Determine the role of a school or district leader in assessing and improving learning and achievement. | | CLO1 | |
| * 1. Analyze current school student-achievement data. | | CLO3 | |
| * 1. Determine how to effectively communicate with stakeholders about student achievement data. | | CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 5 of *What Works in Schools*. | | 3.2, 3.4 |  |
| **Read** Ch. 12 of *What Works in Schools*. | | 3.1 |  |
| **Read** Ch. 13 of *What Works in Schools*. | | 3.1 |  |
| **Read** Ch. 14 of *What Works in Schools*. | | 3.1 |  |
| **Read** Ch. 15 of *What Works in Schools*. | | 3.1 |  |
| **Week Three Article Review**  **Choose** one of the following articles:  Goodwin, B., Miller, K. (2013). Research says / grit plus talent equals student success. *Educational Leadership, 71*(1). Retrieved from <http://libproxy.gmercyu.edu:2289/ehost/pdfviewer/pdfviewer?vid=4&sid=0aad0e38-fd98-4d4b-baca-4b099f37d892%40sessionmgr111&hid=125>  Reardon, S.F. (2013, May). The widening income achievement gap. *Educational Leadership, 70*(8). Retrieved from <http://libproxy.gmercyu.edu:2289/ehost/pdfviewer/pdfviewer?vid=3&sid=0aad0e38-fd98-4d4b-baca-4b099f37d892%40sessionmgr111&hid=125>  Jensen, E. (2013, May). How poverty affects classroom engagement. *Educational Leadership, 70*(8). Retrieved from <http://libproxy.gmercyu.edu:2289/ehost/pdfviewer/pdfviewer?vid=3&sid=0aad0e38-fd98-4d4b-baca-4b099f37d892%40sessionmgr111&hid=125>  **Complete** the following in the Week Three Article Review discussion forum by Friday:   * Briefly summarize the article. * Describe the primary takeaways from the article related to student achievement. * Connect an idea to your own experiences or your current school or district.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | | 3.1 | Reading: review and post response = **1 hour** |
| **Community and Family Engagement**  **Read** the following:  Berg, A. C., Melaville, A., & Blank, M. J. (2006, October). *Community and family engagement: Principals share what works*. Washington, DC: Coalition for Community Schools. Retrieved from <http://files.eric.ed.gov/fulltext/ED494521.pdf>  **Post** any insights or questions you have after reading the article in the Community and Family Engagement discussion forum. Respond to at least three of your classmates’ posts by Sunday. | | 3.2, 3.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week Three Group Discussion**  **Discuss** how this week’s readings and activities relate to the Final Project, due in Week Seven, with your assigned group members in the Group Discussion forum.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ posts.  *Note.* If you choose to communicate with your group members another way, such as by phone, email, or video conference, summarize your discussions using the group discussion forum on Blackboard. | | WEEK3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1**    **Watch** the “Angela Lee Duckworth: The key to success? Grit” video [6:13] at TED: <http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit.html>.  **Read** the following article:  Perkins, G. D. (2013, September). The significance of grit: A conversation with Angela Lee Duckworth. *Educational Leadership, 71*(1). Retrieved from <http://libproxy.gmercyu.edu:2289/ehost/pdfviewer/pdfviewer?vid=5&sid=0aad0e38-fd98-4d4b-baca-4b099f37d892%40sessionmgr111&hid=125>  **Respond** to the following questions by Wednesday:   * How does grit relate to student achievement? * How does grit relate to your current school experiences? * How might you apply the concepts related to grit to improve student outcomes?   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies by Sunday. | | 3.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion Question 2**  **Review** Ch. 13 of *What Works in Schools.*.  **Respond** to the following questions by Thursday:   * What strategies does your school or district use to improve the home environment? How effective are they? * What would you do, as an educational leader, to improve those strategies?   *Note.* If your school does not do anything in this area, determine what you would do as an educational leader to improve the home environment for your students.  **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies by Sunday. | | 3.1, 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Student Achievement Communication**  **Analyze** your school’s student achievement data.   * If you teach in Pennsylvania, use the Performance Profiles on the Pennsylvania Department of Education website (<http://paschoolperformance.org/>) and the School Performance Profile web page (<http://www.portal.state.pa.us/portal/server.pt/community/pennsylvania_department_of_education/7237/p/1604316>).      * If you do not teach in one particular school, choose one school within the district in which you work. * If you do not teach in Pennsylvania, find your school’s most recent student achievement data.   **Write** a 350- to 700-word communication to parents and the school board that summarizes the information from this profile in the Student Achievement Communication blog by Friday. Consider the following questions when writing your communications:   * What strengths and weaknesses related to student achievement does the data show? * How well is your school doing in mathematics and reading? * What does the disaggregated data show, such as individualized education plans (IEP), economically disadvantaged students, English language learners (ELL), or racial or ethnic minorities?   *Note.* Consider your audience when drafting your communications.  **Answer** the following questions in the Student Achievement Communication blog by Friday:   * Reflect upon this week’s readings and the analysis you completed. What do you think the role of a school or district leader is in assessing student learning and achievement? * What do you think the role of a school or district leader is in improving learning and achievement?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ blog posts by Sunday. | | 3.3, 3.4 | Blog: private post, share, and comment = **1.5 hours** |
| **Total** |  |  |  |
| **Notes** |  | | |

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| Week Four: Professional Learning | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Determine the impact of professional learning communities. | | CLO2 | |
| * 1. Determine the leader’s role in creating a collaborative and professional culture. | | CLO2 | |
| * 1. Determine how to implement professional learning communities to improve student achievement. | | CLO1, CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 2 of *Results Now.* | | 4,1 |  |
| **Read** Ch. 3 of *Results Now.* | | 4.2 |  |
| **Read** Ch. 8 of *Results Now.* | | 4.1, 4.2, 4.3 |  |
| **Read** Ch. 9 of *Results Now.* | | 4.2, 4.3 |  |
| **Read** Ch. 10 of *Results Now.* | | 4.2 |  |
| **Read** Ch. 7 of*What Works in Schools.* | | 4.2, 4.3 |  |
| **Improving Schools**  **Read** the following articles:  DuFour, R., & Mattos, M. (2013, April). How do principals really improve schools? *The Principalship, 70*(7). Retrieved from <http://libproxy.gmercyu.edu:2289/ehost/pdfviewer/pdfviewer?vid=3&sid=0aad0e38-fd98-4d4b-baca-4b099f37d892%40sessionmgr111&hid=125>  Jaquith, A. (2013, October). Instructional capacity: How to build it right. *Educational Leadership, 71*. Retrieved from<http://libproxy.gmercyu.edu:2289/ehost/pdfviewer/pdfviewer?vid=14&sid=d92cd31d-264f-46db-ad9e-bea52ecd0028%40sessionmgr115&hid=103>  **Post** any insights or questions you have after reading the articles in the Improving Schools discussion forum. Respond to at least three of your classmates’ posts by Sunday. | | WEEK4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Professional Development and Collaboration**  **Watch** the “Teachers Support Differentiated Learning Through Professional Development and Collaboration” video [4:56] from Edutopia at <http://www.edutopia.org/stw-differentiated-instruction-teacher-development-support-video>.  **Read** the “Resources for Growing Your Professional Learning Network” article from Edutopia at <http://www.edutopia.org/resources-growing-professional-learning-network>.  **Post** any insights or questions you have after reviewing these resources in the Professional Development and Collaboration discussion forum. Respond to at least three of your classmates’ posts by Sunday. | | 4.1, 4.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week Four Group Discussion**  **Discuss** how this week’s readings and activities relate to the Final Project, due in Week Seven, with your assigned group members in the Group Discussion forum.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ posts.  *Note.* If you choose to communicate with your group members another way, such as by phone, email, or video conference, summarize your discussions using the group discussion forum on Blackboard. | | WEEK4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following article:  City, E. A. (2011, October). Learning from instructional rounds. *Educational Leadership,* *69*, 46–51. Retrieved from <http://libproxy.gmercyu.edu:2289/ehost/pdfviewer/pdfviewer?vid=15&sid=d92cd31d-264f-46db-ad9e-bea52ecd0028%40sessionmgr115&hid=103> | | 4.2 |  |
| **Read** the following article:  Contreras, K, & Silver, J. (2011, October). The year we learned to collaborate. *Educational Leadership,* *69*, 54–58. Retrieved from <http://libproxy.gmercyu.edu:2289/ehost/pdfviewer/pdfviewer?vid=16&sid=d92cd31d-264f-46db-ad9e-bea52ecd0028%40sessionmgr115&hid=103> | | 4.1, 4.3 |  |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1**  As noted by Schmoker (2006), “Professional learning communities have emerged as arguably the best, most agreed upon means by which to continuously improve instruction and student performance” (p. 106).  **Respond** to the following by Thursday:   * Do you agree with this quote? Support your response with research and examples. * In your opinion, what is the importance of professional learning communities in education?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday.  **Reference**  Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, VA: ASCD. | | 4.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion Question 2**  **Review** the following article:  DuFour, R., & Mattos, M. (2013, April). How do principals really improve schools? *The Principalship, 70*(7). Retrieved from <http://www.ascd.org/publications/educational-leadership/apr13/vol70/num07/How-Do-Principals-Really-Improve-Schools%C2%A2.aspx>  **Respond** to the following by Thursday:   * What do you think a leader’s role is in creating a collaborative and professional culture? * As a future school leader, what will you do to promote a culture of collective responsibility?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | | 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Professional Learning Communities**  **Review** the following article:  Jaquith, A. (2013, October). Instructional capacity: How to build it right. *Educational Leadership,* 71. Retrieved from<http://libproxy.gmercyu.edu:2289/ehost/pdfviewer/pdfviewer?vid=14&sid=d92cd31d-264f-46db-ad9e-bea52ecd0028%40sessionmgr115&hid=103>  **Reflect** on the implementation of professional learning communities in your school or district.  **Create** a presentation using an online tool of your choice to complete the following:   * Summarize the current implementation of professional learning communities in your school or district. * Determine the impact of professional learning communities on your school or district. * Identify the areas of strength and weakness of the current implementation. * Create an action plan with three meaningful steps to enhance the use of professional learning communities in your school or district. Focus your action plan around the article by Jaquith—specifically the following sections:   + Create the Right Structures   + Create the Right Conditions   + Create the Right Expectations   + Create the Right Kinds of Teams   + Create a Learning Focus   **Submit** a link to your online presentation in Blackboard.  **Post** a link to your online presentation to the Professional Learning Communities discussion forum.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses.  *Note.* Refer to the Web 2.0: Cool Tools for Schools website (<http://cooltoolsforschools.wikispaces.com/Presentation+Tools>) for a list of online presentation tools. | | 4.1, 4.3 | Presentation: private post, share, and comment = **1.5 hours** |
| **Total** |  |  |  |
| **Notes** |  | | |

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| Week Five: Standards-Based Curriculum | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the importance of a standards-based curriculum. | | CLO1 | |
| * 1. Determine how the Common Core Standards relate to other curriculum standards. | | CLO2 | |
| * 1. Determine the school or district leader’s role in implementing Common Core Standards. | | CLO1 | |
| * 1. Analyze the Understanding by Design model for designing curriculum. | | CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 3 of *What Works in Schools*. | | 5.1, 5.3 |  |
| **Read** Ch. 4 of *Results Now*. | | 5.1, 5.3 |  |
| **Read** Ch. 5 of *Results Now*. | | 5.3 |  |
| **Read** Ch. 7 of *Accountability for Learning*. | | 5.1, 5.3 |  |
| **Common Core Videos**  **Watch** the following videos on the Common Core Standards:   * “Three-Minute Video Explaining the Common Core State Standards” [3:10] on Vimeo at <http://vimeo.com/51933492>. * “Common Core State Standards: A New Foundation for Student Success” [2:55] on YouTube at <http://www.youtube.com/watch?v=9IGD9oLofks&feature=player_embedded>. * “What Can Common Core Look Like in the Classroom?” [36:35] on Student Achievement Partners at <http://www.achievethecore.org/content/upload/SandraAlberti_SCORE.mp4>.   **Post** any insights or questions you have after viewing the videos in the Common Core Videos discussion forum. | | 5.1 | Video: review and post response = **1 hour** |
| **Week Five Group Discussion**  **Discuss** how this week’s readings and activities relate to the Final Project, due in Week Seven, with your assigned group members in the Group Discussion forum.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ posts.  *Note.* If you choose to communicate with your group members another way, such as by phone, email, or video conference, summarize your discussions using the group discussion forum on Blackboard. | | WEEK5 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **UbD in a Nutshell**  **Read** the “UbD in a Nutshell” document at <http://jaymctighe.com/wordpress/wp-content/uploads/2011/04/UbD-in-a-Nutshell.pdf>. | | 5.4 |  |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1**  **Review** Ch. 7 of *Accountability for Learning.*  **Respond** to the following questions by Thursday:   * How does standards-based curriculum impact student achievement? * Why is standards-based curriculum necessary? * What are the characteristics of standards-based evaluation?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses. | | 5.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion Question 2**  **Watch** the following video: “What is UbD? Grant Wiggins Answers, with Video Cases” [14:52] at YouTube (<http://www.youtube.com/watch?v=WsDgfC3SjhM>)  **Read** the following articles:  McTighe, J., & Wiggins, G. (2012). *Understanding by Design® framework*. Alexandria, VA: ASCD. Retrieved from <http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf>.  Wiggins, G. (2005). Understanding by design: Overview of UbD & the design template. Retrieved from <http://www.grantwiggins.org/documents/UbDQuikvue1005.pdf>  **Respond** to the following questions by Thursday:   * What are the major purposes of the UbD model? * What are the three stages of backward design? * What are quality essential questions? * How does UbD connect to Marzano’s ideas of intended, implemented, and attained curriculum? * How does UbD relate to Marzano’s notion of teachers addressing essential content?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses. | | 5.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Common Core Activity**  **Locate** your state’s Common Core Standards:   * Visit the Common Core State Standards Initiative website at <http://www.corestandards.org/>. * Click the **In the States** menu option. * Select your state.   **Choose** one of the following subject areas:   * Reading/language arts * Mathematics   **Choose** an elementary, middle, or high school grade span. Select the grade span you are most familiar with.  **Complete** the following in the Common Core Activity blog:   * Compare the Common Core State Standards to the standards previous used by your school or district. * Determine which elements are new, modified, or the same as the previous standards. Provide examples that highlight the differences. * Determine the role of district curriculum leaders in implementing Common Core Standards.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ blog posts. | | 5.2, 5.3 | Blog: private post, share, and comment = **1.5 hours** |
| **Webquest and Wiki Assignment**  **Visit** the Common Core State Standards Initiative website at <http://www.corestandards.org/>. Click on the **Resources** menu, and read through the following sections:   * Frequently Asked Questions * Key Points in English/Language Arts * Key Points in Mathematics * Process * Myths vs. Facts   **Add** information to the wiki page about the Common Core Standards by Friday. Include information in each of the following categories:   * The importance of the Common Core initiative related to student achievement * How the key points in English/language arts and mathematics relate to student achievement * The process of how the Common Core State Standards were created   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ wiki entries by Sunday. | | 5.1 | Wiki: private post, share, and comment = **1.5 hours** |
| **Total** |  |  |  |
| **Notes** |  | | |

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| Week Six: Data-Driven Decision Making | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Determine school or district strengths and weaknesses using the Marzano Levels of School Effectiveness. | | CLO3 | |
| * 1. Analyze how data-driven decision making relates to increasing student achievement. | | CLO2 | |
| * 1. Determine the role of school and district leaders in using data to make educational decisions. | | CLO2 | |
| ***Required Learning Resources and Activities: Students must complete any resources activities listed in this section as selected by the instructor.*** | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Appendix A of *Accountability for Learning.* | | 6.2, 6.3 |  |
| **Read** Ch. 16 of*What Works in Schools.* | | 6.1, 6.3 |  |
| **Read** Ch. 17 of*What Works in Schools.* | | 6.1 |  |
| **Read** Ch. 18 of*What Works in Schools.* | | 6.3 |  |
| **Data-Driven Decision Making**  **Read** the following article:  Marsh, J. A., Pane, J. F., & Hamilton, L. S. (2006). *Making sense of data-driven decision making in education.* RAND education. Retrieved from <http://www.rand.org/content/dam/rand/pubs/occasional_papers/2006/RAND_OP170.pdf>  **Review** the eight steps identified in the article that help guide the data-driven decision making process:    **Post** a reflection on this process to the Data-Driven Decision Making discussion forum. How does your school or district utilize this process to improve student achievement? Support your response with examples.  **Pos**t constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses. | | 6.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Strengths and Weaknesses Discussion**  **Review** the instructions for the Strengths and Weaknesses assignment due this week.  **Answer** the following questions in the Strengths and Weaknesses discussion forum:   * What intervention did you select for your school or district? * How might you implement this intervention? * Why do you think it would be effective? * What would the role of school or district leaders be in implementing this intervention?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses. | |  | Discussion: one post and replies to three other posts = **1 hour** |
| **Week Six Group Discussion**  **Discuss** how this week’s readings and activities relate to the Final Project, due in Week Seven, with your assigned group members in the Group Discussion forum.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ posts.  *Note.* If you choose to communicate with your group members another way, such as by phone, email, or video conference, summarize your discussions using the group discussion forum on Blackboard. | | WEEK6 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  |  |
| ***Assignment: Students must complete the weekly assignment(s).*** | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question**  **Review** Marzano’s three principles on pp. 158–159 of *What Works in Schools.*  **Answer** the following questions by Thursday:   * Why do you think these principles are important? * How do they relate to your own school or district in light of school reform?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | | 6.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Strengths and Weaknesses**  **Complete** the survey in Ch. 17 of *What Works in Schools* to evaluate your school or district according to the Marzano Levels of School Effectiveness.  **Write** a 1,050- to 1,400-word paper in which you determine your school or district’s strengths and weaknesses. Complete the following:   * **Identify** the patterns that emerge from the survey. * **Determine** the areas of strength and weakness showcased by the data. * **Determine** which of the five factors your school or district needs to spend the most time improving. Support your response with examples. * **Determine** which factor in your school or district needs the least improvement. Explain your answer. * **Select** one specific statement (there are 21 total) for which you answered “Not at all” for the first question in the survey. Determine an intervention that you could implement in your school or district that would address this issue, and explain why it would be effective. * **Analyze** how data-driven decision making relates to increased student achievement. How does using data to make decisions allow school or district leaders to improve student achievement? * **Determine** the role of school or district leaders in using data to make educational decisions.   **Format** your paper according to APA standards.  **Submit** your paper as an attachment in Blackboard by Sunday. | | 6.1, 6.2, 6.3 | Paper: one private post = **.5 hours** |
| **Total** |  |  |  |
| **Notes** |  | | |

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| Week Seven: Developing Action Plans | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze a school or district’s data to determine reasonable goals for the school or district. | | CLO4 | |
| * 1. Design an action plan to address an identified goal. | | CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 5 of *Accountability for Learning.* | | 7.2 |  |
| **Read** Appendix B of *Results Now.* | | 7.2 |  |
| **Read** the “Appendix: Snapshot Survey of School Effectiveness Factors” section of *What Works in Schools.* | | 7.1, 7.2 |  |
| **Creating Action Plans**  **Watch** the following videos:   * “Top tips for writing an action plan” [2:05] on YouTube at <http://www.youtube.com/watch?v=DRBjaFB16EI>. * “How to Create an Action Plan in 5 Steps” [3:59] on YouTube at <http://www.youtube.com/watch?v=K1EHZW4oFGg>.   **Post** any insights or questions you have after viewing the video in the Creating Action Plans discussion forum. Respond to at least three of your classmates’ posts by Sunday. | | 7.2 | Video: review and post response = **1 hour** |
| **Week Seven Group Discussion**  **Discuss** how this week’s readings and activities relate to the Final Project, due this week, with your assigned group members in the Group Discussion forum.  **Discuss** any questions or concerns you have as you work on your Final Project.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ posts.  *Note.* If you choose to communicate with your group members another way, such as by phone, email, or video conference, summarize your discussions using the group discussion forum on Blackboard. | | WEEK7 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question**  **Select** one concept from the course that you can immediately apply to your current professional practice.  **Answer** the following questions by Thursday:   * How can this concept benefit your current school or district? * How will you implement this in your current school or district?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three classmates’ responses by Sunday. | | 7.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Final Project**  **Complete** the instructions in the Final Project: Continuous School Improvement Action Plan document. | | 7.1, 7.2 | Paper: one private post = **.5 hours** |
| **End-of-Course Reflection**  **Reflect** on the topics covered in this course.  **Write** a 350- to 500-word post in the End of Course Reflection journal that addresses the following:   * Which course topics will support you the most as you move into a school or district leadership position? Explain your reasoning. * Which topics would you like to learn more about? Why? | | WEEK7 | Journal: one private post = **.5 hours** |
| **Field Experience Log**  **Submit** your field experience log to your instructor. | |  | Field Experience = **20 hours** |
| **Total** |  |  |  |
| **Notes** |  | | |

# Breakdown of Academic Instructional Equivalencies

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| **Week 1** |  |  |
| Required |  | 2 |
| Supplemental |  | 5.5 |
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| **Week 2** |  |  |
| Required |  | 5.5 |
| Supplemental |  | 1 |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 3.5 |
| Supplemental |  | 3 |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 3.5 |
| Supplemental |  | 3 |
|  |  |  |
| **Week5** |  |  |
| Required |  | 5 |
| Supplemental |  | 2 |
|  |  |  |
| **Week 6** |  |  |
| Required |  | 1.5 |
| Supplemental |  | 3 |
|  |  |  |
| **Week 7** |  |  |
| Required |  | 2 |
| Supplemental |  | 2 |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 23 |
| **Total Supplemental Hours** |  | 19.5 |
| **Total Hours** |  | 42.5 |