

California State University, Stanislaus
Doctor of Education (Ed.D.), Educational Leadership
EDEL 9042 – Instructional Models for Improving Student Achievement Syllabus
(3 Semester Units)

PROGRAM FOCUS

Candidates who successfully complete the requirements of the doctoral program will possess the skills and knowledge to serve as exemplary instructional leaders such as administrators, teachers, counselors, and in other roles that are associated with the improvement of instruction and learning in a P-12 or community college setting. They will have the interpersonal skills, oral and written proficiency, planning and organizational capability, and problem solving capacity to provide direction, guidance, and support to other educators in the pursuit of improving the quality of education for children, adolescents, and adult learners.

COURSE DESCRIPTION

Focus on visionary P-12 instructional leadership and factors required to improve academic achievement. Research-based models that provide structure to the process of educational improvement. A fieldwork component is embedded in this course. **Prerequisite:** Successful completion of Written Qualifying Examination.

STUDENT LEARNING OUTCOMES

The student will be able to:

1. Provide visionary leadership focused on systemic educational reform for the improvement of curriculum, teaching, and learning. (1.1)
2. Create a philosophy for implementing collaborative management practices that involve the active participation of stakeholders for educational improvement. (1.2)
3. Demonstrate a comprehensive understanding of educational policy within context of state and federal school accountability mandates. (1.4)
4. Demonstrate application of research-based models for student learning interventions, especially in science and technology. (2.3)
5. Employ a variety of qualitative, descriptive, and inferential research methodologies in investigating the effectiveness of school policies and programs and their impact on student learning. (3.2)

CORE ELEMENTS

In order to achieve the above outlined student learning outcomes, this course includes the following core elements, which are threaded throughout the coursework offered in the program:

- Systemic Education Reform - A
- Visionary Educational Leadership - A
- Collaborative Management - A
- Diversity and Equity - R
- Educational Accountability - A
- Curriculum and Instructional Reform - R
- Student Development and Learning - R
- English Language Development - R
- Regional High Needs - R
- Assessment and Evaluation - A
- Data-driven Decision-making - A
- Research - R
- Professional Practice - A

Key: I = Element is Introduced R = Element is Reinforced A = Element is Addressed at an Advanced Level

PEDAGOGY

This course addresses research-based school-wide models that require strong administrator and teacher teamwork and collaboration for improving student achievement.

The students will be able to demonstrate how as instructional leaders they might affect student achievement by providing the necessary direction, guidance and assistance to educators who work in schools of all grade level configurations. The students will be able to identify and describe research-based models that involve teamwork and collaboration, data analysis, goal setting, exchange of effective instructional practices, and formative and summative assessment.

Class sessions will consist of the following activities: instructor-led discussions on current trends, innovations, reforms, issues, and problems; online threaded discussions on textbook readings and/or scholarly articles; group activities such as collaborative problem solving, simulations, and role playing; student-led discussions; and applied field work projects.

ATTENDANCE AND PARTICIPATION POLICY

As professionals, doctoral students should be prepared for and attend all class sessions and required on-line discussions. Everyone in the class benefits from each person's contributions. It is not acceptable to miss class except for the most unavoidable reason.

Students are expected to read and think about the applications of the material, and complete all assignments on or before their due date. Students are expected to discuss and share insights about the important issues raised by the readings and throughout the learning activities.

COURSE ASSIGNMENTS AND ACTIVITIES

Where appropriate, students are encouraged to focus assignments on future career plans and on the development of knowledge and skills that will assist in the writing of a dissertation. Students are expected to demonstrate a high level of scholarship in all activities and assignments, in keeping with the norms of doctoral level coursework.

The scope and focus of each student's fieldwork project for this course will be developed in consultation with the instructor. Each project must demonstrate appropriate rigor for a doctoral level course and should reflect extensive use of research findings, in-depth understanding of relevant research literature and best practices, a comprehensive understanding of the complexity of the issues that surround the roles and responsibilities of P-12 administrators, and the ability to conduct high quality research and field work to address the major issues within the scope of this course. Students must clearly articulate the relationship of each of the major learning activities to the relevant *Core Elements* as well as the *Student Learning Outcomes* for the course.

There will be weekly reading assignments and weekly in-class and out-of-class learning activities. Reading assignments are to be completed prior to the beginning of class. Out-of-class assignments are to be completed no later than the due date that is listed. All written assignments are to be double-spaced and in hard copy and electronic format using Microsoft Word. Written assignments should conform to APA writing style.

APPROPRIATE BEHAVIOR AND PROFESSIONALISM IN THE CLASSROOM

All students attending this course have a right to a classroom environment which permits the highest quality learning experience. It is expected that all students will show respect for each other. Students have a right to disagree and to debate points of view in a professional manner.

Plagiarism is unacceptable and may be dealt with as a student code of conduct violation. A student committing plagiarism may be subject to disciplinary action which could include failing the assignment, failing the course, being dropped from the course, or other action as deemed appropriate by the instructor or the university.

REQUIRED TEXTBOOKS

Glickman, C. D., Gordon, S. P. & Ross-Gordon, J. M. (2004). *Supervision and instructional leadership: A developmental approach*. Allyn and Bacon.

REQUIRED SCHOLARLY ARTICLES

1. Lashway, L. (2002). Developing instructional leaders. Retrieved October 30, 2006 from ERIC Database.
2. Leithwood, K., Louis, K. S. & Anderson, S. (2004). How leadership influences student learning. Retrieved October 30, 2006 from ERIC Database.
3. Horsfall, C., Ed. (2001). Leadership issues: Raising achievement. Retrieved October 30, 2006 from ERIC Database.
4. A Report of the Task Force on Teacher Leadership. (2001). Leadership for student learning: Redefining the teacher as leader. Retrieved October 30, 2006 from ERIC Database.
5. Lambert, L. (2006). Lasting leadership: A study of high leadership capacity schools. *Educational Forum*, 70, 238-254.
6. Woelfel, K. D. (2002-2003). Learner-centered case studies: Defining reality in educational leadership programs. *Journal of Principal Preparation and Development*, 4, 13-17.

7. Lambert, L. (2005). Leadership for lasting reform. *Educational Leadership*, vol. 62, issue 5, p. 62.
8. Gunter, H., & Ribbins, P. (2002). Leadership studies in education: Towards a map of the field. *Educational Management & Administration*, 30, 387-416.
9. Hoachlander, G., Alt, M. & Beltranena, R. (2001). Leading school improvement: What research says. Retrieved October 30, 2006 from ERIC Database.
10. Bernhardt, V. L. (2005). Data tools for school improvement. *Educational Leadership*, vol. 62, issue 5, p. 66.
11. Kantabutra, S. (2005). Improving public school performance through vision-based leadership. *Asia Pacific Education Review*, 6, 124-136.
12. Fuller, B., Livas, A. & Bridges, M. How to expand and improve preschool in California: Ideals, evidence, and policy options. Working Paper. Retrieved October 30, 2006 from ERIC Database.
13. Beacham, C. V. (2006). Designing better preschools: Improving communication between designers and child development professionals. *Journal of Family and Consumer Sciences*, 98, 39-43.
14. Fontaine, N. S., Torre, L. D. & Grafwallner, R. (2006). Increasing quality in early care and learning environments. *Early Child Development and Care*, 176, 157-169.
15. St. Pierre, R. G. & Rossi, P. H. (2006). Randomize groups, not individuals: A strategy for improving early childhood programs. *Evaluation Review*, 30, 656-685.
16. Lee, J. S. (2006). Preschool teachers' shared beliefs about appropriate pedagogy for 4-year-olds. *Early Childhood Education Journal*, 33, 433-441.
17. Oliver, S. J. & Klugman, E. (2006). Play and standards-driven curricula: Can they work together in preschool? *Exchange: The Early Childhood Leaders' Magazine*, 170, 12-14.
18. Early, D. M., Bryant, D. M. & Pianta, R. C. (2006). Are teachers' education, major, and credentials related to classroom quality and children's academic gains in pre-kindergarten? *Early Childhood Research Quarterly*, 21, 174-195.
19. Hale-Jinks, C., Knopf, H. & Kemple, K. (2006). Tackling teacher turnover in child care: Understanding causes and consequences, identifying solutions. *Childhood Education*, 82, 219.
20. Temple, J. A. & Reynolds, A. J. (2007). Benefits and costs of investments in preschool education: Evidence from the child-parent centers and related programs. *Economics of Education Review*, 26, 126-144.

21. Nodoro, V. W., Hanley, G. P. & Tiger, J. H. (2006). A descriptive assessment of instruction-based interactions in the preschool classroom. *Journal of Applied Behavior Analysis*, 39, 79-90.
22. LoCasale-Crouch, J., Konold, T. & Pianta, R. (2007). Observed classroom quality profiles in state-funded pre-kindergarten programs and associations with teacher, program, and classroom characteristics. *Early Childhood Research Quarterly*, 22, 3-17.
23. VanDerHeyden, A. M., Broussard, C., & Cooley, A. (2006). Further development of measures of early math performance for preschoolers. *Journal of School Psychology*, 44, 533-553.
24. Brassard, M. R. & Boehm, A. E. (2006). Preschool assessment. Principles and practices. Retrieved October 30, 2006 from ERIC Database.
25. Knopf, H. T. & Swick, K. J. (2007). How parents feel about their child's teacher/school: Implications for early childhood professionals. *Early Childhood Education Journal*, 34, 291-296.
26. Magnuson, K. A., Ruhm, C. & Waldfogel, J. (2007). Does prekindergarten improve school preparation and performance? *Economics of Education Review*, 26, 33-51.
27. Saracho, O. N. & Spodek, B. (2007). Early childhood teachers' preparation and the quality of program outcomes. *Early Child Development and Care*, 177, 71-91.
28. Barbarin, O. A., McCandies, T. & Early D. (2006). Quality of prekindergarten: What families are looking for in public sponsored programs. *Early Education and Development*, 17, 619-642.
29. Justice, L. M., Bowles, R. P. & Skibbe, L. E. (2006). Measuring preschool attainment of print-concept knowledge: A study of typical and at-risk 3- to 5-year-old children using item response theory. *Language, Speech, and Hearing Services in Schools*, 37, 224-235.
30. Clements, D. H. & Sarama, J. (2007). Effects of a preschool mathematics curriculum: Summative research on the "Building Blocks" project. *Journal for Research in Mathematics Education*, 38, 136-163.
31. Currie, J. & Neidell, M. (2007). Getting inside the "Black Box" of Head Start quality: What matters and what doesn't. *Economics of Education Review*. 26, 83-99.
32. Loeb, S., Bridges, M. & Bassok, D. (2007). How much is too much? The influence of preschool centers on children's social and cognitive development. *Economics of Education Review*, 26, 52-66.
33. Dickens, W. T., Sawhill, I. V. & Tebbs, J. The Effects of investing in early education on economic growth. Policy Brief. Retrieved 10/30/06 from ERIC Database.
34. Ladd, G. W., Herald, S. L. & Kochel, K. P. (2006). School readiness: Are there social prerequisites? *Early Education and Development*, 17, 115-150.

35. National Center for Mental Health in Schools at UCLA. Preschool programs: A synthesis of current policy issues. Retrieved October 30, 2006 from ERIC Database.
36. Education Commission of the States. (2005). Early education legislation: Overview of trends and issues. Retrieved October 30, 2006 from ERIC Database.
37. Scott-Little, C., Kagan, S. L. & Frelow, V. S. (2006). State standards for children's learning: What do they mean for child care providers? *The Early Childhood Leaders' Magazine*, 168, 27-30.
38. Olson, L. (2006). States push to align policies from pre-k to postsecondary. *Education Week*, 41, 1, 16, 19-20.
39. Logue, M. E. (2007). Early childhood learning standards: Tools for promoting social and academic success in kindergarten. *Children & Schools*, 29, 35-43.
40. Nutbrown, C. Key concepts in early childhood education and care. Retrieved October 30, 2006 from ERIC Database.

ELECTRONIC RESOURCES

- <http://www.acsa.org> (Association of California School Administrators)
<http://www.cde.ca.gov> (California Department of Education)
<http://www.ctc.ca.gov> (California Commission on Teacher Credentialing)
<http://www.ed-data.k12.ca.us> (Ed-Data)
<http://www.lao.ca.gov> (Office of the Legislative Analyst)
<http://www.leginfo.ca.gov/calaw.html> (Official California Legislative Information)
<http://nces.ed.gov/pubsearch/index.html> (National Center for Education Statistics)
<http://www.ppic.org/publications/reports.html> (Public Policy Institute of California)
<http://wested.org> (WestEd)

COURSE REQUIREMENTS

Students are expected to demonstrate a high level of scholarship in all activities and assignments in keeping with the norms of doctoral level coursework.

- (1) Online Threaded Discussions (20% of the final grade for the academic term)
 There will be a minimum of six online threaded discussions (groups of five students each) focused around the assigned readings and general topics of this course. All students are expected to participate in each discussion. Students should plan to spend a minimum of three hours per online discussion (in lieu of a traditional face-to-face class meeting) responding to the discussion questions and reacting to other students' answers and comments. Online discussions are for the purpose of scholarly discourse and exploration. Students are expected to provide citations from the literature when appropriate and to use the online discussions to discuss assigned readings and topics. In addition, students are encouraged to pose related questions and points for discussion within the context of the assignment. (1.1, 1.2, 1.4)

Grading Criteria: A rubric will be used to provide a culminating score at the end of the academic term, which will be translated to a letter grade.

(2) Research Paper (20% of the final grade for the academic term)

Each student will write a 15-page comparative analysis on the characteristics of three instructional leadership models. (1.1, 1.2, 2.3, 3.2)

Grading Criteria:

- Quality of thought and analysis
- Clear description of theoretical foundations of model, research findings, and delineation of educational implications
- Usage of appropriate grammar & mechanics, syntax, and style

(3) Mid-term Examination (20% of the final grade for the academic term)

Each student will take a mid-term examination on material from the assigned readings and also respond to questions on how to (as an instructional leader) encourage the active participation and shared decision-making of all stakeholders, both educational organizations and external communities, in the development and implementation of policy and program components within the framework for improving teaching and learning. (1.1, 1.2, 1.4, 3.2)

Grading Criteria:

- Quality of thought and analysis
- Clear and direct response to each question
- Practices grounded in research and theory
- Literature citations
- Rhetorical Sophistication

(4) Applied Field Work Project: Case Study (20% of the final grade for the academic term)

Each student will conduct a case study of the instructional leadership of five school principals (either preschool, elementary school, middle school or high school). The student will generate from the data collected commonalities and differences in instructional leadership employed by the interviewees and draw conclusions and make recommendations for further study. (1.1, 1.2, 1.4)

Grading Criteria:

- Quality of thought and analysis
- Each component of assignment addressed in a thorough and comprehensive manner
- Usage of appropriate grammar & mechanics, syntax, and style

(5) Final Examination (20% of the final grade for the academic term)

Each student will take a final examination on material from the assigned readings and also respond to questions that focus on providing visionary leadership that establishes a framework for improvement of teaching and learning; demonstrating a comprehensive understanding and knowledge of state and federal school accountability mandates and provide the instructional leadership required for the effective planning, development, implementation, monitoring, and evaluation of each component; and demonstrating knowledge and understanding of research-based models designed to improve student achievement. (1.1, 1.2, 1.4, 3.2)

Grading Criteria:

- Quality of thought and analysis
- Clear and direct response to each question
- Practices grounded in research and theory
- Literature Citations
- Rhetorical Sophistication

GRADING POLICY

Course assignments will be graded commensurate with expectations for doctoral education.

Letter grades with plus or minus will not be used to grade assignments nor used in the process of calculating the final course grade.

Outline of Weekly Activities

WEEK 1

Topics

Leadership for Successful Schools
School Norms
Exceptional Schools

Activities

1. Student introductions
2. Enrollment verification
3. Syllabus review
4. Instructor introduction of the program goals, student learning outcomes and core elements in the context of instructional models for improving student achievement
5. Review of proposal format for applied fieldwork project
6. Instructor introduction of main topics
7. Review use of electronic resources for research purposes
8. Review process for accessing Blackboard
9. Review of writing tips

Reading Assignments

Glickman: Chapters 1, 2, & 3
Scholarly Articles 1, 2, 12, 13, 14, & 15

WEEK 2

Topics

Systemic Education Reform
Visionary Educational Leadership

Activity

Online Threaded Discussion

WEEK 3

Topics

Teacher Development
Collaborative Management
Effective Teaching
Supervisory Behavior
Developmental Supervision
Self Reflection

Activities

1. Discussion on current trends, innovations, reforms, issues, problems in education
2. Student Sharing: Research paper topics

Assigned Reading

Glickman: Chapters 4, 5, 6, & 7
Scholarly Articles 4, 5, 16, 17, 18, 19, & 20

WEEK 4**Topics**

Factors Influencing Student Achievement
Diversity and Educational Equity
English Language Development
Regional Needs and Challenges
Self Reflection

Activity

Online Threaded Discussion on Student Achievement Factors Literature

WEEK 5**Topic**

Interpersonal Skills: The Leader's Approaches to the Professional Education Team

Activities

1. Discussion on current trends, innovations, reforms, issues, problems in education
2. Problem solving, situation/role-playing

Assigned Reading

Glickman: Chapters 8, 9, 10, 11, & 12
Scholarly Articles 5 & 6

WEEK 6**Topic**

How to Affect Student Achievement

Activity

Online Threaded Discussion on Focuses on Assigned Research Literature on Student Achievement Factors Scan

WEEK 7**Mid-term Examination****WEEK 8****Topics**

Assessing and Planning
Observation Skills
Research and Evaluation
Educational Accountability

Activities

1. Discussion on current trends, innovations, reforms, issues, problems in education
2. Problem-solving situation/role-playing
3. Student sharing: Research paper topics

Assigned Reading

Glickman: Chapters 13, 14, & 15

Scholarly Articles 7, 8, 20, 21, 22, 23, & 24

WEEK 9

Topics

Assessing and Planning

Observation Skills

Research and Evaluation

Activity

Online Threaded Discussion

WEEK 10 Due: Research Paper

Topics

Direct Assistance to Teachers

Group Development

Professional Development

Activities

1. Discussion on current trends, innovations, reforms, issues, problems in education
2. Closure of previous topics led by instructor
3. Introduction of new topics by instructor

Assigned Reading

Glickman: Chapters 16, 17, & 18

Scholarly Articles 9, 10, 25, 26, 27, & 28

WEEK 11

Topics

Challenges to Improving Schools and Student Achievement in the Central Valley

Activity

Online Threaded Discussion on Assigned Reading and On-going Fieldwork Project

WEEK 12 Due: Applied Fieldwork Project

Topics

Curriculum Development

Action Research

Supervision, Change and School Success

Professional Practice

Activities

1. Discussion on current trends, innovations, reforms, issues, problems in education
2. Student sharing: Applied fieldwork projects

Assigned Reading

Glickman: Chapters 19, 20, & 21

Scholarly Articles 11, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, & 40

WEEK 13

Topics

Action Research

Supervision, Change, and School Success

Data-Driven Decision-Making

Activity

Online Threaded Discussion

WEEK 14 Final Examination

California State University, Stanislaus
Doctor of Education (Ed.D.), Educational Leadership
Program Goals and Student Learning Outcomes Addressed in Doctoral Courses

Course Number and Title: EDEL 9042 Instructional Models for Improving Student Achievement

Program Goal 1: Visionary Leadership	Addressed
1.1 Provide visionary leadership focused on systemic educational reform for the improvement of curriculum, teaching, and learning.	X
1.2 Create a philosophy for implementing collaborative management practices that involve the active participation of stakeholders in educational improvement.	X
1.3 Demonstrate effective cross-cultural written and oral communication skills appropriate for internal and external communities.	
1.4 Demonstrate a comprehensive understanding of educational policy within the context of state and federal school accountability mandates.	X
1.5 Demonstrate skills required to balance human, material, and fiscal elements of complex educational organizations.	

Program Goal 2: Teaching and Learning	Addressed
2.1 Demonstrate ability to establish an ethical educational environment and a commitment to high academic achievement for diverse students.	
2.2 Demonstrate ability to foster professional growth opportunities for professional staff that are research-based and dedicated to the improvement of teaching and learning.	
2.3 Demonstrate application of research-based models for student learning interventions.	X
2.4 Demonstrate an understanding of the diversity and cultural contexts of schools and communities, and primary languages as they relate to academic development and educational equity.	

Program Goal 3: Program Evaluation	Addressed
3.1 Demonstrate skill for establishing educational accountability measures through the use of a variety of print and technology-based sources related to instructional leadership and reform.	
3.2 Employ a variety of qualitative, descriptive, and inferential research methodologies in investigating the effectiveness of school policies and programs and their impact on student learning.	X
3.3 Apply research on the social, emotional, and cognitive growth of students and the role of language and culture to students' academic development/achievement.	
3.4 Demonstrate assessment skills to promote and evaluate student learning.	
3.5 Demonstrate ability to lead internal and external education organization reviews through evidence-based decision-making.	

Program Goal 4: Applied Research	Addressed
4.1 Demonstrate advanced knowledge of the research literature related to professional practices in education.	
4.2 Conduct an original and significant applied research study in areas of focus (P-12 Leadership or Community College Leadership).	
4.3 Publish and present research findings that contribute to the body of knowledge of educational leadership and the improvement of student learning and achievement.	