Instructor: Taran Chun, Ed.D.
Contact Information: cell phone- (801) 707-7232; email- tchun@graniteschools.org

Class Sessions: Tuesdays, 7:15 – 9:45 PM  August 21 – December 11
Location: Sandy Campus  9875 South Monroe St (240 West)  Room 124

Course Description
This course introduces students to critical concepts about learning and teaching and uses knowledge about instructional leadership to focus on how educational leaders organize and support instruction.

The goal of this course is to expose students to the theories, principles and practices of instructional leadership in the context of raising student achievement, school reform measures and developing equitable and effective school communities.

Course content includes:
1. adult learning, characteristics, and motivation,
2. role of assessment in learning process,
3. motivation of students and teachers,
4. instructional development and supervision,
5. professional development,
6. organizational supports for teaching and learning,
7. changing school climate to create equitable learning environments.

An emphasis is placed on developing a collaborative school learning culture by developing instructional leadership capacity that will support the learning of teachers and students alike.

Course Framework
The knowledge, skills, and professional dispositions of educational leaders outlined in this syllabus are founded on a strong commitment to engendering leadership behaviors that promote just and equitable educational services to all students in our schools. Guides for the development of the curriculum, instruction, and assessment of this course include national leadership preparation standards, current research in the field of educational leadership, and the College of Education’s commitment to “valuing and promoting learning for all children, with particular attention to the needs of racially, linguistically, and economically diverse students and students with disabilities.”
Learning Outcomes:
Upon completion of this course students will demonstrate an understanding of and the capability to:

1. Critically analyze the role of the instructional leader in creating motivating learning environments for students and adults alike.
2. Develop strategies to organize curricular and instructional practices appropriate for varied teaching and learning styles and specific student needs.
3. Identify the organizational supports to evaluate student learning and how each supports the teaching and learning process.
4. Develop a vision for a learning organization that supports instructional improvement and professional development.

Course Format:
Attendance, preparation, and participation are expected of all class members. We learn from each other, and through our joint efforts, we will reach a greater understanding. Class sessions will involve review of our text and other assigned readings, and may include: lecture, discussion, large and small group activities, use of technology, case studies, individual and group presentations.

Professional Standards
This course is structured to align with Standards 1 and 2 of the Interstate School Leaders Licensure Consortium ISLLC (2008) and Standard 2 of the Utah Educational Leadership Standards UEL (2011).

Primary Focus:
ISLLC Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

UELS 2011 Standard 2: Teaching and Learning
An educational leader promotes the success of every student by advocating, nurturing and sustaining a school focused on teaching and learning conducive to student, faculty, and staff growth.

   a. Educational Leaders ensure strong professional cultures that support teaching and learning.
   b. Educational Leaders require all educators to know and use Utah Core Curriculum, and current Utah Effective Teaching Standards.
   c. Educational Leaders implement appropriate systems of assessment and accountability
Secondary Focus:

ISLLC Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Course Requirements

1. Participation and Attendance
Please plan to attend all class sessions, be on time, and fully participate in class activities and discussions. It is important to point out that participation is more than talking in class. Participation means allowing oneself to become engaged in the learning process of this course.

It is essential to read course readings prior to class discussion in order to fully participate. Readings will be challenging, but intellectually stimulating, so we will be working closely with one another to share and make sense of ideas, resources, and expertise.

2. Textbook and Articles

*Articles will be assigned from the selection of articles offered at the end of each chapter of the Glickman, Gordon & Ross-Gordon (2010) textbook. Students will be invited to read one article from the Suggested Readings section at the end of each chapter.

3. Course Assignments:

Discussion Questions and Pre-class Assignments
Prior to each class, students will be asked to write down any application questions that come to mind as they read the assigned chapters and articles. These questions will guide small and large group discussions of the readings. On the discussion board!

In addition, students may be asked to respond to one or two prompt questions prior to reading the assigned chapters and articles. Students will be asked to respond to the prompt questions in one to two single-spaced paragraphs and bring those responses to class to contribute to class discussions.

Interview with an Instructional Leader
Interview an instructional leader—preferably a principal—to gather information about how particular individuals articulate their instructional leadership and describe their practice as instructional leaders. Take notes during the interview and record the interview (if possible). Type up notes from the interview, including salient quotations, and bring it to class for an activity.
Reflective Response Activity: Creating Your Vision of Instructional Leadership
Throughout the semester, students will complete 4 short reflective responses (1-2 pages, single-spaced, 5 points each) to support the development of a personal vision of instructional leadership. Each of these four responses will challenge the students to reflect on concepts from course readings, discuss examples of principles of instructional leadership in practice, and envision the implications to future or observed leadership practice. It is hoped that through these reflective assignments, students will be able to create a vision of their own Instructional Leadership.

Personal Vision of Instructional Leadership Paper
At the end of the semester, students will be asked to synthesize the 4 reflective responses into a final statement of philosophy of instructional leadership that includes references to appropriate literature from the course. Treat this important reflective exercise as something you might use in job applications; knowing what you believe and having examples of practices that align with these principles will serve you well in interviews and in your roles as instructional leaders. This assignment should be no longer than 3 single-spaced pages. Students will be asked to present their vision of instructional leadership to the class as a part of this assignment.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>20</td>
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<tr>
<td>Reflective Questions &amp; Pre-Class Assignments</td>
<td>20</td>
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<tr>
<td>Interview w/Instructional Leader</td>
<td>10</td>
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<tr>
<td>Reflective Responses</td>
<td>20</td>
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<tr>
<td>Personal Vision of Instructional Leadership Paper</td>
<td>20</td>
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<tr>
<td>Presentation of Personal Vision</td>
<td>10</td>
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**TOTAL** 100 points

Final course grades reflect the following total points:

- 93 – 100  A
- 90 – 92  A-
- 86 – 89  B+
- 83 – 85  B
- 80 – 82  B-
Intern Project
Intern Project - students will be required to participate in an intern project with approximately 20 hours of hands on time. The intern project is listed below.

Intern Project
Project has two components for completion (1.A, 1.B) and 2

1. A. **Observation Activity (Complete by October 16)**
   In order to gain insight into the depth and breadth of the work of an instructional leader, students will engage in an activity designed to provide an introduction to a leadership lens when observing instruction. Each student will ask three - five classroom teachers for permission to observe instruction for 20-30 minutes. Students will use an observation/evaluation tool provided by their district/school administrator. *(Include forms in final submission)*

   B. **Analysis of Observation (Complete by Oct 30)**
   Using the observation tool from your classroom observation activity (above), choose one - two completed forms and based on your analysis of their instruction, describe professional learning structures and opportunities that might be useful for the teacher and outline a plan that you, as an instructional leader, might implement to support the professional learning and instructional improvement in classrooms with similar instructional needs and skills. If you have the classroom teacher’s permission, share the plan with that teacher.

2. **Curricular Audit Report (Instructional Leadership) (Complete by Dec 11)**
   The student will complete a curricular audit in either their current placement or a selected school of choice. The purpose of the curricular audit is to examine the curriculum from a leadership lens and the ways in which curriculum impacts school environment, classroom instruction, teacher practices, and student achievement.

   Completion of this project requires seeking information from people in the school and/or district, getting to know the organizational structure and key players, and exercising skills in information gathering and diplomacy.

   **Outline for Curricular Audit Report**
   A. Description of the School
      • Brief background on school demographics
      • Description of curriculum program for audit and how and why program was selected for use. *(Must choose a grade level or subject area outside of your current knowledge base)*

   B. Data Gathering Process
      • Briefly describe how information was gathered (data, surveys, classroom walk thru’s, student work samples, **interviews with administrators**, teachers, or staff), etc.

   C. “Taught” Curriculum
      To help determine the extent in which the ‘taught’ curriculum is based on
State Standards or Common Core, you will need to gather this information from the observation activities as well as possible interviews with teachers. Use the questions to guide this section.

- Is the instruction aligned to the guidelines of current common core or USOE approved curriculum standards?
- Is the actual teaching related to the standards?
- Does the program include components for pre and post assessment, direct teaching strategies, checking for understanding, etc?
- Is there evidence of equity in learning for all students?

D. “Assessed” Curriculum
Determine what is actually tested and if the results are used to drive instruction.

- What assessments are used?
- Is there differentiated instruction?
- How are students assessed and how are the results used or shared?
- Do the results of assessment impact re-teaching, grouping, or teacher teaming?
- How is student progress recorded and monitored?
- Does data drive instructional programming?
- Do teaching strategies changes based on results of data?

E. Recommendations for Improvement
Based on your findings, discuss the strengths and the need for improvement or ‘gaps’ in the curricular program. As the principal or instructional leader determine what would be the most important area to focus on for improvement of student learning in that area and set a goal for staff development in that area. Describe what steps would need to be taken to make that goal happen. How would you involve school stakeholders in this process and how would you address teacher resistance to change?

Length of Final Intern Project Paper will be no more than 10 pages, double-spaced. The purpose of this intern project will be to demonstrate how knowledge and experiences gained in this course has helped the student to develop their capacity for instructional leadership and supervision. Students should cite course readings and discussions to demonstrate how the project has helped them to learn and apply the knowledge gained in this course of study. Remember to include all forms used in observation and analysis of observation comments. This will need to be submitted to the instructor and saved to your ePortfolio for internship projects.
### Course Schedule and Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments DUE</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 21</td>
<td>Introduction to Teaching &amp; Learning and The Role of the Instructional Leader</td>
<td>Chapters 1, 2, 3 of SuperVision and Instructional Leadership.</td>
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<tr>
<td>2</td>
<td>Aug 28</td>
<td>Adult Learning &amp; Effective Schools</td>
<td>Chapters 4 &amp; 5 of SuperVision and Instructional Leadership.</td>
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<td>3</td>
<td>Sept 4</td>
<td>Personal Leadership and Developmental Supervision</td>
<td>Chapters 6 &amp; 7 of SuperVision and Instructional Leadership.</td>
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<td>*Reflective Response 1</td>
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<td>4</td>
<td>Sept 11</td>
<td>Directive and Collaborative Behaviors</td>
<td>Chapters 8, 9, &amp; 10 SuperVision and Instructional Leadership.</td>
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<td>5</td>
<td>Sept 18</td>
<td>Nondirective Behaviors and Developmental Supervision</td>
<td>Chapters 11 &amp; 12 SuperVision and Instructional Leadership.</td>
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<td>*Reflective Response 2</td>
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<td>7</td>
<td>Oct 2</td>
<td>Providing Assistance to Teachers &amp; Group Development</td>
<td>Chapter 15 SuperVision and Instructional Leadership.</td>
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<td>Oct 9</td>
<td>Fall Break</td>
<td>No Class</td>
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<tr>
<td>8</td>
<td>Oct 16</td>
<td>Instructional Supervision</td>
<td>Chapter 16 &amp; 17 SuperVision and Instructional Leadership.</td>
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<td>9</td>
<td>Oct 23</td>
<td>Professional Learning Communities: Professional Development</td>
<td>Chapter 18 SuperVision and Instructional Leadership.</td>
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<td>*Reflective Response 3</td>
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<td>10</td>
<td>Oct 30</td>
<td>Professional Learning Communities: Curriculum Development</td>
<td>Chapter 19 SuperVision and Instructional Leadership.</td>
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<td>*Interview with Instructional Leader DUE</td>
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<td>Week 12</td>
<td>Nov 13</td>
<td>Facilitating Change</td>
<td>Chapter 21 SuperVision and Instructional Leadership.</td>
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<td>Reflective Response #4</td>
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<tr>
<td>Week 13</td>
<td>Nov 20</td>
<td>Instructional Leadership of Diverse Communities</td>
<td>Chapter 22 SuperVision and Instructional Leadership.</td>
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<tr>
<td>Week 14</td>
<td>Nov 27</td>
<td>Instructional Leadership and the School Community</td>
<td>Chapter 23 SuperVision and Instructional Leadership.</td>
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<td>*Vision of Instructional Leadership Final Paper DUE</td>
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<tr>
<td>Week 15</td>
<td>Dec 4</td>
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<td>*Intern Project DUE</td>
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<td>*Presentations of Instructional Leadership Vision</td>
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<tr>
<td>Week 16</td>
<td>Dec 11</td>
<td></td>
<td>*Finish Presentations of Instructional Leadership Vision</td>
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<td>*Intern Project Dialogue</td>
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**University Policies**

**Full Participation**
In accordance with the Americans with Disabilities Act (ADA), any qualified student with a disability has the opportunity to meet with me privately to discuss receiving reasonable accommodations. Such accommodations will be afforded based on the specific disability and as agreed in writing. This statement in no way asks that the student identify him or herself as having a disability; however, a request for reasonable accommodations can only be granted if a student makes his or her disability known.

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

**Accommodations Policy**
Some of the writings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.

ELP 6310/6330: Instructional Leadership
Academic Policies, Procedures, & Regulations
Please refer to the University of Utah Student Handbook and University of Utah online catalog regarding policies and procedures for grading, attendance, course incompletes, and academic honesty. Additionally, Department guidelines for academic study may be found in the Department Student Handbook, Department website, Department program literature, or Department Policy Handbook.

Academic Honesty
Academic honesty is an expression of an ethic of interpersonal justice, responsibility, and care applicable to students, faculty, and staff. It demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. A student who engages in academic dishonesty or who violates the professional and ethical standards for the profession or discipline for which the student is preparing may be subject to academic sanctions, as defined in the University Code, including but not limited to a grade reduction, failing grade, suspension, or dismissal from the program or the University. See the University of Utah Student Handbook - University Code, Section II (www.admin.utah.edu/ppmanual/8/8-10.html) Student Standards of Academic Performance - Part C Academic Misconduct for further details.

Harassment
The University of Utah does not tolerate racial, sexual, or other forms of harassment of students, faculty, or staff. If you feel you are subject to such harassment, you should notify your instructor. If you feel you are subject to harassment by your instructor, contact the Chair of the Department of Educational Leadership & Policy, Paula Smith, at (801) 581-6714, or the Dean of the College of Education at (801) 581-8221.

Recommended Course Readings


Howard, G. R. (1999). White dominance and the weight of the west. We Can't Teach what We Don't Know: White Teachers, Multiracial Schools. Teachers College Prese. 25-48.


ELP 6310/6330: Instructional Leadership


