

NEW COURSE FORM

1. General Information.					
a.	Submitted by the College of: Education		Today's Date: 10/10/11		
b.	Department/Division: Educational Leadership Studies				
c.	Contact person name: Tricia Browne-Ferrigno	Email: tricia.ferrigno@uky.edu	Phone: 7-5504		
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year ¹ : _____	
2. Designation and Description of Proposed Course.					
a.	Prefix and Number: EDL 706				
b.	Full Title: Leadership for Learning-Centered Schools I				
c.	Transcript Title (if full title is more than 40 characters): Leadership Learning-Centered Schools I				
d.	To be Cross-Listed ² with (Prefix and Number): N/A				
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.				
	_____ Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	X Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
g.	Number of credits: 3				
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours: _____			
	If YES:	Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
i.	Course Description for Bulletin:	EDL 706 is the first in a two-course series that examines theories associated with learning-centered leadership in P12 educational organizations with emphasis on the roles and responsibilities of a principal in supervising a school's instructional program to improve student learning and school performance. _____			
j.	Prerequisites, if any:	Admission to EdD program or permission of instructor			
k.	Will this course also be offered through Distance Learning?			YES ⁴ <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both	
3.	Will this course be taught off campus?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4. Frequency of Course Offering.					

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

a. Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input type="checkbox"/> Spring	<input type="checkbox"/> Summer
b. Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
If NO, explain: _____			
5. Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
If NO, explain: _____			
6. What enrollment (per section per semester) may reasonably be expected?	12-20		
7. Anticipated Student Demand.			
a. Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
b. Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
If YES, explain: Course may be appropriate as an elective for graduate students in other College of Education programs.			
8. Check the category most applicable to this course:			
<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
<input checked="" type="checkbox"/> Relatively New – Now Being Widely Established			
<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
9. Course Relationship to Program(s).			
a. Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES, name the proposed new program: _____			
b. Will this course be a new requirement ⁵ for ANY program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
If YES ⁵ , list affected programs: EdD in Educational Leadership Studies (principal certification specialization)			
10. Information to be Placed on Syllabus.			
a. Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)			
b. <input checked="" type="checkbox"/>	The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.		

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: EDL 706 Leadership for Learning-Centered Schools I

Proposal Contact Person Name: Tricia Browne- Ferrigno Phone: 7-5504 Email: tricia.ferrigno@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
EDL	10/10/11	Lars Bjork / 7-2450 / lbjor1@uky.edu	
C&C	10/15/11	Doug Smith / 7-1824 / dcsmit1@uky.edu	
College of Ed Faculty	11/15/11	Robert Shapiro / 7-9795 / rshap01@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: EDL 706

Date: 10/10/11

Instructor Name: Tricia Browne-Ferrigno

Instructor Email: tricia.ferrigno@uky.edu

Check the method below that best reflects how the majority of course of the course content will be delivered.

Internet/Web-based

Interactive Video

Hybrid

Curriculum and Instruction

1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>EDL 706 is delivered through hybrid, executive delivery model (i.e., face-to-face class sessions, online learning activities on Blackboard and via AdobeConnect Pro, fieldwork in P12 schools and districts, independent reading and writing). Course calendar in course syllabus indicates dates/times of class meetings.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>EDL 706 conforms to all other courses delivered by the Department of Educational Leadership Studies with regard to resources, course goals, assessment of student learning outcomes. Course syllabus provides information about course description and learning outcomes linked to course assessments (see p. 2) as well as scope and sequence of learning activities and assignment (see course calendar).</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Online Reading Assessments are administered through instructor's personal SurveyMonkey account not accessible by others. Course Blackboard site is restricted to registered students. Student learning assessed through written assignments are submitted by student to instructor as attachment to email message sent to instructor. The e-Portfolio currently underdevelopment for use in the EdD in Educational Leadership Studies with principal certification specialization program will be password-protected with access limited to EDL student owner and EDL faculty.</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>Yes</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

Distance Learning Form

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	<p>If yes, which percentage, and which program(s)? <i>51% of EdD in Educational Leadership Studies (principal certification specialization)</i> *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>EDL delivers all graduate courses via DL. Students in EDL 706 will have same support as all others.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>EDL 706 syllabus provides all required information about DL resources including access to UK Library Resources and other DL services. Because EDL 706 is a doctoral-level course, students are expected to conduct library searches to complete assignments. Information about access to UK resources is presented during EDL student orientation session for new students prior to first class meeting. Additional support is provided by course instructors.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>EDL 706 syllabus provides all required information about accessing DL resources and support services. The professor proposing this course has been delivering doctoral-level courses via DL since Fall 2007.</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Page 3 of the EDL 706 syllabus provides information for students.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

Distance Learning Form

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10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> <input type="radio"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none"> <input type="radio"/> Carla Cantagallo, DL Librarian <input type="radio"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) <input type="radio"/> Email: dllservice@email.uky.edu <input type="radio"/> DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Tricia Browne-Ferrigno Instructor Signature:</p>

EDL 706 Leadership for Learning-Centered Schools I

University of Kentucky College of Education
Research and Reflection for Learning and Leading

Course Syllabus Fall 2012

Section 201

Hybrid Course Delivery

Face-to-face Class Meetings (see dates in course calendar)

UK College of Education

Online Class Meetings (see dates in course calendar)

Blackboard Learning Activities (<https://elearning.uky.edu>)

Contact Information	
Instructor:	Tricia Browne-Ferrigno PhD
Office:	111 Dickey Hall
E-mail address:	tricia.ferrigno@uky.edu
Office phone:	(859) 257-5504
Cell phone:	(859) 948-6793 (emergency only)
Home phone:	(859) 293-2985 (no later than 9 PM)
Office hours:	By appointment (preferably made via e-mail)
Virtual hours:	TBA
Campus address:	Department of Educational Leadership Studies 111 Dickey Hall, College of Education University of Kentucky Lexington, KY 40506-0017
Department phone:	(859) 257-8921
Department fax:	(859) 257-1015
Department Web site:	http://education.uky.edu/edl

Course Description in UK Bulletin

EDL 706 is the first in a two-course series that examines theories associated with learning-centered leadership in P12 educational organizations with emphasis on the roles and responsibilities of a principal in supervising a school's instructional program to improve student learning and school performance.

Expected Learning Outcomes and Corresponding Assessments

The assigned readings, reflective writings, online assignments, and fieldwork assist candidates in developing a knowledge and skill for learning-centered leadership based on the performance expectations and indicators in the *Educational Leadership Policy Standards: ISLLC 2008*¹.

Upon completion of this course, candidates will be able to . . .

- Develop shared understanding, capacities, and commitment to high expectations for all students and closing achievement gaps.
- Provide coherent, effective guidance in the development and implementation of rigorous curriculum and standards-based instructional programs.
- Articulate coherent, effective guidance of rigorous curriculum and instruction to address the needs of diverse student-population groups
- Monitor effects of differentiated teaching and classroom assessment strategies to support learning for all students.
- Identify and use high-quality research and data-based strategies and practices that are appropriate in local context to increase learning for every student.
- Assess school-based curricular and instructional policies, practices, and procedures and make recommendations for improvement.

Evidenced through their . . .

- Dimension 1 Assessment (Draft of School Transformation Plan), Leadership Platform
- Online Reading Assessments, Classroom Observations
- Annotated Bibliography
- Classroom Observations
- Online Reading Assessment, Annotated Bibliography
- Dimension 1 Assessment

Required Course Resources

Professional reading and reflection are fundamental requirements of this course. The resources listed below are major sources of course content for EDL 706 and guidelines in academic writing. Additional readings related to course content may be assigned in the proposed course calendar or posted on the EDL 706 Blackboard. The bibliography at the end of the syllabus provides additional resources for independent professional growth.

Bolman, L. G. & Deal, T. E. (2010). *Reframing the path to school leadership: A guide for teachers and principals* (2nd ed.). Thousand Oaks, CA: Corwin.

Demarest, E. J. (2011). *A learning-centered framework for education*. New York, NY: Teachers College Press.

Green, R. L. (2010). *The four dimensions of principal leadership: A framework for leading 21st century schools*. Boston, MA: Allyn & Bacon.

Hawley, W. D. (Ed.). (2007). *The keys to effective schools: Educational reform as continuous improvement*. Thousand Oaks, CA: Corwin Press.

Hoy, A. W., & Hoy, W. K. (2003). *Instructional leadership: A learning-centered guide*. Boston, MA: Allyn & Bacon.

Sullivan, S., & Glanz, J. (2009). *Supervision that improves teaching and learning: Strategies and techniques* (3rd ed.). Thousand Oaks, CA: Corwin.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

¹ Sanders, N. M., & Kearney, K. M. (Eds.). (2008). *Performance expectations and indicators for education leaders: An ISLLC-based guide to implementing leader standards and a companion guide to the Educational Leadership Policy Standards: ISLLC 2008*. Alexandria, VA: Council of Chief State School Officers.

Learning in Hybrid Course

Graduate students assume major responsibility for their own learning. As members of a learning group, they are likewise responsible for helping their peers by consulting with them and engaging in collaborative problem solving before seeking assistance from the instructor. A class roster will be distributed to encourage and support communication.

Distance Learning Considerations

This course requires use of information technology: Students are expected to have regular access to a personal computer, **web camera** and headset, and the Internet to complete learning activities and assignments. All online activities are to be completed within designated sections of the course Blackboard, accessed through <https://elearning.uky.edu/webapps/portal/frameset.jsp>, and sites that support synchronous meetings (e.g., Adobe Connect) or gather data (e.g., Survey Monkey).

Instructor's Virtual Office Hours. TBA

Instructor's Preferred Communication Method. Electronic mail (tricia.ferrigno@uky.edu)

Maximum Timeframe for Responding to Student Communications. Students may expect the instructor to respond to email inquiries or requests within 48 hours—excluding weekend and holiday contacts.

Teaching and Academic Support Services. Contact the Teaching and Academic Support Center (TASC) at <http://www.uky.edu/TASC> or 859-257-8772.

Procedures to Resolve Technological Problems. Contact the Information Technology Customer Service Center at <http://www.uky.edu/UKIT/> or 859-257-1300.

Information on Distance Learning Library Services. Available at www.uky.edu/Libraries/DLLS, from DL Librarian (Carla Cantagallo via email at dllservice@email.uky.edu or telephone at 859-257-0050 x 2171 or 1-800-828-0439), or from Distance Learning Interlibrary Loan Services at http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lilib_id=16

Students with Documented Disability

Students with documented disability that requires academic accommodations in this course must submit a request through the University Disability Resource Center. The Center requires current disability documentation. If approved, the Center will provide a Letter of Accommodation to student and instructor that details the recommended accommodations. Contact the Disability Resource Center Director, Jake Karnes, via jkarnes@email.uky.edu or 859-257-2754, for more information.

Integration of Syllabus with UK College of Education Conceptual Framework

This graduate course addresses the four themes within the conceptual framework of the UK College of Education: **research**, **reflection**, **learning**, and **leading**. Throughout the semester candidates have opportunities to review, analyze, discuss, and apply **research** from diverse perspectives in education, including professional scholarship and practitioner inquiry and reflect on their own practices as P-12 educators as they study, observe, and work in P-12 school and university classrooms. **Reflection** is integrated regularly through oral and written communication to help candidates hone their analytical and problem-solving skills that comprise critical professional reflection on one's own practice. This course emphasizes the commitment of the UK College of Education to ensure that its graduates continue their professional careers equipped for life-long **learning** as educators actively **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce educational leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Commitment to Diversity

UK is committed to making diversity central to university policies, decisions, and practices to strengthen diversity within the Commonwealth. Efforts by a broad-based task force appointed by President Todd defined diversity as

embracing difference or promoting increased knowledge regarding race/ethnicity, gender, religion, sexual orientation, disability, veteran affairs, and thought within an inclusive community. This definition of diversity values an inclusive institutional culture, academic programs, and co-curricular activities that prepare candidates for active, global citizenship. This commitment further allows for an educational process that fosters growth among all members of the academic community by including a wide array of talents, and recognizing the human differences are organizational strengths (University-Wide Comprehensive Diversity Plan Task Force Report, April 2005, p. 6).

Because the desired outcome is excellence in education, UK “does not practice discrimination on the basis of race/ethnicity, gender, religion, sexual orientation, or disability” (p. 6).

The College of Education supports the university-wide definition of diversity and enhances it through an expanded interpretation. This broader conceptualization of diversity includes learning exceptionalities, native languages, socioeconomic status, and life experiences often created by residing in unique geographical regions such as Appalachia. Curricula within the UK College of Education, field experiences, and membership of its faculty and student body reflect a commitment to diversity.

Leading successful P-12 schools and districts requires understanding of and sensitivity to differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Hence, diversity is a theme woven throughout this graduate course, which focuses on preparing and developing principals with requisite knowledge, dispositions, and skills to practice effectively the multiple responsibilities of school leadership and change agency.

UK Policies

The adopted UK academic policies apply in this course and are articulated in the *Students Rights and Responsibilities Handbook* and the *UK Graduate Bulletin*. Important policies and regulations applicable to this course include, but are not limited to, those concerning attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English. The course instructor retains absolute discretion concerning acceptance of required assignments after established due dates and reserve the right to lower grades on assignments submitted late. For more information about UK Policies, go to www.research.uky.edu/gs/bulletin/bullinfo.shtml

Absences. The University defines acceptable reasons for absences as (a) serious illness, (b) university-related trips, (c) major religious holidays, and (d) other circumstances that the instructor finds to be “reasonable cause for nonattendance.” Regular attendance is essential. If candidates must miss a scheduled class meeting, then they must notify course instructor about the reason for the absence **before it occurs**. In the event of **emergency absences** (e.g., personal illness, major accident, death of family member), candidates should notify course instructor as soon as possible, **preferably through e-mail communication**. Additional assignments may be required for missed class meetings.

Canceled Class. If a class meeting must be canceled, course instructor will make every possible effort to contact students in sufficient time to avoid an unnecessary travel to UK for face-to-face meeting or to adjust schedule for planned online synchronous session.

Changes to Syllabus. The course instructor retains the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to this syllabus will be discussed with students and provided in writing to students as an addendum distributed electronically and posted on the course Blackboard.

Quality of Candidate Work

Unless specified otherwise, all academic papers submitted to course instructor must be presented in the writing style and format described in the sixth edition of the *Publication Manual of the American Psychological Association*² and must be word-processed in **Times New Roman 12-point font**. Students are expected to follow rules of usage and principles of composition³. When the two resources listed in the footnote below present differing rules, candidates are to adhere to the academic writing guidelines in the *APA Manual*.

Plagiarism. Where appropriate, references to professional and research literature need to be integrated into the text and cited at the end of all papers. According to UK rules, the minimum consequence for cheating or plagiarism is an “E” in the course. Cheating or plagiarism is basically stealing ideas or intellectual property created by others. Candidates are cautioned to reference all resources properly: The mere re-phrasing of another author’s work does not excuse the candidate from the requirement for including proper citations. Cite all your sources accurately and appropriately! Be aware that re-cycling of assignments from other courses can be interpreted as self-plagiarizing and fails to meet the minimal standards of intellectual rigor required in graduate study.

Late Submittals. Assignment due dates are provided in the course calendar (pp. 8-9). Unless specified differently in the assignment guidelines, each written assignment is to be delivered me as an attachment to an e-mail message addressed to tricia.ferrigno@uky.edu and sent no later than 10:00 AM on the due date. Late assignments will be accepted only in cases of extreme emergencies, and the decision to accept late work is solely at the instructor’s discretion.

Incomplete Grade. Incomplete grades for this course are issued reluctantly and sparingly—and only if there is a reasonable possibility that a passing grade will result from completion of the work. The UK Graduate School requires all “I” grades be replaced by a regular final letter grade (a) within 12 months of the end of the academic term in which the “I” grade was awarded (b) before a student may sit for the final examination; or (c) prior to the student's graduation, whichever occurs first. However, the instructor may require a shorter time frame from which to remove the “I” grade and specify conditions under which specific grades can be earned (e.g., A within 2 months, then highest grade of a B).

Students must request an “I” grade in writing and are responsible for negotiating the terms of completion of course work. UK and EDL rules require students requesting an “I” grade to complete a contract specifying how and when the “I” will be removed within the negotiated timeframe (at most a calendar year). The contract must be submitted before an “I” grade can be issued—incomplete work and missing assignments will be assigned “E” grades if the student does not submit a completed Incomplete Grade Contract by the course deadline. If the contracted work is not completed satisfactorily, the “I” grade converts automatically to an “E” (a failing mark earning 0 credits).

Collaboration with District Partners

In accordance with requirements from the Kentucky Education Professional Standards Board (EPSB) to include diverse partners, personnel from the Central Kentucky Educational Cooperative, Fayette County Public Schools, and Southern Association of Colleges and Schools were involved in the design of this course. Appropriate educational practitioners (i.e., those with requisite expertise) may assist in the delivery of this course.

² American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

³ Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). New York: Longman.

Standards-based Curriculum

EDL 706 is a required course for the EdD in Educational Leadership Studies with principal certification program and was designed to meet requirements established by EPSB for school principals. Thus, course content integrates appropriate components of the *Educational Leadership Policy Standards: ISLLC 2008*⁴ (Standard 1, 2, 4, 5), *National Educational Technology Standards for Administrators (NETS-A)*⁵ (Standard 2), and Dimension 1 functions⁶.

Unbridled Learning Initiatives

Course content and assignments provides opportunities for graduate students to advance their knowledge and mastery of the tools associated with Kentucky education reform (e.g., Kentucky Core Academic Standards, characteristics of highly effective learning and teaching, classroom assessments that assure learning, career and college readiness, school-performance accountability). As students engage in required clinical practice within P-12 schools, they will address one or more components of the Senate Bill 1 initiatives.

Course Requirements and Expectations

Unless specified otherwise, all assignments must be submitted to instructor electronically as an attachment to an e-mail message or posted on Blackboard **no later than 10:00 AM on the due date**. Guidelines for all course assignments will be distributed in class sessions and posted on the course Blackboard.

1. **Continuous Assessment Review and Electronic Portfolio.** Students will receive copies of documents used in the Continuous Assessment Review process and receive training in how to upload documents to their individual electronic portfolio. The instructor will provide guidelines for conducting self-assessments of the professional standards.
2. **Class Participation (10 points).** Students will engage actively in all course learning activities and contribute fully to completion of group projects.
3. **Online Reading Assessments (20 points).** Students will respond to prompts about specific assigned readings through Survey Monkey instruments by due dates established by instructor.
4. **Annotated Bibliography (20 points).** Students will develop an annotated bibliography based on results of independent search for research-based or refereed resources that provide guidance for principal supervision of curricular and instructional differentiation for diverse student populations (i.e., students with disabilities, cultural and linguistic differences, gifted and talented, disadvantages social economic backgrounds). The instructor will provide written guidelines about this assignment.
5. **Classroom Observation: Learning (10 points).** Students will observe learning activities in a classroom with diverse student subgroups (e.g., English language learners, special education students, economically disadvantaged students, members of minority groups, students in gifted programs) and afterwards discuss with teacher what was observed. Prior to observation, student must meet with the classroom teacher to learn about differentiated learning activities that should be apparent during the observation. Students are encouraged to conduct the classroom observation in similar content assignment but at a different-level school from the one where they work (e.g., teacher from elementary school conducts observation in a middle school). The instructor will provide written guidelines about this assignment.

⁴ Council of Chief State School Officers. (2008). *Educational Leadership Policy Standards: ISLLC 2008*. Washington, DC: Author. Available at <http://www.ccsso.org/publications/details.cfm?PublicationID=365>

⁵ http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/2009Standards/NETS-A_2009.pdf

⁶ Kentucky Cohesive Leadership System [KyCLS] (2008, May)

6. **Classroom Observation: Teaching (10 points).** Students will observe teaching in a classroom at different level (elementary) or different academic area (secondary) than the one in which they teach and afterward discuss with teacher what was observed. Prior to observation, student must meet with the classroom teacher to discuss the lesson and what instruction should be apparent during the observation. The instructor will provide written guidelines about this assignment.
7. **Leadership Platform (10 points).** Students will develop a one-page statement about their educational leadership philosophy based on the ISLLC *Standards*. The platform is a required entry in the EDL portfolio. Instructors will provide written guidelines about this assignment.
8. **Dimension 1 Assessment: Draft of School Transformation Plan (20 points).** Students will work collaboratively with principal to analyze current school data and determine additional data required to make decisions about improving student learning and school performance. Draft plan will be used during EDL 707 Leadership for Learning-Centered Schools II (next semester) to create foundation for capstone project. The instructor will provide written guidelines about this assignment.

Grading Scale

Course grades are based on a cumulative point total. The relative weighting for each of these expectations is presented in the matrix below.

Course Requirements and Expectations	Points Possible
1. Continuous Assessment Review/Electronic Portfolio	-
2. Class Participation	10
3. Online Reading Assessments	20
4. Annotated Bibliography	20
5. Observation of Learning in Classroom	10
5. Observation of Teaching in Classroom	10
6. Education Platform	10
7. Initial School Transformation Plan	20
Total Points	100

Grades will be assigned according to the following scale: A=90-100 points, B=80-89 points, C=70-79 points, E=<70 points. Course credit: three graduate hours.

Proposed Course Calendar

The proposed calendar of course topics and assignments presented on pages 8-9 may be modified to meet learning needs of students, incorporate new resources, or address changes in state policies concerning leadership in P-12 schools. Changes to the proposed course calendar will be discussed with candidates and provided in writing as an addendum distributed as attachment to electronic mail message and posted on the course Blackboard.

Proposed Course Calendar

Week	Location	Topic Module Learning Outcome	Reading Assignments	Products Due
1	Cohort Meeting Sat, Aug 25 1:30-3:30 PM	<i>What is learning-centered leadership?</i> <ul style="list-style-type: none"> Link the dimensions of learning-centered leadership with ISLLC 2008 standards Evaluate your readiness for principalship 	B&D ⁷ : Chap 1-14 Murphy et al. ⁸ Green ⁹ : Chap 1	Online Pre-Survey (due Thurs 8/23/12)
2		<i>What is the learning-centered framework?</i> <ul style="list-style-type: none"> Discuss connection between balanced goals and multifaceted learning outcomes Evaluate capacity and infrastructure of KY P12 education system using learning-centered framework 	D: Chap 3-9 ¹⁰	
3	Virtual Class Thurs, Sep 6	<i>How are learning-centered schools unique?</i> <ul style="list-style-type: none"> Discuss role of instructional leadership Summarize expectations in learning-centered classrooms and classrooms 	H&H: Chap 1 M&A ¹¹	
4	Class Meeting Sat, Sep 15 1:30-3:30 PM	<i>How are students different?</i> <ul style="list-style-type: none"> Describe the five student subgroups defined by KY accountability system Contrast differentiation strategies that support learning for all students Evaluate your understanding of self and of others 	H&H: Chap 2 Green: Chap 2-3	Online Reading Assessment 1 (due Thurs 9/13/12)
5		<i>What are the major learning theories?</i> <ul style="list-style-type: none"> Differentiate the three paradigms of learning perspectives Discuss three interpersonal approaches to supervision 	H&H: Chap 3 APA Principles ¹² Smith ¹³ S&G: Chap 1-2	
6	Virtual Class Thurs, Sep 27 7:00 PM	<i>How are the needs of special students met?</i> <ul style="list-style-type: none"> Share what was learned through literature searches Determine three effective strategies for conducting observation of learning 	Chenoweth ¹⁴ Wahlstrom et al. ¹⁵ S&G: Chap 3	
7	Class Meeting Sat, Oct 13 1:30-3:30 PM	<i>What can a principal do to motivate learning?</i> <ul style="list-style-type: none"> Define motivation with regard to learning Compare theories on attribution, beliefs, and motivation 	H&H: Chap 4 Newman ¹⁶	Online Reading Assessment 2 (due Thurs 10/11/12)

⁷ Bolman & Deal (2010), *Reframing the path to school leadership*

⁸ Murphy, Elliott, Goldring, & Porter (2006), *Learning-centered leadership: A conceptual foundation* (Internet search)

⁹ Green (2010), *The four dimensions of principal leadership: A framework for leading 21st century schools*

¹⁰ Demarest (2010), *A learning-centered framework for education reform*

¹¹ Murphy & Alexander (2007), Contextualizing learner-centered principles for teachers and teaching (Hawley, Chap 2, 13-32)

¹² American Psychological Association (1997), *Learner-centered psychological principals* (download copy)

¹³ Smith (2000), *Curriculum theory and practice* (<http://www.infed.org/biblio/b-curric.htm>)

¹⁴ Chenoweth (2009), It can be done, it's being done, and here's how. *Phi Delta Kappan*, 91(1), 38-43.

¹⁵ Wahlstrom, K. L., Louis, K. S., Leithwood, K., & Anderson, S. E. (2001). *Investigating the links to improved student learning: Executive summary of research findings*. St. Paul: University of Minnesota, Center for Applied Research and Educational Improvement.

¹⁶ Newman (2007), Improving achievement for all students (Hawley, Chap 3, 33-49)

Proposed Course Calendar (continued)

Week	Location	Topic Module Learning Objectives	Readings	Products Due
8		<p><i>What are characteristics of effective teaching and classroom management?</i></p> <ul style="list-style-type: none"> ▪ Summarize characteristics of effective planning and teaching ▪ Define classroom management and what an observer would see when observing 	HH: Chap 5-6 Haycock	Learn Observation (due Thurs 10/18/12)
9	Virtual class, Thurs, Oct 25 7:00 PM	<p><i>What is the intended curriculum?</i></p> <ul style="list-style-type: none"> ▪ Discuss the impact that Common Core Standards has on P12 education in USA ▪ Explain the different types of curriculum and impact on student learning and school performance 	Popham ¹⁷ Porter et al. ¹⁸ Porter ¹⁹	
10	Class Meeting Sat, Nov 3 1:30-3:30 PM	<p><i>How does school leadership impact learning?</i></p> <ul style="list-style-type: none"> ▪ Review learning-centered framework ▪ Reflect critically on assigned readings and draft personal leadership platform 	Murphy et al Robinson et al. ²⁰ Blase & Blase ²¹	
11		<p><i>How does a principal assure quality teaching?</i></p> <ul style="list-style-type: none"> ▪ Explain why recruitment is critical to ensuring quality school ▪ Describe type of developmental supervision and when to use 	Green: Chap 6 S&G: Chap4-6	Leadership Platform (due Thurs 11/8/12)
12		Independent Work		
13	Virtual class Thurs, Nov 15 7:00 PM	Independent Work		Annotated Bib (due Thurs 11/15/12)
Thanksgiving Week				
14		Independent Work		Teach Observation (due Thurs 11/30/12)
15	Class Meeting Sat, Dec 10 1:30-3:30 PM	<p><i>What is instructional leadership for improvement?</i></p> <ul style="list-style-type: none"> ▪ Define “leadership for learning-centered school” ▪ Critique Green’s Model for Instructional Improvement 	Green: Chap 9, Appendix A-D	Dimension 1 Assessment (due Thurs 12/8/12)
16				Online Post-Survey (due Thurs 12/6/12)

¹⁷ Popham (2009, November), Curriculum mistakes to avoid. *American School board Journal*

¹⁸ Porter, A., McMaken, J., Hwang, J, & Yang, Rui. (2001, April). Common Core Standards: The new U.S. intended curriculum. *Educational Researcher*, 40(3), 103-116.

¹⁹ Porter (2004, June), Curriculum assessment (<http://andyporter.org/papers/CurriculumAssessment.pdf>)

²⁰ Robinson, Lloyd, & Rowe (2008), The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635-674.

²¹ Blase & Blase (1999), Principals’ instructional leadership and teacher development: Teachers’ perspectives. *EAQ*, 35(3), 349-378.

Additional Resources

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- Blase, J., & Blase, J. (1998). *Handbook of instructional leadership: How really good principals promote teaching and learning*. Thousand Oaks, CA: Corwin Press.
- Bransford, J., Brown, A., & Cocking, R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Boyer, E. L. (1995). *The basic school. A community for learning*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Drake, S. M. (2007). *Creating standards-based integrated curriculum: Aligning curriculum, content, assessment, and instruction* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- DuFour, R., & Marzano, R. J. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree Press.
- Fink, S., & Markholt, A. (2011). *Leading for instructional improvement: How successful leaders develop teaching and learning expertise*. San Francisco, CA: Jossey-Bass.
- Glickman, C. G., Gordon, S. P., & Ross-Gordon, J. M. (2010). *SuperVision and instructional leadership: A developmental approach* (8th ed.). Boston, MA: Allyn & Bacon.
- Gupton, S. L. (2003). *The instructional leadership toolbox: A handbook for improving practice*. Thousand Oaks, CA: Corwin Press.
- Heacox, D. (2009). *Making differentiation a habit: How to ensure success in academically diverse classrooms*. Minneapolis, MN: Free Spirit.
- Hord, S., & Sommers, W. (2008). *Leading professional learning communities: Voices from research and practice*. Thousand Oaks, CA: Corwin Press.
- Katzenmeyer, M., & Moller, G. (2009). *Awakening the sleeping giant: Helping teachers develop as leaders* (3rd ed.). Thousand Oaks, CA: Corwin Press.
- Kochnaek, J. R. (2005). *Building trust for better schools: Research-based practices*. Thousand Oaks, CA: Corwin Press.
- Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McCombs, B. L., & Miller, L. (2007). *Learner-centered classroom practices and assessments: Maximizing student motivation, learning, and achievement*. Thousand Oaks, CA: Corwin Press.
- McCombs, B. L., & Miller, L. (2009). *The school leader's guide to learner-centered education: From complexity to simplicity*. Thousand Oaks, CA: Corwin Press.
- McDonald, J. P., Mohr, N., Dichter, A., & McDonald, E. C. (2007). *The power of protocols: An educator's guide to better practice* (2nd ed.). New York, NY: Teachers College Press.
- McEwan, E. L. (2003). *7 steps to effective instructional leadership* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- McLaughlin, M. J., & Nolet, V. (2004). *What every principal needs to know about special education*. Thousand Oaks, CA: Corwin Press.
- Murray, C. (2008). *Real education: Four simple truths for bringing America's schools back to reality*. New York, NY: Crown Forum.
- Nichols, S. L., & Berliner, D. L. (2007). *Collateral damage: How high-stakes testing corrupts American's schools*. Boston, MA: Harvard Education Press.
- Roberts, S., & Pruitt, E. (2009). *Schools as professional learning communities: Collaborative activities and strategies for professional development* (2nd ed.). Thousand Oaks, CA: Corwin Press.
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