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: ☒ Semester following approval OR ☐ Specific Term/Year[1] : _____			

2.	**Designation and Description of Proposed Course.**
a.	Prefix and Number: EDL 707
b.	Full Title: Leadership for Learning-Centered Schools II
c.	Transcript Title (if full title is more than 40 characters): Leadership Learning-Centered Schools II
d.	To be Cross-Listed[2] with (Prefix and Number): N/A

e. Courses must be described by at least one 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: ☒ Letter (A, B, C, etc.) ☐ Pass/Fail	
g.	Number of credits: 3	
h.	Is this course repeatable for additional credit?	YES ☐ NO ☒
	If YES: Maximum number of credit hours: _____	
	If YES: Will this course allow multiple registrations during the same semester?	YES ☐ NO ☒
i.	Course Description for Bulletin: EDL 712 is the second 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 principal in monitoring learning assessment, evaluation, and accountability to improve achievement for all students. _____	
j.	Prerequisites, if any: Admission to EdD program or permission of instructor	
k.	Will this course also be offered through Distance Learning?	YES[4] ☒ NO ☐
l.	Supplementary teaching component, if any: ☐ Community-Based Experience ☐ Service Learning ☐ Both	
3.	**Will this course be taught off campus?**	YES ☐ NO ☒

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[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.

Rev 8/09

NEW COURSE FORM

4.	**Frequency of Course Offering.**					
a.	Course will be offered (check all that apply):	☐ Fall	☒ Spring	☐ Summer		
b.	Will the course be offered every year?			YES ☒	NO ☐	
	If NO, explain:					
5.	**Are facilities and personnel necessary for the proposed new course available?**			YES ☒	NO ☐	
	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 ☒	NO ☐	
b.	Will it be of interest to a significant number of students outside the degree pgm?			YES ☒	NO ☐	
	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:**					
	☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere					
	☒ Relatively New – Now Being Widely Established					
	☐ 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 ☐	NO ☒	
	If YES, name the proposed new program:					
b.	Will this course be a new requirement[5] for ANY program?			YES ☒	NO ☐	
	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 ☐	NO ☒	
	If YES, the *differentiation for undergraduate and graduate students must be included* 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.	☒	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.				

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[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 707 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:

_____

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[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 <u>every</u> 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!**

<u>Introduction/Definition</u>: 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 707	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.	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? EDL 707 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.
2.	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. EDL 707 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).
3.	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. 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 porgram will be password-protected with access limited to EDL student owner and EDL faculty.
4.	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? Yes

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

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Distance Learning Form

This form must accompany <u>every</u> 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!**

	If yes, which percentage, and which program(s)? *51% of EdD in Educational Leadership Studies (principal certification specialization)* *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.	
5.	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? EDL delivers all graduate courses via DL. Students in EDL 707 will have same support as all others.	
	Library and Learning Resources	
6.	How do course requirements ensure that students make appropriate use of learning resources? EDL 707 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.	
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. EDL 707 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.	
	Student Services	
8.	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/)? Page 3 of the EDL 707 syllabus provides information for students.	
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes ☒ No ☐ 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.	

Distance Learning Form

This form must accompany <u>every</u> 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!**

10.	Does the syllabus contain all the required components, below? ☒ Yes
	☐ Instructor's *virtual* office hours, if any.
	☐ The technological requirements for the course.
	☐ 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).
	☐ Procedure for resolving technical complaints.
	☐ Preferred method for reaching instructor, e.g. email, phone, text message.
	☐ Maximum timeframe for responding to student communications.
	☐ Language pertaining academic accommodations:
	o "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."
	☐ Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
	o Carla Cantagallo, DL Librarian
	o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
	o Email: dllservice@email.uky.edu
	o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL.
	Instructor Name: Tricia Browne-Ferrigno Instructor Signature:

EDL 707 Leadership for Learning-Centered Schools II

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

Course Syllabus
Spring 2013

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:	111Dickey 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 707 is the second 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 principal in monitoring learning assessment, evaluation, and accountability to improve achievement for all students.

Expected Learning Outcomes and Corresponding Assessments

This course explores the role of quality assessment and evaluation practices and policies to improve student achievement in P-12 schools. The assigned readings, reflective writings, online assignments, and fieldwork assist candidates in developing an extensive knowledge and skill base for learning-centered leadership based on performance expectations and indicators in the *Educational Leadership Policy Standards: ISLLC 2008*[1].

Upon completion of this course, candidates will be able to . . .	Evidenced through their . . .
• Develop and appropriately use aligned, standards-based accountability data to improve the quality of teaching and learning.	• Dimension 2 Assessment
• Articulate and use varied sources and kinds of information and assessments (e.g., test scores, work samples, and teacher judgment) to evaluate student learning, effective teaching , and program quality.	• Online Reading Assessments, Assessment Analysis and Implementation Debriefing
• Guide regular analyses and disaggregation of data about all students to improve instructional programs.	• Assessment Analysis and Implementation Debriefing
• Select effective data-based technologies and performance management systems to monitor and analyze assessment results for accountability reporting and to guide continuous improvement.	• Blackboard Discussions, Class Participation
• Assess evaluation policies, practices, and procedures and make recommendations for improvement.	• Dimension 2 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 707 and guidelines in academic writing. Additional readings related to course content may be assigned in the proposed course calendar or posted on the EDL 707 Blackboard. The bibliography at the end of the syllabus provides additional resources for independent professional growth.

Guskey, T. R., & Bailey, J. M. (2010). *Developing standards-based report cards.* Thousand Oaks, CA: Corwin Press.
Hoy, A. W., & Hoy, W. K. (2003). *Instructional leadership: a learning-centered guide*. Boston, MA: Allyn & Bacon.
Picciano, A. G. (2006). *Data-driven decision making for effective school leadership*. Upper Saddle River, NJ: Pearson.
Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2006). *Classroom assessment for student learning: Doing it right—using it well.* Portland, OR: Educational Testing Service.
Wong, K. K., & Nicotera, A. (2007). *Successful schools and educational accountability: Concepts and skills to Meet Leadership Challenges.* Upper Saddle River, NJ: Pearson.
Resources downloaded from Kentucky Department of Education website (http://www.education.ky.gov/KDE/)

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

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[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&llib_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 composition[3]. 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 form 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.

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[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 707 is a required course for the EdS in Educational Leadership Studies and 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 2 functions[6].

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 review documents used in the Continuous Assessment Review process and receive additional 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 instructions by due dates established by instructor.

4. **Blackboard Discussions (20 points).** Students will respond thoughtfully and completely to two Blackboard-based discussion board threads during the semester. Full participation consists of posting an initial response to the prompt as well as interaction with classmates in the discussion forum. The instructor will provide written guidelines for this assignment.

5. **Assessment Analysis (20 points).** Students will collect assessment results—with focus on literacy education—from classroom, school, district, and state sources and analyze results to determine ways to close achievement gaps, prepare all students for college and career, determine professional development needs, and anchor school transformation planning. The instructor will provide written guidelines about this assignment.

6. **Dimension 2 Assessment: Draft School Transformation Plan (30 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 serve as the foundation for the required Level I capstone project. The instructor will provide written guidelines about this assignment.

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[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)

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. Blackboard Discussions	20
5. Assessment Analysis	20
6. Dimension 2 Assessment	30
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	**Class Meeting Sat, Jan 12 1:30-3:30 PM**	*What are new roles for transformational leaders?* ▪ Trace the history of high stakes accountability in P-12 education ▪ Articulate current dilemmas and challenges in accountability ▪ Evaluate new leadership expectations and shared responsibilities in P12 schools	W&N: Chap 1-4	**Online Pre-Survey** (due Tues 1/10/13)
2		*What strategies are used to improve student learning achievement?* ▪ Differentiate purposes for standards and assessment ▪ Describe how KY Common Core Standards are assessed	W&N: Chap 5 PARRC: Case for Action & Action Agenda[7] Smarter Balanced: A Summary of Core Components (from http://www.k12.wa.us /smarter/)	
3	**Virtual Class Thu, Jan 25**	*What constitutes assessment?* ▪ Articulate differences among assessment, measurement, and evaluation o assessment *of* learning o assessment *for* learning o assessment *as* learning ▪ Explain the term "accurate evidence of student learning"	Hoy & Hoy: Chap 7 Drake[8]: Chap 4 Earl[9]: Chap 2-3 Black & Williams[10]: Meta Analysis	**Bb Discussion** (due Thurs 1/25/13)
4	**Class Meeting Sat, Feb 2 1:30-3:30 PM**	*What are the keys to quality assessment?* ▪ Define learning targets, state standards, and balanced curriculum ▪ Differentiated assessment purposes and methods o Knowledge targets o Reasoning proficiency o Performance skills targets o Proficiency in product creation	Stiggins: Chap 3-4	
4		*What are the keys to quality assessment?* ▪ Discuss effective communication about student learning and information management decisions ▪ Assess the value of student involvement	Stiggins: Chap 9, 12	**Online Reading Assessment 1** (due Thurs 2/7/13)
5		*What is standards-based grading?* ▪ Describe diverse types and purposes for standards-based report cards ▪ Discuss strategies for engaging stakeholders	Guskey & Bailey: Chap 1-4	

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[7] Download from http://www.achieve.org/parcc-announces-launch-new-website

[8] Drake, S, M. (2007). *Creating standards-based integrated curriculum: Aligning curriculum, content assessment, and instruction*. Thousand Oaks, CA: Corwin Press.

[9] Earl, L. M. (2003). *Assessment as learning: Using classroom assessment to maximize student learning.* Thousand Oaks, CA: Corwin Press.

[10] Black, P., & Williams, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan, 80*(2), 139-148.

Proposed Course Calendar (continued)

Week	Location	Topic Module Learning Objectives	Readings	Products Due

6		*What is standards-based reporting?*
		▪ Discuss critical issues in development process
		▪ Articulate special cases
		  o Secondary schools
		  o Special education
		  o Gifted education
			Guskey & Bailey:
			Chap 5-7
				Blackboard Discussion
				(due Thurs 2/14/13)

7	**Class Meeting Sat, Feb 23 1:30-3:30 PM**	*What is standards-based reporting?* ▪ Describe characteristics of effective school report cards ▪ Appraised the tools for comprehensive reporting system	Guskey & Bailey: Chap 8-9	
8		*What is data-informed decision making?* ▪ Identify appropriate data for decision making ▪ Explain structural supports (e.g., hardware, software, personnel)	Picciano: Chap 1-3	**Online Reading Assessment 2** (due Thurs 2/28/13)
9		*What is data-informed decision making?* ▪ Discuss research methods and tools for data gathering and mining ▪ Explain importance of collaborative engagement of teachers	Picciano: Chap 4-5	
10	**Class Meeting Sat, Mar 16 1:30-3:30 PM**	*What assessment data is needed for school transformation?* ▪ Student data, demographics, and enrollments ▪ School and community data	Picciano: Chap 6-7	
11		*What assessment data is needed for school transformation?* ▪ Financial management and budgeting ▪ Supporting learning and teaching ▪ Supporting professional development	Picciano: Chap 8-10	**Assessment Analysis** (due Thurs 3/21/13) **Implementation Debriefing** (in class)
12		*Independent Work*		
13		*Independent Work*		
14	**Class Meeting Sat, Apr 13 1:30-3:30 PM**	*What are school transformation plans?* ▪ Present transformation plans to principal panel ▪ Determine next steps of project		**Draft Dimension 2 Assessment** (due Thurs, 4/11/13)
15				**Final Dimension 2 Assessment** (due Thurs, 4/18/13) **Online Post-Survey** (due Thu 4/25/13)

Recommended Course Resources

Carr, J. F., & Harris, D. E. (2001). *Succeeding with standards: Linking curriculum, assessment and action planning.* Alexandria, VA: ASCD.

Downey, C. J., Steffy, B. E., Poston, W. K., Jr., & English, F. W. (2010). *Advancing the three-minute walk-through: Mastering reflective practice.* Thousand Oaks, CA: Corwin.

Ehren B. J., Ehren, T. C., & Proly, J. L. (2009). *Response to intervention: An action guide for school leaders.* Alexandria, VA: Educational Research Service.

Glatthorn, A. A. (1998). *Performance assessment and standards-based curricula: The achievement cycle.* Larchmont, NY: Eye on Education.

Glatthorn, A. A., & Jailall, J. M. (2009). *The principal as curriculum leader: Shaping what is taught and tested* (3rd ed.). Thousand Oaks, CA: Corwin Press.

Kifer, D. (2000). *Large-scale assessment: Dimensions, dilemmas, and policy.* 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.

McMillan, J. H. (2000). *Essential assessment concepts for teachers and administrators.* Thousand Oaks, CA: Corwin Press.

Reeves, D. B. (2004). *101 more questions & answers about standards, assessment, and accountability.* Denver, CO: Advanced Learning Press.

Williamson, R., & Blackburn, B. R. (2010). *Rigorous schools and classrooms: Leading the way.* Larchmont, NY: Eye on Education.

Zepeda, S. J. (2005). *The instructional leader's guide to informal classroom observations.* Larchmont, NY: Eye on Education.

Zepeda, S. J., & Mayers, R. S. 2004). *Supervision across the content areas.* Larchmont, NY: Eye on Education.

Additional Resources

Ainsworth, L., & Viegut, D. (2006). *Common formative assessments: How to connect standards-based instruction and assessment.* Thousand Oaks, CA: Corwin Press.

Blankstein, A. M., Cole, R. W., & Houston, P. D. (Eds.). (2007). *Engaging every learning.* Thousand Oaks, CA: Corwin Press.

Blase, J., & Blase, J. (1998). *Handbook of instructional leadership: How really good principals promote teaching and learning.* Thousand Oaks, CA: Corwin Press.

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.

Earl, L. M. (2003). *Assessment as learning: Using classroom assessment to maximize student learning.* Thousand Oaks, CA: Corwin Press.

Fullan, M., & St. Germain, C. (2006). *Learning places: A field guide for improving the context of schooling.* Thousand Oaks, CA: Corwin Press.

Gregory, G. H., & Chapman, C. (2007*). Differentiated Instructional strategies: One size doesn't fit all* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Guskey, T. R. (2007). *Practical solutions for serious problems in standards-based grading*. Thousand Oaks, CA: Corwin Press.

Jacobs, H. H. (Ed.) (2004) *Getting results with curriculum mapping.* Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction.* Alexandria, VA: Association for Supervision and Curriculum Development.

Stegar, C. (2005) *Performance tasks, checklists, and rubrics.* Thousand Oaks, CA: Corwin Press.

Tomlinson, C. A., & Allan, S. D. (2000). *Leadership for differentiating schools & classrooms.* Alexandria, VA: ASCD.

Wiggins, G. & McTighe, J. (2005). *Understanding by design* (2nd Ed.) Alexandria, VA: ASCD.