



COLORADO STATE UNIVERSITY
— GLOBAL —

EDL520: INSTRUCTIONAL LEADERSHIP

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

COURSE DESCRIPTION:

This course examines instructional leadership in K-12 schools with special attention to issues of promoting the success of every student. Students focus on advocating, nurturing, and sustaining a school culture of collaborative inquiry and instructional programming conducive to learning and staff professional growth.

Prerequisite EDL50 and co-requisite EDL510.

COURSE OVERVIEW :

In this course students will focus on strategies to improve their instructional leadership skills. Some of the main topics include building collaborative cultures of inquiry, establishing sound teacher feedback skills, developing master school schedules, and creating needs-based professional learning opportunities. The modules provide valuable supplemental resources to the course textbooks and scaffold the learner toward the final Portfolio Project. By the end of the course, students will have a practical tool to use in their school settings immediately.

COURSE LEARNING OUTCOMES:

1. Organize data as a component of planning for instructional improvement.
2. Apply performance conversations with teachers and staff to manage individual performance.
3. Engage in effective communication strategies to gain input from teachers and staff to create a positive workforce environment.
4. Structure skills necessary for the planning and implementation of improvements of student learning.
5. Support teaching and learning needs among staff and teachers.
6. Apply an effective meeting model among all stakeholders.

Colorado Principal Quality Standards Met in This Course:

Principal Quality Standards	Assignment Implementation Evidence Examples
<p>Standard II: Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.</p>	
<p>ELEMENT D: Shared and Collaborative Leadership Principals create and utilize systems to share leadership and support collaborative efforts throughout the school.</p>	<p>Examples of artifacts that may be used as evidence of assignment implementation</p> <ol style="list-style-type: none"> 1. Student perceptions 2. Parent/guardian perceptions 3. Stakeholder perceptions 4. Perceptions of other administrators about the principal’s professional performance 5. Evidence of team development 6. Communications plans 7. Unified Improvement Plan 8. Teacher Turnover Rates 9. Supervisor feedback 10. 10. School vision, mission, and goals
<p>ELEMENT E: Engage Parents and Communities Principals design and/or utilize structures and processes which result in family and community engagement and support.</p>	
<p>Standard III: Principals demonstrate instructional leadership by aligning curriculum, instruction and assessment, supporting professional learning, conducting observations, providing actionable feedback, and holding staff accountable for student outcomes.</p>	
<p>ELEMENT A: Implement Discipline plan Principals establish, align, and ensure implementation of a district/BOCES plan of instruction, instructional practice, assessments, and use of student data that result in academic growth and achievement for all students.</p>	
<p>ELEMENT B: Foster Professional Learning Principals foster a collaborative culture of job-embedded professional learning.</p>	
<p>ELEMENT C: Feedback for Continuous Improvement Principals demonstrate knowledge of effective instructional practice and provide feedback to promote continuous improvement of teaching and learning</p>	
<p>ELEMENT D: Accountability for Student Achievement Principals hold all staff accountable for setting and achieving measurable student outcomes</p>	

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

Bambrick-Santoyo, P., & Lemov, D. (2012). *Leverage leadership*. San Francisco, CA: Jossey-Bass. ISBN-13: 9781118138601

Lipton, L., & Wellman, B. (2012). *Got data? Now what? Creating and leading cultures of inquiry*. Bloomington, IN: Solution Tree Press. ISBN-13: 9781936765034

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

MODULE 1

Readings

- Chapters 1 & 2 in *Got Data? Now What?*
- Center for Transforming Learning. (2013, August) *Colorado unified improvement planning handbook*. University of Colorado School of Education & Human Development.

You will be using resources from EDL500 such as the UIP Improvement Handbook and the book *Leverage Leadership*. Keep these close.

Discussion (25 points)

Critical Thinking: Shifting Cultures (75 points)

Complete the following steps for this assignment around shifting group cultures.

STEP 1: Use the group inventory (linked on the Assignments page) to assess the feedback mechanisms of at least one group in your school (e.g., professional learning community, grade level, or content area team).

STEP 2: Assess your own contributions in creating a high-performing group using the self-assessment (linked on the Assignments page), and then set goals for yourself.

STEP 3: Once you have completed the inventories, write a 1- to 2-page evaluation of the one or two qualities you believe the teams could focus on for improved collaboration. Describe activities that you would suggest this group engage in to make improvements to their collaborative inquiry team/group. Support your choices with evidence-based practices/research, citing at least two sources.

Submit the two inventories and your evaluation (all as a single Word document) for the assignment this week. Your assignment should be thoughtful and thorough, well written, and formatted per the *CSU-Global Guide to Writing and APA*.

Portfolio Project Reminder

In Week 8 you will be developing a professional learning site as a result of your work throughout this course. The purpose of the site is to support teachers in implementing new and/or adapted practices or processes based on your analysis of root causes, instructional programs, and data around a specific student issue, problem, or gap in achievement. You will conduct this analysis in a group in your school setting throughout this course.

For example, an issue your group might identify and study is why English Language Learner (ELL) students in third grade are not making adequate progress in math.

The professional learning resources on the site would focus on how to improve achievement of 3rd grade ELL students in math (e.g., evidence-based ELL math strategies, 1-2 minute videos of a teacher demonstrating an effective teaching strategy for ELL math students, or a Jing screencast explaining a new math curriculum strategy).

Read through the assignment description on the Week 8 Assignments page for further details. As you progress through the course, you may want to jot down ideas for resources to include on the site (or add them as you go) that will support teachers' continued learning.

MODULE 2

Readings

- Chapter 1 in *Leverage Leadership*
- Chapters 3 & 4 in *Got Data? Now What?*
- Pages 10-20 in Center for Transforming Learning. (2013, August). *Colorado unified improvement planning handbook*. University of Colorado School of Education & Human Development. Retrieved from <http://www.cde.state.co.us/uip/20142015uiphandbook>

Discussion (25 points)

Critical Thinking: Collaborative Inquiry (75 points)

Complete the following steps for this assignment around collaborative inquiry.

STEP 1: Read the chapters and review the other resources, including CDE UIP Handbook (similar to other states' UIP processes), the Colorado root cause analysis tools site, and the Preuss (2003) article.

For example, a team of 3rd grade teachers wants to explore why achievement is flat in mathematics.

STEP 2: Use the Choosing Which Data to Collect Template (linked on the Assignments page) to frame the issue and select the data you need to collect.

STEP 3: Collect the data and create a visual display. Present this data to your team (e.g., content team, grade level team, leadership team, or professional learning community).

STEP 4: Now that you have the issue selected (Step 1), the data framed (Step 2), and the data presented (Step 3), use one of the root cause analysis processes (e.g., "The Five Whys") to complete the analysis.

STEP 5: In a 1- to 2-page paper, summarize your experience using this process (i.e., selecting a student achievement issue, problem, or gap; gathering the "right data" to analyze; presenting this data to your team; and finally, analyzing root cause). Reflect on both the adult/team behavior and how the process worked.

NOTE: You will use this root cause analysis in the Module 3 assignment while you focus on group dynamics—discourse and action planning.

Submit the Choosing Which Data to Collect Template, visual display of the data, root cause analysis, and your reflection for the assignment this week (ensure all assignment components are combined into a single file for submissions). Your assignment should be thoughtful and thorough, well written, and formatted per the *CSU-Global Guide to Writing and APA*.

Licensure Internship (30 points)

Fill out your goal statement for this course based on the Colorado Dept of Ed Principal Leadership:

STANDARD II - Principals foster a positive culture, and safe, inclusive and equitable environments

- ELEMENT A: Professional School Environment
- ELEMENT D: Shared and Collaborative Leadership

STANDARD III - Principals demonstrate instructional leadership for measurable achievement

- ELEMENT A: Implement Discipline Plan
- ELEMENT B: Foster Professional Learning

- ELEMENT C: Feedback for Continuous Improvement
- ELEMENT D: Accountability for Student Achievement

Your goal statement should reflect what you and your Principal Mentor agreed to as an assignment. Once you post your goals to this assignment, your mentor will go into AEFIS and sign off on your goals.

MODULE 3

Readings

- Chapters 5 & 6 in *Got Data? Now What?*

Discussion: (25 points)

Critical Thinking: Principal Led Collaborative Inquiry Group Process (75 points)

Complete the following steps for this assignment around leading the collaborative inquiry group process.

STEP 1: Review the group resources from our text authors at go.solution-tree.com/teams—create a free account and click on our text:

- http://www.workshopexercises.com/Team_assessment.htm *and*
- <https://biz30.timedoctor.com/online-collaboration-tools/>

Use these resources to identify at least two tools to help you support teachers in creating high-performing groups. These resources should help influence group development and group work sessions that result in meeting group goals within your organizational context.

STEP 2: Design and hold a meeting for your collaborative inquiry team (e.g., content team, grade level team, leadership team, or professional learning community) you have organized around the selected learning issue. Use the root cause analysis results from Module 2 as the springboard for discussing what the strategies will be—schedule changes, instructional program changes, instructional practices change that incorporates evidence-based discussion, and decision making. Use at least one of the tools that you identified above as having potential to support your teachers’ collaborative work. Model for others how to facilitate a high performing group session.

The meeting design must include:

1. Development or review of group norms
2. Clarification of purpose of meeting
3. Clarifying priorities
4. Time frame productive discourse
5. Review or use of data graphics used in Module 2

Have a process observer takes notes of the meeting.

STEP 3: Reflect on the meeting using the Stages of Group Development Template and your process notes, and write a 2- to 3-page evaluation of how the meeting went. What do you need to improve? Why and how? Focus just on the dialogue around the one learning issue this team has selected and the collaborative inquiry around this issue—knowing that this learning can expand and apply to larger groups and other issues. Support your ideas with 2-3 research-based supports.

Your assignment should be thoughtful and thorough, well written, and formatted per the *CSU-Global Guide to Writing and APA*.

MODULE 4

Readings

- Chapter 7 in *Got Data? Now What?*
- Pages 1-6 in What Works Clearinghouse. (n.d.). *Procedures and standards handbook*. Retrieved from https://ies.ed.gov/ncee/wgrapwc/Docs/referenceresources/wwc_procedures_v3_0_standards_handbook.pdf

Discussion (25 points)

Critical Thinking: Research-based Instructional Practices (75 points)

Use the Intervention Planning Template (linked on the Assignments page) to create a plan for a specific action area.

- Start with Step 1 and identify the learning issue you have been discussing and focused on in the previous assignments.
- Proceed to Step 2 and identify the outcomes you and/or your school have identified during the Unified Improvement Planning process, related to this specific learning issue.
- Add student goals for Steps 3 and 4.
- In Steps 5-8 use *What Works Clearinghouse* (WWCH) to identify if your programming is based on research evidence or not. Then write a reflection for what you find out from the WWCH website. For example, if the programming is based on research evidence, explain the improvement index, effectiveness rating, and extent of evidence; if the programming is not based on research evidence, explain why the instructional program is still being used.

Submit the Intervention Planning Template and a 1- to 2-page reflection for the assignment this week (ensure both are combined into a single file for submission). Your assignment should be thoughtful and thorough, well written, and formatted per the *CSU-Global Guide to Writing and APA*.

MODULE 5

Readings

- Dallas, W. P. (2017). Systemic sustainability in RtI using intervention-based scheduling methodologies. *Learning Disability Quarterly*, 40(2), 105-113.
- Kidron, Y., & Lindsay, J. (2014). *The effects of increased learning time on student academic and nonacademic outcomes: Findings from a meta-analytic review* (REL 2014–015). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. Retrieved from <http://files.eric.ed.gov/fulltext/ED545233.pdf>
- Miller, L. J., Gross, B., & Oujidani, M. (2012). Getting down to dollars and cents: What do school districts spend to deliver student-centered learning? *Center on Reinventing Public Education, University of Washington*. Retrieved from <http://files.eric.ed.gov/fulltext/ED537478.pdf>

Discussion (25 points)

Critical Thinking: Scheduling (75 points).

Build *or refine* your school's master schedule so that it:

1. Follows research-based time allotments
 - a. Identify the specific time allotments and how they were determined (e.g., state required or research support).
2. Uses achievement data to help determine time allotments
 - a. Provide a summary of the data.
3. Includes an intervention schedule that focuses on the learning issue your collaborative team has been discussing. *Add* to the schedule the time needed to provide the needed interventions or learning time to address this need, no matter your school's level (i.e., elementary, middle, or high school).
4. Includes collaboration time for staff to have data driven dialogues.
5. Includes a schedule feature that demonstrates *outside* the box thinking (for example, time scheduled for students to work on personalized learning in an online blended learning site with teacher mentors or extended time in after or before school programming).

There is no set page length requirement for this assignment, but ensure it is developed in enough detail to thoroughly address all required areas as outlined above. Your schedule should be thoughtful, well organized, well written, and formatted per the *CSU-Global Guide to Writing and APA*. Submit your completed schedule for this week's assignment.

MODULE 6

Readings

- Review Chapters 1 & 2 in *Got Data? Now What?*

Discussion (25 points)

Critical Thinking: Collaborating (75 points)

Step 1: Using the master schedule you developed in the Module 5 Critical Thinking Assignment, create a collaboration schedule (within that master schedule) that includes time for the team to work on the learning issue identified in Module 2 **as well as** collaboration time for the other teams you need (grade level or departments teams, or other building initiative teams—leadership, MTSS, Sped, ELL, or Specials, for example). Web-based collaboration must also be included in the collaboration plan, in addition to face-to-face scheduling.

Step 2: Once the schedule is complete, build a meeting protocol that you as the Principal will require the team leader to use to facilitate productive inquiry. Your protocol must address the following components:

- Meeting norms
- Meeting focus or goals
- Note taking/recording responsibilities
- Factors from this PLC capacity planning checklist that apply—Professional Learning Community PLC Capacity Planning Checklist.

There is no set page length requirement for this assignment, but ensure it is developed in enough detail to thoroughly address all required areas as outlined above. Submit your master schedule—that includes the collaboration schedule and the meeting protocol to the Week 6 Assignments page (ensure all are combined into a single file for submission). Your assignment should be thoughtful and thorough, well written, and formatted per the *CSU-Global Guide to Writing and APA*.

MODULE 7

Readings

- Chapter 2 in *Leverage Leadership*

Discussion (25 points)

Licensure Internship (30 points)

Once you have completed your reflection, please meet with your principal mentor and discuss your work. Once you have had the discussion, your mentor will provide an assessment in AEFIS. That assessment will be sent back to Canvas to indicate the internship segment for this course is completed.

MODULE 8

Readings

- Chapter 4 in *Leverage Leadership*

Discussion (25 points)

Portfolio Project: Needs-Based Professional Learning (350 points)

For your Portfolio Project, develop a professional learning site using either your school's adopted Learning Management System (LMS) or an LMS of your choosing to support teachers in implementing new and/or adapted practices or processes based on your analysis of root causes, instructional programs, and data, around a specific student issue, problem, or gap in achievement (which you identified in Module 2).

On your site you must add professional development resources in order to support teachers in addressing this identified issue.

This site must be designed to increase all teachers' effectiveness as individuals, as a content-level team, as a grade-level team, or school wide. In order to achieve this goal, the site's structure must be carefully considered.

The site must align with the Learning Forward Standards for Professional Learning—*specifically*:

1. The LMS site is structured so that it can be used by professional learning communities.
2. The LMS site provides a school-wide support system that builds capacity for meeting the school's most critical needs.
3. The LMS site prioritizes, monitors, and coordinates resources for individual, content/grade-level teams, and school-wide use.
4. The resources on the LMS site are chosen based on data; their implementation and effectiveness in impacting student academic achievement will be continuously monitored and assessed using data.
5. The strategies and resources on the LMS site are aligned with educator effectiveness standards and student curriculum standards.

Ensure your project is well organized, incorporates all parts as described above, well written, and all citations formatted per the *CSU-Global Guide to Writing and APA*. All resources on the site must be supported by research on their effectiveness.

Principal Quality Rubric, focusing on Standard 2. Work with your mentor to complete the assessment for EDL520. Be sure to check in with your Internship Coordinator as well.

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.