**Term Information**

Effective Term

Spring 2016

**General Information**

Course Bulletin Listing/Subject Area

Educ Sts: Educational Admin

Fiscal Unit/Academic Org

School/Educ Policy&Leadership - D1280

College/Academic Group

Education & Human Ecology

Level/Career

Graduate

Course Number/Catalog

7881

Course Title

Instructional Leadership

Transcript Abbreviation

ESEADM 7881

Course Description

This course will provide opportunities for students analyze and evaluate the meaning, practice and impact of instructional leadership in schools. Course readings will focus on the mechanisms through which school principals lead teacher teams to improve instruction by developing internally coherent systems of collaboration and common understandings of effective teaching practice.

Semester Credit Hours/Units

Fixed: 1.5

**Offering Information**

Length Of Course

14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)

Flexibly Scheduled Course

Always

Does any section of this course have a distance education component?

Yes

Is any section of the course offered

Greater or equal to 50% at a distance

Less than 50% at a distance

Grading Basis

Letter Grade

Repeatable

No

Course Components

Lecture

Grade Roster Component

Lecture

Credit Available by Exam

No

Admission Condition Course

No

Off Campus

Never

Campus of Offering

Columbus

**Prerequisites and Exclusions**

Prerequisites/Corequisites

Exclusions

**Cross-Listings**

Cross-Listings

**Subject/CIP Code**

Subject/CIP Code

13.0401

Subsidy Level

Doctoral Course

Intended Rank

Masters, Doctoral, Professional
Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes
• Examine, analyze and evaluate the limitations of current professional development practice for changing practice. Analyze what a community of practice can do to cause instructional improvement.

Content Topic List
• Learn and apply the behaviors of effective instructional leadership teams. Learn and practice effective collaboration for instructional improvement. Evaluate the role of collective efficacy in supporting instructional improvement and student learning

Attachments
• ESEADM 7881 Instructional Leadership Syllabus 2015 Final.docx
  (Syllabus. Owner: Amos,Melissa Christine)

Comments
• This course is in support of the Bright Fellows Program in Fisher College of Business and currently taught as a one time offering of ESEADM 7897. (by Amos,Melissa Christine on 09/03/2015 10:22 AM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Amos,Melissa Christine</td>
<td>09/03/2015 10:22 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Zabloudil,Deborah A</td>
<td>09/03/2015 02:51 PM</td>
<td>Ad-Hoc Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Wheaton,Joe Edward</td>
<td>09/03/2015 08:47 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Odum,Sarah A. Zircher,Andrew Paul Warnick,Bryan R. Achterberg,Cheryl L.</td>
<td>09/03/2015 08:47 PM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
ESEADM 7881 Instructional Leadership (1.5 semester hours)  
Module 1

Office Hours: By appt  
Office: 325C Ramseyer Hall  
Email: goddard.9@osu.edu  
Mobile Phone: 734-548-0279  
Professor: Roger D. Goddard

MEETING SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic(s)</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 9/23  
1-5 pm  | -The impact of instructional leadership on student learning;              | City, Elmore, Fiarman, & Tietel (2009).                                   |
|          | -Ohio Teacher Evaluation System Impact on Teachers                        |                                                                          |
| 10/22  
1-5 pm | -Instructional Rounds O bservation and Debriefing                         | City et al. (2009) pp.                                                  |
|          | -School leader impact on student achievement                              |                                                                          |
| 10/24  

Course Description: This course will provide opportunities for students analyze and evaluate the meaning, practice and impact of instructional leadership in schools. Course readings will focus on the mechanisms through which school principals lead teacher teams to improve instruction by developing internally coherent systems of collaboration and common understandings of effective teaching practice. Students will be required to understand and use Instructional Rounds protocols to observe classroom instruction, analyze observational data and predict what students are learning.

Objectives:

- Examine, analyze and evaluate the limitations of current professional development practice for changing practice.

- Analyze what a community of practice can do to cause instructional improvement.
• Learn and apply the behaviors of effective instructional leadership teams.

• Learn and practice effective collaboration for instructional improvement.

• Evaluate the role of collective efficacy in supporting instructional improvement and student learning.

• Observe and inspect lessons using Instructional Rounds techniques.

• Evaluate what principals can do to help teachers benefit from the Ohio Teacher Evaluation System.

• Analyze Rounds data, identify patterns and predict what students are learning.

• Demonstrate excellent oral and written communication skills.

**Required Off-campus Field Experience:** School year placement in a school district all days except for University EMBA coursework days and Bright program colloquia meetings.

**Textbooks:**


Additional Readings, discussion questions and course material may be available on CARMEN.

**Grading**

- Evidence of Reading through class participation/comments 15%
- Reflection Paper 1 10%
- Reflection Paper 2 10%
- Team Interview Analysis 15%
- Instructional Round 1 15%
- Instructional Round 2 15%
- Final Instructional Round 20%

**Total** 100%
Chronological Schedule of Assignments

Note – “Team” means you coauthor with your team
“Individual” means you write the assignment independently
Paper lengths are approximate

1. Individual Reflection Paper 1: “Good Teaching” Due September 13, 2015.
   Write an original paper of about two-pages single-spaced that explains how you know “good teaching” when you see it. Due in Carmen through Dropbox by September 13, 2015

   Write about a two-page single-spaced description of the instructional climate of your school and submit this in Carmen through Dropbox by September 20, 2015. Please address the following questions:
   a. In what ways do teachers, students and administrators in your school talk about instruction and learning activities? What is discussed?
   b. How often is instruction discussed and by whom?
   c. How often and in what ways do staff work together on instructional improvement? Who is involved?

3. Team Interview Analysis: Based on teacher interviews in class on September 23, “What can you do as a principal to optimize teachers’ experience with OTES?” Due September 30, 2015.
   Write about two pages single-spaced on the following:
   a. Describe the activities and time commitment for teachers for each OTES observation cycle.
   b. How can you, as a principal, minimize teacher burden while maximizing opportunities for teacher instructional improvement in an OTES evaluation cycle?
   c. Establish three commitments you will make as a principal to obtain the goals of OTES.
Assignments four-six involve your team following Instructional Rounds procedures to observe, analyze and synthesize data to understanding student learning. Use the following for each of your team reports on your rounds with your assigned videos of instruction.

Submit about three to four pages single-spaced in which you:


b. Analyze the descriptive data. Group the data. Identify the patterns you see.

c. Predict what students are learning. If you were a student in the class you observed, what should you know and be able to do?

4. Team Instructional Round 1. View, describe, and debrief for an assigned online video of instructional practice following Instructional Rounds protocols. Due October 8, 2015.

5. Team Instructional Round 2. View, describe, and debrief for an assigned online video of instructional practice following Instructional Rounds protocols. Due October 15, 2015

6. Team Final Instructional Round. After our third class, you will view one final video with your team. As before, view, describe, and debrief for an assigned online video of instructional practice following Instructional Rounds protocols. Due October 29, 2015.

Schedule of Classes and Readings

Class 1 September 23, 2015

Read


Recommended readings


Berebitsky, D., Goddard, R. D., Carlisle, J. (2014). An Examination of Teachers’ Perceptions of Principal Support for Change and Teachers’ Collaboration and Communication around Literacy Instruction in Reading First Schools. Teachers College Record.

**Class 2 October 22, 2015**

**Read**


**Recommended readings**


**Class 3: October 24, 2015**

**Read**


**Recommended reading:**

**Diversity Statement:**

At Fisher College of Business, we champion diversity in intellectual thought and perspective. We inspire leadership through passion, integrity, hard work and the desire to succeed. Students join our programs because of the culture we have designed and our emphasis on high-impact teaching and research. We continually seek to expand ethnic and cultural diversity as a contributor to intellectual diversity – and as a key factor in our success.

**Technology Statement:**

To be consistent with professional standards, participants may be expected to demonstrate certain technological skills in this class. These skills include using e-mail, searching the internet, and understanding basic word processing and power point. Students will also be expected to have e-mail accounts. Much of the out-of-class communication with students is done via e-mail. Participants will also be required to download Word and Power Point documents for class and utilize CARMEN for submission of assignments.

**Students with Special Needs:** Students with special needs that affect their ability to participate fully in the class or to meet all course requirements should bring this to the instructor’s attention so that appropriate accommodations can be arranged. University recognized accommodations (ADA accommodations) will be provided only for students who have a formal relationship with the Office for Students with Disabilities. Requesting for these accommodations is the sole responsibility of the student. As an instructor, I will make every effort to address the special needs of students while maintaining the integrity of the learning experience.

**Academic Integrity:**

All projects and tests will represent your own work. The student is responsible for understanding the limits of collaboration on all work in this class. Any use of others’ ideas and words without proper citation of sources is plagiarism and will result in a formal response from the instructor and university. Additionally, all assignments submitted in the course should be work produced specifically for this course. Academic misconduct will be handled on an individual basis; however, in most cases, students will receive the strictest consequences given by the University as explained in the academic misconduct policy.