

# Master of Science with a specialization in Education Leadership Program Overview

Walden's Master of Science with a Specialization in Educational Leadership is designed for the individual who wants to acquire the skills necessary to be a school principal in the 21<sup>st</sup> Century.

This Master Degree program features a new **Leadership For Learning** curriculum co-developed by The American Association of School Administrators (AASA) and Canter & Associates, a division of Sylvan Learning. The Leadership for Learning (LFL) curriculum reflects the standards for leadership education developed by the Interstate Leadership Licensure Consortium (ISLLC) and the National Policy Board for Educational Administration (NPBEA).

## **The Curriculum is:**

**Research-based** – Grounded in research and evidence of best practice, the LFL curriculum defines what administrators need to know and be able to do, at the most practical level, to enhance learning opportunities and outcomes for all students.

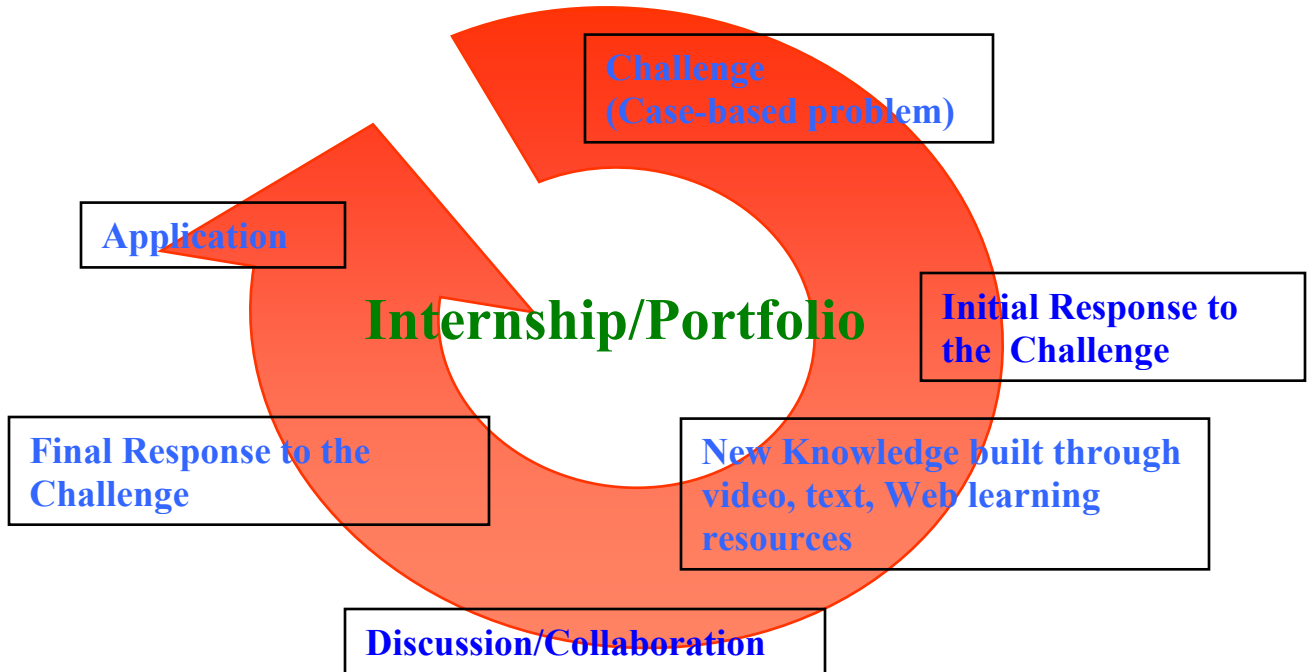
**Standards-based** - The LFL curriculum reflects the standards for leadership education developed by the Interstate Leadership Licensure Consortium (ISLLC) and the National Policy Board for Educational Administration (NPBEA).

**Internship**– The internship provides MS candidates with authentic opportunities to apply what they have learned in courses and to expand what they know and are able to do in the context of its impact on student learning.

**Rigorous** - The LFL curriculum is rigorous, requiring high quality work from each participant. The goal is for students to achieve exceptional competence in order to successfully undertake one of the most challenging and influential jobs one can do.

**Practical & Flexible** – The LFL curriculum is offered as a Master's Degree in Educational Leadership for aspiring principals or as professional development courses for practicing principals.

## Case-Based Instructional Framework



## Case-Based Instructional Framework Learning Cycle

The Leadership for Learning (LFL) curriculum is structured around knowledge domains that are explored by the learner through *Cases*. Each Case has associated with it a **Challenge** that poses an authentic task that school leaders must undertake successfully if they are to foster high academic achievement and complex learning by all students. The Case-based Instructional Framework is an adaptation of the “challenge cycle” designed by Dr. John Bransford. Dr. Bransford based the challenge cycle on the National Research Council’s linking of the research on the science of learning with actual practice.

Leadership for Learning Curriculum for the  
Master of Science with a specialization in Educational Leadership (MSEL)

**The *Case-Based Instructional Framework* guides the MSEL program, includes ten (10) courses of three (3) credits each, plus a six-credit internship. Each course includes specific modules that focus on learning objectives. Following is the sequence, titles, and modules for the ten courses:**

**Course One: Facilitating Effective Learning for All Students**

Introductory Module: Introduction to Leadership for Learning

Module A: Understanding Research on Learning

Module B: Identifying Characteristics of Effective Teaching

Module C: Responding to Different Beliefs about Learning

**Course Two: Ensuring Quality Education for Students with Diverse Needs**

Module A: Meeting the Needs of English Language Learners

Module B: Facilitating Learning for Students with Disabilities

**Course Three: Using Data to Strengthen Schools**

Module A: Elements of an Effective School Plan

Module B: Data Collection

Module C: Data Analysis

Module D: Using Data for Action Planning and Implementation

**Course Four: Allocating Resources Strategically and Structuring the Organization for Learning**

Module A: Assessing School Budgets and Organizations

Module B: Restructuring School Resources for Staffing, Grouping, and Scheduling

Module C: Restructuring for Teacher Collaboration

**Course Five: Enhancing Teacher Capacity and Commitment**

Module A: Facilitating Teacher Learning and Professional Community

Module B: Fostering Teacher and Staff Engagement

Module C: Evaluating Teaching

**Course Six: Facilitating Productive Working Relationships and School Culture to Enhance Student Learning**

**Course Seven: Collaborating with Families and Communities for Student Success**

Module A: Creating Partnerships with Families in the Service of Student Learning

Module B: Using Community Resources to Support Teacher and Student Learning

Module C: Working with the Public, Interacting with Media, and Marketing the School

**Course Eight: Creating Positive, Safe, and Effective Learning Environments**

**Module A: Developing Learning Communities Anchored by Shared Values and Trust**

**Module B: Implementing Systems of Classroom and School Discipline that Promote Learning**

**Module C: Building Appreciation of Differences and Resolving Student Conflict**

**Course Nine: Meeting the Literacy Challenge**

**Module A: Building an Effective and Appropriate Literacy Program**

**Module B: Promoting Quality Instruction for Literacy**

**Module C: Building a Productive Literacy Community Among Students, Teachers, Parents, and the Larger Community**

**Course Ten: Implementing Continuous School Improvement**

**Module A: Promoting and Supporting Continuous Improvement**

**Module B: Assessing Student Performance for Accountability and Learning**

**Module C: Evaluating the Efficacy of Different Approaches to School Reform**

**The LFL curriculum is aligned to the ISLLC Standards.**

## **Interstate Leadership Licensure Consortium (ISLLC)**

The Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC Standards) identify a core of knowledge, dispositions, and performances that link leadership to effective schools and enhanced educational outcomes. The LFL curriculum is aligned to the ISLLC Standards.

For more information about the ISLLC Standards go to: <http://www.ccsso.org/content/pdfs/isllcstd.pdf>.

### **Standard 1**

A school administrator is an Educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

### **Standard 2**

A school administrator is an Educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

### **Standard 3**

A school administrator is an Educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

### **Standard 4**

A school administrator is an Educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.












### **Standard 5**






















A school administrator is an Educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

### **Standard 6**


A school administrator is an Educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

## Alignment of LFL Courses to ISLLC Standards

Course	ISLLC Standard 1	ISLLC Standard 2	ISLLC Standard 3	ISLLC Standard 4	ISLLC Standard 5	ISLLC Standard 6
<b>One</b> EDAD 6800 Facilitating Effective Learning for All Students			x	x	x	x
<b>Two</b> EDAD 6801 Ensuring Quality Education for Students with Diverse Needs	x		x	x		x
<b>Three</b> EDAD 6802 Using Data to Strengthen Schools	x			x	x	x
<b>Four</b> EDAD 6803 Allocating Resources Strategically and Structuring the Organization for Learning	x			x	x	x
<b>Five</b> EDAD 6804 Enhancing Teacher Capacity and Commitment				x	x	x

<b>Six</b> <b>EDAD 6805</b> <b>Facilitating</b> <b>Productive</b> <b>Working</b> <b>Relationships</b> <b>and School</b> <b>Culture to</b> <b>Enhance</b> <b>Student</b> <b>Learning</b>			x		x	x
<b>Seven</b> <b>EDAD 6806</b> <b>Collaborating</b> <b>with Families</b> <b>and</b> <b>Communities</b> <b>for Student</b> <b>Success</b>				x	x	x
<b>Eight</b> <b>EDAD 6807</b> <b>Creating</b> <b>Positive, Safe,</b> <b>and Effective</b> <b>Learning</b> <b>Environments</b>					x	
<b>Nine</b> <b>EDAD 6808</b> <b>Meeting the</b> <b>Literacy</b> <b>Challenge</b>						
<b>Ten</b> <b>EDAD 6809</b> <b>Implementing</b> <b>Continuous</b> <b>Improvement</b>				x	x	

Legend:

 = Primary (key) focus

x = Secondary focus

## **EDAD 6800: Facilitating Effective Learning for All Students**

**To provide leadership that enhances student learning, one must understand how people learn.**

This course introduces Leadership For Learning (LFL) students to research on learning and develops an understanding of how different approaches to instruction are informed by research. Leaders cannot influence the quality of teaching and learning unless they understand how to recognize outstanding teaching and effective learning. A significant challenge faced by many teachers is how best to facilitate the learning of students who fall behind, especially students who come from families and communities characterized by poverty and disorganization. In order to facilitate the improvement of teaching throughout the school, leaders must learn to explain how and why learner-centered teaching will enhance the achievement of all students. They must also become adept at overcoming resistance among staff, students and parents that is based on misunderstandings and faulty beliefs about how people learn.

### **Course Goals**

- Demonstrate understanding of the best research on how students learn and, using that knowledge, develop an educational disposition leading to a vision that can be used to influence the shape of learning and teaching at the school level. (ISLLC Standards 1, 2)
- Demonstrate an understanding of learning-centered principles and how they foster effective T&L.
- Demonstrate understanding that curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies. (ISLLC Standard 2)
- Apply knowledge of the principles and characteristics of effective instruction to a variety of teacher/teaching contexts. (ISLLC Standards 1, 2)
- Demonstrate how the policies, priorities, and behaviors of adults at the school and classroom levels shape learning and teaching. (ISLLC Standards 1, 2)
- Identify barriers to implementing effective teaching and learning practices and develop strategies to ameliorate or overcome them. (ISLLC Standards 2, 3, 4, 6)

This course contains goals and objectives related to generally recognized education leadership university courses with the titles of:

- Psychological & Pedagogical Foundations of Learning
- Promoting Academic Achievement
- The Principal as Instructional Leader
- Contemporary Education Problems & Solutions
- Leadership Skills Development
- Instructional Leadership/ Principalship
- Psychological and Pedagogical Foundations of Learning

**Course Developers:**

**Patricia Alexander, Ph.D.**

Professor of Human Development  
Institute for Child Study  
Department of Human Development  
University of Maryland

**Michael Young, Ph.D.**

Associate Professor of Educational  
Psychology  
Educational Psychology  
University of Connecticut

**Robert Smith, Ph.D.**

Superintendent  
Arlington Public Schools  
Arlington, VA

**Schools and Principals Featured on  
Video:**

**Barcroft Elementary**

Arlington County, VA  
Miriam Hughey-Guy, Principal

**Hamilton Middle School**

Long Beach, CA  
Herman Clayborn, Principal

**Juan De Anza Elementary**

Del Aire, CA  
Helen Bell, Principal

**Course Presenters Appearing on  
Video:**

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**David Berliner, Ph.D.**

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**Michael G. Fullan, Ph.D.**

Dean  
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**Joseph Murphy, Ph.D.**

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Peabody College at Vanderbilt  
University

**Robert Smith, Ph.D.**

Superintendent  
Arlington Public Schools  
Arlington, VA

**Cheryl James Ward, Ed.D.**

Director of Academic Initiative  
Long Beach Unified School District

## **EDAD 6801: Ensuring Quality Education for Students with Diverse Needs**

**One of the most challenging tasks facing schools is to substantially increase the achievement of students placed at risk because of limited facility with English, and physical, mental, learning and emotional disability.**

This course sets the stage for learning more about proven strategies that address this challenge. The course focuses on effective learner-centered instruction that makes use of diverse and inclusive approaches and expects all students to reach increasingly high standards of performance. Topics covered include:

- Fostering collaboration among school staff and providers of social services
- Instructional strategies for meeting the needs of students with disabilities
- Being responsive to legal and moral issues
- Maximizing inclusion, equity, and access

### **Course Goals**

- Demonstrate special expertise around the learning requirements of students with diverse needs, especially English language learners and special education students, and apply this knowledge to developing and supporting evidence-based, direct and related services that define school structures, policies, practices, and behaviors that result in effective education or these students. (ISLLC Standards 2, 5)
- Demonstrate an understanding of instructional strategies, accommodations, adaptations, and supports that enable students with diverse needs to access and progress in the general education curriculum. (ISLLC Standards 1, 2, 5)
- Understand and apply relevant legal policies and procedures in developing high quality educational programs for students with diverse needs. (ISLLC Standards 5, 6)
- Apply knowledge and understanding of effective communication in order to create a school community that fully includes families of students with diverse needs. (ISLLC 4, 5, 6)
- Apply ethical concepts developing programs for students with diverse needs. (ISLLC Standard 5)

This course contains goals and objectives related to generally recognized education leadership university courses with the titles of:

- Special Education/Diverse Learners
- Cultural Awareness
- Psychological & Pedagogical Foundations of Learning
- Ethical and Reflective Leadership
- Multicultural Issues
- Legal Issues

**Course Developers & Reviewers:**

**Beatriz Arias, Ph.D.**

Associate Professor  
Secondary Education  
Arizona State University

**Jim Brown**

Massachusetts Elementary School  
Principals Association

**Margaret McLaughlin, Ph.D.**

[Institute for the Study of Exceptional  
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University of Maryland

**Rosa Molina**

Director of Educational Services,  
Elementary  
San José Unified School District

**Victor Nolet, Ph.D.**

Associate Professor of Education  
Director of Research and Evaluation  
Woodring College of Education  
Western Washington University

**Course Presenters Appearing on  
Video:**

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Associate Professor  
[Department of Teaching and  
Learning & Department of Special  
Education](#)  
Peabody College at Vanderbilt  
University

**Douglas Fuchs, Ph.D.**

Professor of Special Education  
Department of Special Education  
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University

**Eugene Garcia, Ph.D.**

Dean  
College of Education  
Arizona State University

**Kenji Hakuta, Ph.D.**

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**Rosa Molina**

Director of Educational Services,  
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San José Unified School District

**Jerry Weast, Ed.D.**

Superintendent  
Montgomery Public Schools  
Rockville, MD

**Schools and Principals Featured on  
Video:**

**Olinder Elementary**

San Jose, CA  
Janice Samuels, Principal

**River Glen Elementary**

San Jose, CA  
Cecilia Barrie, Principal

**Walter Johnson High School**

Montgomery County, MD  
Kevin Maxwell, Principal

**Water's Landing Elementary**

Montgomery County, MD  
Eve Wetten, Principal

## **EDAD 6802: Using Data to Strengthen Schools**

**Data-driven decision-making is critical to meeting the needs of all children and to meeting accountability expectations.**

Educational leaders must use data extensively to guide them in defining needs, setting and prioritizing goals, monitoring and evaluating progress, and identifying effective strategies for improvement. The continuing analysis of the gaps between goals for student learning and student performance defines the actions of effective schools. Effective data-based decision makers understand the array of data that is needed for school improvement. They know principles and techniques of measurement, evaluation, and data analysis. They use a multitude of strategies to analyze data to propel teaching and learning and school improvement. They use technology to support the collection and use of data. They engage the school community (teachers, parents, students) in using data to analyze strengths, weaknesses, threats, and opportunities in the ongoing pursuit of school improvement.

### **Course Goals**

- Demonstrate the ability to use an array of measurement, evaluation, and assessment strategies. (ISLLC Standards 2, 3)
- Demonstrate methods for compiling and arraying data on school conditions that explain student performance and use this information to shape school priorities and goals. (ISLLC Standards 1, 2, 3)
- Demonstrate strategies to involve the community (students, teachers, and parents) in understanding and engaging a variety of data for school improvement and student learning. (ISLLC Standard 4, 6)
- Demonstrating appropriate data analysis strategies for different types of data including disaggregating data, to identify strengths and weaknesses in meeting school improvement goals. (ISLLC Standard 1, 2, 5)

Craft model strategies for monitoring student achievement and link these together into a comprehensive system of performance monitoring. (ISLLC Standards 2, 3)

This course contains goals and objectives related to generally recognized education leadership university courses with the titles of:

- Organizational Management and Development
- School Administration
- Research and Statistics
- Long Range Planning
- Program Evaluation

**Course Developers:**

**Mark Berends, Ph.D.**

Associate Professor of Public Policy and Education  
Department of Leadership, Policy, and Organizations  
Peabody College at Vanderbilt University

**Ellen Goldring, Ph.D.**

Professor of Education Policy and Leadership  
Department of Leadership, Policy, and Organizations  
Peabody College at Vanderbilt University

**Karen Hawley Miles, Ed.D.**

President  
Education Resource Management Strategies

**Course Presenters Appearing on Video**

**Linda Darling-Hammond, Ed.D.**

Professor of Education  
Faculty Sponsor, Stanford Teacher Education Program (STEP)  
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**Ellen Goldring, Ph.D.**

Professor of Education Policy and Leadership  
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Peabody College at Vanderbilt University

**Karen Hawley Miles, Ed.D.**

President  
Education Resource Management Strategies

**Mike Schmoker, Ph.D.**

Independent National Consultant

**Schools and Principals Featured on Video:**

**Richard J. Murphy Elementary School**

Boston, MA  
Mary Russo, Principal

**Whitsitt Elementary School**

Nashville, TN  
Darwin Mason, Executive Principal

**East Palo Alto High School**

Menlo Park, CA  
Nicky Ramos-Beban, Principal

## **EDAD 6803: Allocating Resources Strategically and Structuring the Organization for Learning**

**There are many resources within a school and its larger community that make a difference in student achievement.**

Research on effective schools provides guidance on the most productive ways to organize time, people, money, technology, and other resources. To use these resources most effectively, leaders need to have a strategy that defines the most important priorities, the overall educational design, and the organizational structures that best match the needs for improvement. Effective leaders use four principles to guide the four basic principles: invest in teacher quality; focus time on core academics; create individual attention; and use other resources to support instructional priorities. Allocation of resources in their schools.

### **Course Goals**

- Demonstrate how to interpret, analyze and create school budgets to support teacher and student learning priorities. (ISLLC Standards 2, 3, 5)
- Understand and practice alternative ways of restructuring school resources to support its highest priority instructional goals. (ISLLC Standards 1, 2, 3)
- Demonstrate understanding of the most efficient ways to organize and use school resources to improve student learning. (ISLLC Standards 1, 2, 3)

This course contains goals and objectives related to generally recognized education leadership university courses with the titles of:

- Educational Finance
- Organizational Management and Development
- Systems Planning
- Long Range Planning
- School Improvement
- Implementing School Improvement Plans

**Course Developers:**

**Karen Hawley Miles, Ed.D.**  
President  
Education Resource Management  
Strategies

**Mary Russo**  
Principal  
Richard J. Murphy Elementary  
School  
Boston Public Schools

**Course Presenters**  
**Appearing on Video:**

**Linda Darling-Hammond, Ed.D.**  
Professor of Education  
Faculty Sponsor, Stanford Teacher  
Education Program (STEP)  
Stanford University

**Karen Hawley Miles, Ed.D.**  
President  
Education Resource Management Strategies

**Schools and Principals Featured on**  
**Video:**

**Richard J. Murphy Elementary**  
School  
Boston, MA  
Mary Russo, Principal

**City on a Hill Charter High School**  
Boston, MA  
Steve Leonard, President

**East Palo Alto High School**  
Menlo Park, CA  
Nicky Ramos-Beban, Principal

## **EDAD 6804: Enhancing Teacher Capacity and Commitment**

**The most important resource for improving student learning that school leaders can influence is teaching.**

Building the human resources of a school – from recruitment through induction to continuing professional development – is the central role of school leaders. Identifying teachers’ needs for professional growth is important but leaders must also ensure that teachers have the opportunity and motivation to use their professional expertise. In addition, leaders need to know how to deal with ongoing ineffectiveness among members of the school staff.

### **Course Goals**

- Demonstrate an understanding of the instructional, supervisory, and interpersonal skills needed to work with teachers—both individually and collectively—to strengthen their classroom performance. (ISLLC Standards 1, 2, 3)
- Demonstrate the ability to apply the elements of effective instruction to the productive evaluation of classroom practice. (ISLLC Standards 1, 2, 3)
- Use the principles of effective professional development to create an operational platform for staff development at the school level. (ISLLC Standards 1, 2, 3)
- Use the elements of communities of practice (e.g. making work public) to forge a model of a learning community or a learning organization at the school level. (ISLLC Standards 1, 2, 3)
- Demonstrate knowledge of the elements of quality instruction in teacher selection by creating model protocol to be employed in the hiring process. (ISLLC Standards 1, 2, 3)

This course contains goals and objectives related to generally recognized education leadership university courses with the titles of:

- Personnel Evaluation & Supervision
- Human Resources Management
- School Administration
- Personnel Management

**Course Developers & Reviewers:**

**Willis D. Hawley, Ph.D.**  
Professor of Education Policy, and  
Leadership  
Department of Education Policy and  
Leadership  
University of Maryland

**Stephanie Hirsh, Ph.D.**  
National Staff Development Council

**Carol Johnson, Ph.D.**  
  
Superintendent  
Memphis Public Schools

**Course Presenters Appearing on Video:**

**Ann Lieberman, Ph.D.**  
Senior Scholar  
Carnegie Foundation for the  
Advancement of Teaching

Linda Darling – Hammond  
(See course 3)

**Schools and Principals Featured on Video:**

**TBD**

**EDAD 6805: Facilitating Productive Working Relationships and School Culture to Enhance Student Learning**

**Effective Communication & Interpersonal Relationships as well as a positive and productive school culture are hallmarks of effective leadership.**

This course addresses critical functions of the school leader including developing consensus that promotes action (effective decision-making processes, patterns of communication, conflict resolution strategies); infusing leadership throughout the school (collaborative structures and strategies); and establishing a personal, ethical, and moral platform for leadership.

Modules titles and further course details TBD.

**EDAD 6806: Collaborating with Families and Communities for Student Success**

**Students will learn how to engage parents in the education of their children in ways that align with school goals.**

Schools need to draw on community resources of various types including public agencies and organizations that serve youth and families. The capability to identify and enlist the support of these resources will be developed. School leaders must obtain support for what their staffs and parents are trying to achieve. Strategies for building and sustaining such support will be practiced. Attention will be given to undertaking these important functions in multicultural schools and communities.

### **Course Goals**

- Demonstrate the ability to portray the dynamics of a community (e.g. demographic trends, cultural tapestry, leadership patterns) and use this information in forming school goals and incorporating community resources to strengthen the school. (ISLLC Standards 1, 2, 4)
- Demonstrate ways to advocate for students and their families in the larger environment outside the school and to link this advocacy to school improvement. (ISLLC Standards 1, 2, 4)
- Demonstrate ways to create a collaborative culture in the service of school improvement, i.e. model a variety of strategies for partnering with families that enhance the academic mission of the school. (ISLLC Standards 1, 2, 4)
- Demonstrate the skills that promotes ongoing, systematic, two-way exchanges between home and school by creating a model community relations program. (ISLLC Standard 4)
- Demonstrate the skills needed to market a school to clients (students and parents) and other relevant stakeholders by developing a marketing plan for a school of choice. (ISLLC Standards 4, 5, 6)
- Demonstrate an understanding of skills required to work effectively with the media, both print and television. (ISLLC Standards 4, 5, 6)

This course contains goals and objectives related to generally recognized education leadership university courses with the titles of:

- School & Community Relations
- Organizational Management and Development
- Dynamics of Strategic Issues Management
- Organization & Cultural Environment
- Contemporary Education Problems & Solutions
- Leadership Skills Development
- Analysis of Political and Social Context of Schools

### **Course Developers & Reviewers:**

**TBD**

### **Course Presenters Appearing on Video:**

**TBD**

### **Schools and Principals Featured on Video:**

**TBD**

### **EDAD 6807: Creating Positive, Safe, and Effective Learning Environments**

**This course recognizes the importance of safe and orderly environments for learning and develops capabilities to foster cultures for learning based on mutual respect among students, teachers, staff, parents, and the larger community.**

Strategies for fairly and effectively administering discipline and resolving conflict are addressed. The course helps leaders to understand and address individual and group differences and potential conflict as opportunities for developing the knowledge, skills, and dispositions that result in social competencies essential to civic participation and interpersonal effectiveness in school and beyond.

### **Course Goals**

- Demonstrate an understanding of the elements of a caring community for students (e.g. meaningful connections with adult role models, personalizing plus academic rigor) and weave these ingredients into a plan for re-culturing a school into a personalized, caring learning community. (ISLLC Standards 1, 2, 3)
- Demonstrate knowledge of the principles of effective systems of school-wide discipline and form these elements into a plan for bringing safety and order to a school with a less-than-effective learning environment. (ISLLC Standards 1, 2, 3)
- Demonstrate an understanding of the strengths and weaknesses of various classroom-based systems of behavior management, as well as the essential characteristic of effective programs. (ISLLC Standards 1, 2, 3)
- Demonstrate the ability to craft a comprehensive system of rewards and recognition that enhances the learning environment and reinforces the academic mission of the school. (ISLLC Standards 1, 2, 3)
- Demonstrate the ability to incorporate a range of external partners into a comprehensive plan to foster school safety. (ISLLC Standards 1, 2, 3, 4, 6)

This course contains goals and objectives related to generally recognized education leadership university courses with the titles of:

- School & Community Relations
- Education Law
- Analysis of Political and Social Context of Schools
- Leadership Skills Development
- Organization & Cultural Environment
- Contemporary Education Problems & Solutions

### **Course Developers & Reviewers:**

**Carolyn Everston, Ph.D.**

Professor of Curriculum & Instructional Leadership

Department of Teaching & Learning

Peabody College at Vanderbilt University

Others TBD

### **Course Presenters Appearing on Video:**

TBD

### **Schools and Principals Featured on Video:**

TBD

### **EDAD 6809: Meeting the Literacy Challenge**

**Literacy is the focus of this course because it is at the core of success, in school and in life.**

Literacy is particularly problematic in many schools, especially those serving diverse students and students who are under-performing. In this course, students will learn how to ensure that standards for learning, curriculum materials, assessment, and instruction are aligned. Students will revisit and add to what they have learned about learning and teaching, student assessment, professional development, and parental and community involvement, among other topics. They will go more deeply than they have in other courses into issues of curriculum and the effects of district and state policies on school improvement.

#### **Course Goals**

This course provides for extended application of the learning objectives detailed in courses 1 through 8 and 10. Specifically, students will develop an understanding of and demonstrate the ability to:

- Apply the principles of quality instruction to regular and special programs. (ISLLC Standards 1, 2, 5)
- Use data on student achievement to strengthen reading across the school. (ISLLC Standards 1, 2)
- Build an effective core curricular program in the area of literacy. (ISLLC Standards 1, 2)
- Construct effective safety net programs for students at risk. (ISLLC Standards 1, 2, 5)
- Develop a literacy community of practice focused on student learning via professional skill enhancement. (ISLLC Standards 1, 2, 6)
- Forge a robust literacy-based partnership with parents. ((ISLLC Standard 4)

- Manage time to ensure high levels of literacy for all students. (ISLLC Standards 1, 2, 5)
- Marshal and allocate resources to create print-rich literacy environments at the classroom and school levels. (ISLLC Standards 1, 2, 3)
- Shape organizational arrangements and school routines to ensure the mastery of literacy skills by all youngsters. (ISLLC Standards 1, 2, 3)

This course contains goals and objectives related to generally recognized education leadership university courses with the titles of:

- Psychological and Pedagogical Foundations of Learning
- Curriculum and Assessment
- Implementing School Improvement Plans
- Contemporary Education Problems & Solutions

### **Course Developers & Reviewers:**

#### **Richard Allington, Ph.D.**

Irving and Rose Fien Professor of Education  
College of Education  
School of Teaching and Learning  
University of Florida

#### **Joseph Murphy, Ph.D.**

Professor of Education  
Department of Leadership, Policy, and Organizations  
Peabody College at Vanderbilt University

### **Course Presenters Appearing on Video:**

TBD

### **Schools and Principals Featured on Video:**

TBD

### **EDAD 6809: Implementing Continuous School Improvement**

**This course focuses on theories of change with an emphasis on leadership behavior that promotes positive change over time.**

It draws on what has been learned in previous courses to test whether students can think about what it means to be a *leader for learning*. Various approaches to assessing student performance and the role of assessment in fostering school improvement and accountability will be examined. The logic and problems of different approaches to school reform, and the conditions that support other approaches to improvement, will be

addressed in the context of systems thinking. Students will be asked to demonstrate that they know what it takes to structure a school that is a learning organization. The moral dimensions of leadership and organization will be examined.

### **Course Goals**

In addition to providing opportunities to apply objectives introduced in courses 1 through 8, this capstone course is designed to ensure that students:

- Apply the principles and characteristics of the change literature for individuals, groups, and organizations to develop blueprints for continuous improvement. (ISLLC Standard 1, 2, 3, 6)
- Use the blueprint to construct a school improvement design for a specific school. (ISLLC Standard 1, 2, 3, 6)
- Demonstrate the ability to implement the steps of strategic planning models and to identify the critical ingredients that cut across major models. (ISLLC Standard 1, 2, 3, 6)
- Demonstrate the ability to connect ongoing monitoring and feedback to continuous organizational development. (ISLLC Standard 1, 2, 3, 4)
- Apply effective program evaluation strategies. (ISLLC Standard 1, 2, 3)

This course contains goals and objectives related to generally recognized education leadership university courses with the titles of:

- Systems Change
- Leadership Skills Development
- Program Evaluation
- School Improvement

### **Course Developers & Reviewers:**

**Tom Payzant, Ed.D.**  
Superintendent  
Boston Public Schools

**Sam Stringfield, Ph.D.**  
Center for the Social Organization of Schools  
Johns Hopkins University

### **Course Presenters Appearing on Video:**

**Michael G. Fullan, Ph.D.**  
Dean  
Ontario Institute for Studies in Education  
University of Toronto

**Tom Payzant, Ed.D.**  
Superintendent  
Boston Public Schools

Others TBD

**Schools and Principals Featured on Video:**

TBD

**EDAD 6810: Internship**

The internship will provide students with authentic opportunities to apply what they have learned in courses and to expand what they know and are able to do. But unlike many internships, which treat the skills being learned as ends in themselves, this internship places even the most mundane task of leadership in the context of its impact on student learning.

Students will receive credit for an internship that meets the ISLLC and NCATE/EELC guidelines and the standards of the ELCC.