

**BOSTON COLLEGE**  
**ELHE770801. INSTRUCTIONAL LEADERSHIP**  
**Fall 2017**

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 Office Hours: Tuesdays, 2:00-4:00 PM & By Appointment (Preferred)

Class Sessions: Tuesdays, 4:30-6:50 PM in Cushing Hall, Room 334B

*Course Description.* This course introduces students to critical aspects of instructional leadership, including curriculum leadership, instructional policies, classroom observation and coaching. We will consider the role of instructional leadership in the context of standards and accountability, as well as equity and diversity considerations in the context of changing demographics. Students will conduct classroom observations, mock evaluations and program reviews to practice the skills of instructional leadership. The course focuses on instructional leadership to support school improvement and the ways in which instructional leaders foster teachers' professional growth in the context of diverse learners. There are three sections of the class: 1) Developing an instructional vision, 2) Understanding instructional policies, 3) Practices of instructional leadership. Throughout, we will emphasize the themes of equity/diversity and adult development/learning.

*Course goals, objectives, and content knowledge.* By the end of the course, students will have developed an understanding of instructional leadership and the skills to promote the learning and growth of all students and staff by cultivating a shared vision of teaching and learning. They will become familiar with different learning theories and apply them to a vision of instruction. They will explore the ways curriculum and instruction can better meet the needs of diverse learners. They will understand the use of supervision and coaching to implement curriculum change.

Upon completion of this course, students should attain mastery of the ***Massachusetts Professional Standards and Indicators for Administrative Leadership (PSI)***. These include the following:

1. **Instructional Leadership:** Promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes effective teaching and learning the central focus of schooling.
  - 1.A. **Goals.** Articulates clear goals and objectives relative to student achievement and curriculum, instruction, and assessment, which guide the work of the school and district; understands the school committee role in approval of district goals and objectives.
  - 1.B. **Aligned Curriculum.** Ensures the implementation of an effective curriculum that is aligned to state curriculum frameworks.

**1.C. Instruction.** Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

**1.D. Assessment.** Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, and also make necessary adjustments to their practice when students are not learning.

**1.E. Evaluation.** Provides effective supervision and evaluation in alignment and accordance with state Regulations and contract provisions.

**1.G. Equity and Excellence.** Promotes fairness, respect, high expectations, and support for all students through policies, programs, and practices, and addresses the impact of changes in student population on curriculum and instruction.

**1.H. Accountability.** Creates a culture in which both staff and students take responsibility for their performance and behavior.

**1.I. Closing Proficiency Gaps.** Can identify and address the complex, multiple causes of educational underperformance and ensures that districts/schools close proficiency gaps.

**1.J. Intervention Strategy.** Ensures that a comprehensive system exists to meet the individual needs of each student, including adequate learning time, effective instruction, additional academic support, appropriate student services, and differentiated approaches to meet the needs of all learners.

**1.l. Program Evaluation.** Systematically monitors, evaluates and makes needed changes to curriculum, instruction, and programs to assess their effectiveness in meeting school and district goals.

### *Required readings.*

The following book is required reading for the course:

- Flinders, D. J., & Thornton, S. J. (Eds.). (2017). *The curriculum studies reader, 5<sup>th</sup> Edition*. Routledge.

We will also identify one additional book for each book group, which will be available through the library or for purchase. All other required readings are available in electronic format. Students are required to have active web access to obtain class materials. The course will require regular student use of Canvas to access course readings and participate in online discussions.

You can navigate to the course website through the Agora Portal once you have registered for the course at <https://portal.bc.edu/portal/page/portal/MyServices/Login>

### *Course requirements, key outcomes assessments, and grading.*

Below are descriptions of the assignments required for the course. [Those that meet pre-practicum requirements for licensure are designated with a \*\*\*]

Attendance, Participation, and Online Discussion (20% of your grade):

Being prepared and actively participating will ensure that you get the most out of this course. Please attend regularly and share your experiences, perspectives, and questions. *If you expect to be absent (for family, religious or other reasons), please let me know ahead of time so we can make a plan to make up missed work.* For unexpected absences, please contact me before the next class period by email. ***If you miss more than 2 class sessions, your participation grade will be impacted.***

Throughout the semester you will be expected to participate in online discussions using the Canvas Discussion tool. You will be asked to reflect on the week's readings, class discussions, or any other resources you would like to share with the class. The purpose of these online discussions is to offer ***informal*** opportunities to respond to the readings and supplement our in-class discussions. It also helps me know that you are actively engaging with the activities and readings for the class.

To receive full credit, over the course of the semester you will need to ***post at least 8 short comments*** (1 or 2 paragraphs) to the discussion board, either initiated by you or in response to one of your classmates.

Additionally, you will conduct three *formative in-class assessments* over the course of the semester to meet the MA Professional Standards for Administrators related to Instructional Leadership. These will include: case studies of teachers, supervisory conference role-plays, and a mock evaluation of a teacher using the MA evaluation rubrics.

Book Groups: Instruction for Diverse Learners (20% of your grade)

Each student will read, present about, and discuss one supplemental book in class. Books will be chosen based on the interests of the class, which we will organize into book groups.

Students will be asked to read the book and answer the following three questions:

- 1) What are the key ideas presented by the book?
- 2) What are the implications for instructional leadership?
- 3) What are your personal and professional reflections on the book?

Students will prepare a short presentation to share with classmates who have not read the book. This will include both a small-group presentation, as well as a brief handout (1 - 2 pages) to share that illustrates the major ideas in the book and how these ideas might be applied to instructional leadership. Book groups will first meet to discuss the books in small groups, with presentations in roundtable, jigsaw format taking place the week after.

Criteria for evaluating participation in the book groups include: 1) demonstrates clear understanding of major concepts, 2) engages in thoughtful, relevant conversation with peers, 3) draws on specific examples/quotations from the book, 4) answers each of the three key

questions, 5) presents a clear, well-conceived handout. **Book discussions will take place the week of September 26th, with presentations on the following week of October 3rd.**

Classroom Observation Assignment\*\*\* (30% of your grade):

For this assignment, students will work closely with a teacher to conduct a classroom observation *at the grade level at which they seek licensure (prek-6; 5-8; 9-12)*. In a pre-observation conversation with the teacher, students will plan for an observation of instruction. Students will either develop or use an existing observation protocol or rubric to help guide the observation. After conducting the observation (if feasible), students will debrief with the teacher, ask clarifying questions, offer specific, concrete feedback, and recommendations for professional learning.

After completing this observation, you will write up an 8-10 page analysis of your experience. Your analysis should include: 1) an overview of the context and protocol you used, 2) a write-up of your observation, 3) a description of your feedback and professional learning ideas, 4) your reflections on the process, in terms of both your own learning and the teacher's learning. Criteria for evaluating this assignment include: 1) clarity of description of observation(s), 2) thorough analysis based on your observation protocol, 3) relevant application of ideas and citations from readings, 4) thoughtful reflection on personal learning, 5) organization of writing. Examples of this assignment will be posted on Canvas as models. **Observation papers are due on October 31<sup>st</sup>.**

Comprehensive Review of Instruction\*\*\* (30% of your grade):

This final project will involve students working in groups of no more than 3 to review a local school's curriculum & instruction and develop an action plan to improve multiple learning outcomes for diverse learners. *Students will review instruction at the grade level for which they seek licensure (prek-6; 5-8; 9-12)*. The review will focus on a discrete unit or topic and involve visiting the school and interviewing the leader/s responsible for instructional supervision, teacher/s, and (if feasible) students and parents; reviewing and analyzing curriculum documents, relevant technological tools and classroom materials in light of your knowledge about curriculum, standards, and meeting the needs of diverse learners.

Your review should include the following sections:

- 1) A description of the unit/topic as it relates to the school or program you are investigating and how it is situated in relation to school and district goals and state standards;
- 2) Assessment of the effects on a range of learners that includes multiple sources of evidence (if possible);
- 3) An action plan to make the unit/topic more responsive to diverse learners; this plan will include a set of recommendations designed for presentation to the school, which illustrate your understanding of aspects of instructional leadership covered in class.

This project should be **at least** 12-15 pages in length (plus references and appendices). It may need to be longer in order to adequately present your inquiry. The paper should cite the course readings where appropriate. The findings of your curriculum review will also be presented to the class. In addition, I will encourage you to set a date to present and discuss your recommendations in the school you studied.

Criteria for evaluating this assignment include: 1) clearly articulated description of the reviewed curriculum, 2) thoughtful analysis of the effectiveness of the curriculum in relation to district goals, state standards, and diverse learners, 3) reasonable, doable, and justified recommendations for improvement, 4) use of concepts and citations from class for analysis and recommendations, 5) concise, clear presentation appropriate for the intended audience, 6) well-written and organized paper. **Presentations to the class will be on December 5<sup>th</sup>. Final papers (1 per group) will be due at the same time.**

#### COURSE GRADING

Class participation and discussion	20%
Book Talk	20%
Classroom Observation Assignment	30%
Review of instruction	30%

\*Any late written assignments will be subject to 10% grade reduction for each day they are late unless prior permission is given by the instructor.

### Course Outline: Readings & Assignments

Class	Topic	Readings and assignments
1. 8/29	Introduction to the class  What is instructional leadership?	<i>Flinders and Thornton:</i> Dewey, My Pedagogic Creed
2. 9/5	<i>Instructional Vision:</i> What is curriculum? Definitions and approaches	<i>Flinders and Thornton,</i> Bobbitt, Scientific Method in Curriculum-Making  <i>Flinders and Thornton</i> Kliebard, The Rise of Scientific Curriculum-Making and its Aftermath  <i>Flinders and Thornton</i> Jackson, The Daily Grind
3. 9/12	<i>Instructional Vision:</i> What is instruction? Theories of learning and teaching	Bransford, J. (2000). <i>How people learn: Brain, mind, experience, and school</i> . National Academies Press. [Ch. 1 & 2]  Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2005). <i>A taxonomy for learning, teaching, and assessing</i> . Longman. [Excerpt]  Doyle, W. & Carter, K. (1984). Academic Tasks in Classrooms. <i>Curriculum Inquiry</i> .  <i>*Book groups assigned</i>
4. 9/19	<i>Instructional Vision:</i> Diversity in the classroom	Milner, R. (2010). <i>Start where you are but don't stay there: Understanding diversity, opportunity gaps, and teaching in today's classrooms</i> . Cambridge: Harvard University Press. (Chapter 1, pp. 13 - 44).  <b>Jigsaw:</b>  1)Delpit, L. (1988). The Silenced Dialogue: Power and Pedagogy in Educating

		<p>Other People's Children. <i>Harvard Education Review</i>, 58 (3).</p> <p>2) Anyon, J. (1988). Social Class and the Hidden Curriculum of Work.</p> <p>3) <i>Flinders and Thornton</i> Valenzuela, Subtractive Schooling, Caring Relations, and Social Capital in the Schooling of U.S. Mexican Youth.</p> <p>4) Hernandez, F. &amp; Fraynd, D. (2015). Inclusive Leadership and LGBTQ students.</p>
5. 9/26	<i>Instructional Policy:</i> Curriculum Standards & Accountability	<p><i>Flinders and Thornton</i> Sleeter &amp; Stillman, Standardizing Knowledge in a Multicultural Society</p> <p><i>Flinders and Thornton</i> Eliot Eisner, What does it mean to say a school is doing well?</p> <p><i>Flinders and Thornton</i> Au, W. High stakes testing and curriculum control: A qualitative metasyntesis</p> <p><b><i>Book groups: Discussions</i></b></p>
6. 10/3	<i>Instructional Policy:</i> Implementing Reforms	<p>Ylimaki, R. (2014). <i>The New Instructional Leadership</i>. "Develop assessment and accountability systems to monitor student progress" [Ch. 6]</p> <p><i>Flinders and Thornton</i> Mclaughlin, M.W. Implementation as mutual adaptation: Change in classroom organization. (pp. 195-205).</p> <p><b><i>Book groups: Small-group presentations</i></b></p>
7. 10/10	<i>Instructional Policy:</i> Current Considerations	<p>Costello, M. B. (2016). Teaching the 2016 election: The Trump effect. Montgomery, AL: Southern Poverty Law Center.</p>

		<p>Nguyen, C., &amp; Kebede, M. (2017). Immigrant Students in the Trump Era: What We Know and Do Not Know. <i>Educational Policy</i>, 31(6), 716-742.</p> <p>Penuel, W., Meyer, E., &amp; Valladares, M. R. (2016). Making the most of the Every Child Succeeds Act: Helping states focus on school equity, quality and climate. Policy Brief.</p> <p>Cook-Harvey, C. M., Darling-Hammond, L., Lam, L., Mercer, C., &amp; Roc, M. (2016). Equity and ESSA: Leveraging educational opportunity through the Every Student Succeeds Act. <i>Executive Summary</i>.</p>
8. 10/17	<i>Instructional Leadership Practices: Understanding teacher evaluation &amp; the supervision cycle in MA</i>	<p>Lavigne, A. L., &amp; Good, T. L. (2015). <i>Improving teaching through observation and feedback: Beyond state and federal mandates</i>. Routledge. [EXCERPT]</p> <p>Sergiovanni, T. J., &amp; Starratt, R. J. (2006). <i>Supervision: A redefinition</i>. New York: McGraw-Hill. [Ch. 12]</p> <p>Marshall, K. (2013). <i>Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap</i>. Jossey-Bass. [EXCERPT]</p> <p>Massachusetts' Evaluation System: <a href="http://www.doe.mass.edu/eval/">http://www.doe.mass.edu/eval/</a></p>
9. 10/24	<i>Instructional Leadership Practices: Protocols/Rubrics for supervision</i>	<p>Danielson, C. (2007). <i>Enhancing professional practice: A framework for teaching</i>. Association for Supervision &amp; Curriculum Development. [Excerpt]</p> <p>Lemov, D. (2010). <i>Teach like a champion: 49 techniques that put students on the path to college</i>. Jossey-Bass. [Excerpt]</p> <p>Echevarria, J., Vogt, M., &amp; Short, D. J. (2008).</p>

		<p><i>Making content comprehensible for English learners.</i> Pearson Allyn &amp; Bacon. [Excerpt]</p> <p><b><i>In-class: Teacher Evaluation</i></b></p>
<p>10. <b>10/31</b></p>	<p><i>Instructional Leadership Practices:</i> Observation &amp; Feedback</p>	<p>Bambrick-Santoyo, P. (2012). <i>Leverage Leadership: A Practical Guide to Building Exceptional Schools.</i> Jossey-Bass. [Ch. 2]</p> <p>Stone, Patton, Heane (2010). <i>Having difficult conversations.</i> [Ch. 1, 4]</p> <p><b><i>Observation Assignment Due</i></b></p> <p><b><i>In-class: Conference role play</i></b></p>
<p>11. <b>11/7</b></p>	<p><i>Instructional Leadership Practices:</i> Subject-specific Considerations</p>	<p>Nelson, B. S., &amp; Sassi, A. (2000). Shifting approaches to supervision: The case of mathematics supervision. <i>Educational Administration Quarterly</i>, 36(4), 553-584.</p> <p>Lowenhaupt, R. &amp; McNeill, K. (Under review). Making the case for K8 science supervision: Subject-specific instructional leadership in an era of reform.</p> <p>Explore website: <a href="http://www.sciencepracticesleadership.com">www.sciencepracticesleadership.com</a></p> <p><b><i>In-class: Teacher case study</i></b></p>
<p>12. <b>11/14</b> <b>NO CLASS</b></p>		<p><b><i>FINAL PROJECT MEETINGS</i></b></p>

<p>13. <b>11/21</b></p>	<p><i>Instructional Leadership Practices:</i> Supporting teacher learning &amp; development</p>	<p>Glickman, C. D. (2002). <i>Leadership for learning: How to help teachers succeed</i>. Association for Supervision &amp; Curriculum Development. [Ch. 4 &amp; 5]</p> <p>Marshall, K. (2013). <i>Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap</i>. Jossey-Bass. [Ch. 7-8]</p> <p>Knight, J. (2007). <i>Instructional coaching: A partnership approach to improving instruction</i>. Corwin Press. [Ch. 2]</p> <p><b><i>In-class: Improvement Planning</i></b></p>
<p>14. <b>11/28</b></p>	<p><i>Instructional Leadership Practices:</i> Organizational Structures to support Instructional Leadership</p>	<p>Hornig, E., &amp; Loeb, S. (2010). New thinking about instructional leadership. <i>Phi Delta Kappan</i>, 92(3), 66-69.</p> <p>CHOOSE ONE:</p> <p>City, E. A., Elmore, R. F., Fiarman, S. E., &amp; Teitel, L. (2009). <i>Instructional rounds in education: A network approach to improving teaching and learning</i>. Cambridge: Harvard University Press. (Introduction, Chapters 1 &amp; 2).</p> <p>Zepeda, S. J. (2014). <i>Job-embedded professional development: Support, collaboration, and learning in schools</i>. Routledge. (Chapters 4 &amp; 5).</p> <p>Kuh, L. P. (2016). Teachers talking about teaching and school: collaboration and reflective practice via Critical Friends Groups. <i>Teachers &amp; Teaching</i>, 22(3), 293-314.</p>
<p>15. <b>12/5</b></p>	<p align="center"><b>Last Class/Final Presentations</b> Final Paper (Review of Instruction) Due.</p>	

Appropriate use of technology. Students are expected to adhere to the policies of the university concerning appropriate use of technology. See <http://www.bc.edu/content/bc/offices/help/getstarted/policies.html>

Policies on academic integrity. Students are held to the standards for academic integrity of Boston College. See <http://www.bc.edu/offices/stserv/academic/integrity.html>

Policies on disabilities. Boston College is committed to providing reasonable accommodations and integrated access for students with disabilities. If you are a student with a documented disability seeking reasonable accommodations in this course, please contact the Connors Family Learning Center regarding learning disabilities or the Disability Services Office [[disabsrv@bc.edu](mailto:disabsrv@bc.edu); X2-3470] regarding all other types of disabilities, including temporary disabilities. Advance notice and appropriate documentation are required for accommodations.

### Lynch School Incomplete Policy

The Lynch School of Education, Education Policy Committee, passed a motion on May 22, 2007 to adopt the university-wide policy of incomplete grades changing into an “F” after a certain period at the graduate level.

“I” grades will change into “F” on the dates listed below:

- Fall – March 1
- Spring – August 1
- Summer – October 1

Note: The librarian liaison for the Lynch School is Margaret Cohen. She can be found in the Educational Resources Center on the first floor of Champion Hall. Her phone number is: (617) 552-4919. Her email address is: [cohenlm@bc.edu](mailto:cohenlm@bc.edu). Please let her know if you’d like to schedule a library consultation to orient you to the library resources.