

Course: ED660 E & N-E Instructional Leadership  
Credit: 3 credit hours  
Semester: SPRING 2022 (Cycle 5)  
Day and Time: Thursday evenings, 6:00 – 9:00 p.m.  
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## I. DESCRIPTION

This course prepares educational leaders with the knowledge and skills necessary to fulfill their responsibilities as instructional leaders. The course focuses on program evaluation, data-driven instructional change, program logic, the change process, program implementation, and program sustainability. Graduate students will also learn how to implement professional learning communities (PLCs) and use instructional coaching processes to increase academic achievement and well-being for all students. (Prerequisite: ED610)

*This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

## II. OBJECTIVES:

A. General competencies to be achieved. The student will:

1. Understand the various roles and responsibilities of an instructional leader.
  - a. PLO-1, 2, 3, 4
  - b. Assignments: A.1, A.2, B.2, B.3, B.4, B.7
2. Develop a philosophy of professional development informed by a Biblical worldview.
  - a. PLO-1, 2, 3, 4
  - b. Assignments: A.1, A.2, B.2, B.4, B.5
3. Develop skills in thinking critically, discussing constructively, and writing synthetically regarding the roles and responsibilities of instructional leaders.
  - a. PLO-1, 2, 3, 4
  - b. Assignments: A.1, A.2, B.2, B.3, B.4, B.5, B.7

- B. The objectives of this course serve to prepare students to meet the *Professional Standards for Educational Leaders* (PSEL) as expressed in the following competencies. The student will be able to:
1. “Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.”
    - a. PLO-1, 2, 3, 4, 5; PSEL-1
    - b. Assignments: A.1, A.2, B.1, B.3, B.4, B.6, B.7
  2. “Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.”
    - a. PLO-1, 2, 3, 4, 5; PSEL-4
    - b. Assignments: A.1, A.2, B.3, B.4, B.6, B.7
  3. “Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.”
    - a. PLO-1, 2, 3, 4, 5; PSEL-4
    - b. Assignments: A.1, A.2, B.4, B.6, B.7
  4. “Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.”
    - a. PLO-1, 2, 3, 4, 5; PSEL-4
    - b. Assignments: A.1, A.2, B.4, B.7
  5. “Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.”
    - a. PLO-1, 2, 3, 4, 5; PSEL-4
    - b. Assignments: A. 1, A.2, B.4, B.7
  6. “Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice.”
    - a. PLO-1, 2, 3, 4, 5; PSEL-6
    - b. Assignments: A.1, A.2, B.2, B.4, B.5, B.7
  7. “Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.”
    - a. PLO-1, 2, 3, 4, 5; PSEL-7
    - b. Assignments: A.1, A.2, B.2, B.4, B.5, B.7

### III. MATERIALS

1. The Bible (Please refer to Course Policies.)
2. American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> edition)  
Paperback: ISBN-13: 978-1433832161 ISBN-10: 143383216X \$27.00
3. DeWitt, P. (2020). *Instructional leadership: Creating practice out of theory*.  
Paperback: ISBN-13: 978-1544381411 ISBN-10: 1544381417 \$23.00
4. Marzano, R. (2018). *Leading a high reliability school*.  
Paperback: ISBN-13 : 978-1945349348 ISBN-10 : 1945349344 \$35.00
5. Bailey, K. & Jakicic, C. (2019). *Make it happen: Coaching with the 4 critical questions of PLCs at work*.  
Paperback: ISBN-13 : 978-1947604216 ISBN-10 : 194760421X \$35.00

### IV. REQUIREMENTS

#### A. Reading Assignments

1. **Textbook Reading:** You are expected to read the textbooks. Class interactions and activities depend upon you being thoroughly familiar with the readings.
2. **Supplemental Reading:** Read all supplemental materials (i.e., handouts, journal articles, websites, etc.) that may be assigned by the instructor during the course.

#### B. Written Assignments:

1. **Biblical Worldview Integration Workshop:** Prepare a 30 - 40 minute Biblical Worldview Integration Workshop for teachers who are new to your school. Be sure to include a PowerPoint, handouts, and any additional supporting materials.
2. **Clinical Supervision Cycle:** Plan your ideal Annual Supervision Cycle for teachers. Prepare a handout for the members of the School Board detailing your plan and providing a research-based rationale for your plan.
3. **Curriculum Documents Review:** Write a review of the curriculum documents located in Files, Curriculum Documents folder.
4. **Discussion Questions:** A total of six (6) topics and associated questions will be posted in CANVAS. For each question, students should post a 250 – 300 word response. Cite at least one source to support your response. Students should then respond to at least one other post made by a classmate.
5. **Philosophy of Professional Development:** Write a 750 – 1,000 word paper describing your beliefs about the best ways to help teachers improve their teaching and assessment practices.
6. **Textbook Series Review Process:** Write a paper describing the textbook review process you would implement for a chosen grade level and subject.
7. **Final Exam**

## V. METHODS

### A. Teaching and Learning

1. Reading and research
2. Writing
3. Project
4. Presentations
5. Discussions
6. Lectures
7. Exam

### B. Grading

#### 1. Weight given to assignments:

<b>Assignments:</b>	<b>Points:</b>
Assigned Readings	60 (10 x 6 modules)
Biblical Worldview Integration Workshop	150
Class Participation (In-Class Students) Report on Videos (Online Students)	80 (10 x 8 reports)
Clinical Supervision Cycle	120
Curriculum Documents Review	120
Discussion Questions	120 (20 x 6 questions)
Philosophy of Professional Development	150
Textbook Series Review Process	100
Final Exam	100
<b>Total:</b>	<b>1000 points</b>

#### 2. Late Assignments

Late assignments may be penalized 10 percent of the grade on that assignment per week.

#### 3. Letter / Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

## VI. COURSE POLICIES

### A. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT*

*and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

**B. Academic Honesty**

*Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.*

**C. Academic Activity & Participation**

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

**D. Technology**

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

**E. Accommodations Statement**

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any condition that may require support.

**F. Style Guide**

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

**G. The Clark Academic Center**

The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

## VII. COURSE OUTLINE AND CLASS SCHEDULE

The course outline indicates the general direction for the content of this class:

Week	Class Topics:	Assignments
1	Leading a High Reliability School Instructional Leadership Professional Learning Communities (PLCs)	<p><b><i>Due by midnight March 31<sup>st</sup></i></b></p> <ol style="list-style-type: none"> <li>1. Complete assigned reading.</li> <li>2. Complete Class Video Reports.</li> <li>3. Discussion Questions 1, 2, and 3</li> <li>4. Biblical Worldview Integration Workshop</li> </ol>
2	Program Logic The Change Process Program Implementation Program Sustainability	
3	Getting Started as an Instructional Coach Safe, Supportive, and Collaborative Culture	
4	The Instructional Coach’s Role in Ensuring a Guaranteed and Viable Curriculum  The Instructional Coach’s Role in Guiding Teachers to Answer Curricular Questions: What do we want students to know and be able to do?  How will we know if students have learned?	<p><b><i>Due by midnight on April 21<sup>st</sup></i></b></p> <ol style="list-style-type: none"> <li>1. Complete assigned reading.</li> <li>2. Complete Class Video Reports.</li> <li>3. Discussion Questions 4, 5, and 6</li> <li>4. Curriculum Documents Review</li> <li>5. Textbook Series Review Process</li> </ol>
5	The Instructional Coach’s Role in Supporting Effective Teaching in Every Classroom  The Instructional Coach’s Role in Supporting Student Engagement	
6	The Instructional Coach’s Role in Supporting Teachers to Meet the Needs of Students Who Struggle  The Instructional Coach’s Role in Supporting Teachers to Meet the Needs of Students Who are Already Proficient	
7	Collective Teacher Efficacy Maintaining the Momentum	
8	Final Exam	<p><b><i>Due by midnight on May 6<sup>th</sup></i></b></p> <ol style="list-style-type: none"> <li>1. Clinical Supervision Cycle</li> <li>2. Philosophy of PD</li> <li>3. Complete Final Exam</li> </ol>

***About Changes to this Syllabus:*** *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*