OFFICIAL SYLLABUS

Department Prefix: EDUC
Course Number: 617

I. Catalog Entry

EDUC 617 Models of Teaching for Educational Leadership
ABBREV Models of Teaching EDEL
Three (3) hours lecture.

Prerequisites: Graduate standing. Preference given to educational leadership students fulfilling program requirements.

Examines student learning styles, teacher instructional styles (models of teaching), and methods of differentiating instruction and assessing student learning. Examines the concepts of effective instruction and effective instructional leadership. Focuses on the school leader's role in leading an instructional program, supporting teacher growth, and enhancing student learning.

II. Detailed Description of Content of Course

The course as described above will cover the following content:

1) Learning as the construction of knowledge; resulting constructivist teaching practices
2) Four families of instructional models
    a) Social family – partners in learning, group investigation, role play, jurisprudential inquiry
    b) Information processing family – inductive thinking, concept attainment, scientific inquiry, inquiry training, mnemonics, synectics, advance organizers
    c) Personal family – nondirective teaching, enhancing self-esteem
    d) Behavioral systems family – mastery learning, direct instruction, simulations, social learning
3) Differentiation of instruction
4) Rationale and purposes
5) Examples of differentiated curriculum and differentiated instruction
6) A rationale for meeting student needs including:
    a) Interests
    b) Abilities
    c) Gender
    d) Ethnicity
    e) Culture
    f) Social Class

g) Exceptionalities

7) Assessment and evaluation of student learning associated with models of teaching
8) Literature review and discussion of the concept “instructional leadership.”
9) The school administrator’s role in appropriately leading an instructional program
10) Current trends in instruction

III. Detailed Description of Conduct of Course

Course readings will serve as a primary content basis for in-class discussions. Literature review, case studies, role plays, and demonstrations will be used in conjunction with material related to issues involving models of teaching and learning. A variety of written and/or oral assignments (research reviews, reflective writings, narrative responses, journals, formal papers, book talks) will be used to help students refine their personal understanding of effective instruction, instructional models and learning styles. Group and individual tasks will be used to process and reinforce information/skills and for class sharing. Lectures by the professor will be utilized to supplement and reinforce course readings. Videos will provide additional content for personal reflection and/or class discussion. Internet searches will provide an additional source for acquiring related course content.

IV. Goals and Objectives of the Course

The codes listed below refer to: National Council for Accreditation of Teacher Education (NCATE), Virginia Department of Education Standards for Administration and Supervision (VAS), and Interstate School Leaders Licensure Assessment (ISLLC).

Goals, objectives, and assignments in this class address NCATE Standards 1e, 1f, and 1g.

Having successfully completed this course, the student will be able to:

1. Demonstrate knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity. (VAS-A) (ISLLC-2)

2. Detail principles of student motivation, growth, and development as a foundation for age- and grade-appropriate curriculum, instruction, and assessment. (VAS-A.1 with a focus on the evaluation of good, age-appropriate instructional programs and practices) (ISLLC-2)

3. Plan, implement, and refine a standards-based curriculum aligned with instruction and assessment. (VAS-A.3) (ISLLC-2)

4. Detail the importance of collaborative planning and the implementation of a variety of assessment techniques, including the examination of student work, that yield individual, class, grade level, and school level data as a foundation for identifying existing competencies and targeting areas in need of further attention.

(VAS-A.4 with a focus on the evaluation of people and program to promote increases in student achievement.)

5. Incorporate differentiated and effective instruction that responds to individual learner needs including appropriate response to cultural, ethnic, and linguistic diversity. (VAS-A.5) (ISLLC-2)

6. Identify, analyze, and resolve problems using effective problem solving techniques. (VAS-A.7 with a focus on appropriate administrative supervision of people who work in schools.)

7. Demonstrate knowledge understanding and application of systems and organizations (VAS-B)

8. Align organizational practice, division mission, and core beliefs for developing and implementing strategic plans. (VAS-B.2) (ISLLC-1, 2)

9. Develop empowerment strategies to create personalized learning environments for diverse schools (VAS-B. 6 with a focus on the evaluation of people in schools to support increased student learning.)

10. Demonstrate knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations. (VAS-C with a focus on instructional leadership) (ISLLC-2, 3)

11. Apply data-driven decision making skills to initiate and continue improvement in school and classroom practices and student achievement. (VAS-C.8) (ISLLC-3, 2)

12. Demonstrate knowledge understanding and application of the conditions and dynamics impacting a diverse school community. (VAS-D)

13. Communicate effectively in two-way settings and during times of consensus building and negotiation. (VAS-D.4 with a focus on modeling appropriate behaviors for those being supervised.) (ISLLC-2, 4)

14. Demonstrate knowledge understanding and application of the purpose of education and the role of professionalism in advancing educational goals. (VAS-E)

15. Demonstrate the integration of high quality, content-rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community. (VAS-E.2) (ISLLC-2, 4)

16. Model intentionally and purposefully professional, moral, and ethical standards as well as personal integrity in all interactions. (VAS-E-4) (ISLLC-5)

17. Model intentionally and purposefully continuous professional learning and collegial and collaborative work among all members of the school community to support and enhance the collective capacity. (VAS-E.5 with a focus on school

leaders modeling appropriate professional behaviors to support and enhance increased student learning) (ISLLC-2)

18. Demonstrate knowledge understanding and application of basic leadership theories and influences that impact schools. (VAS-F)

19. Demonstrate that 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. (ISLLC-2.)

20. Demonstrate that a school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. (ISLLC-5)

21. Demonstrate that a school administrator is an educational leaders who promotes the success of all students by facilitating the development, articulation, and implementation, and stewardship of a vision of learning that is shared and supported by the school community. (ISLLC-1)

22. Demonstrate that 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. (ISLLC-6)

23. Demonstrate that 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. (ISLLC-4)

24. Demonstrate that 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. (ISLLC-3)

V. Assessment Measures

All instructors of this course will assess students in the following ways:

- A written and/or oral assignment that asks students to outline or web the concept of “effective instruction.”

- An oral and/or written assignment that has students outline or web the concept, “effective instructional leadership.”

- A class presentation whereby each student presents a lesson to the class following an assigned model’s recipe verbatim. A power point presentation follows detailing the research-base associated with the model they presented.

- Students will observe other students’ lesson presentation, and role playing a school administrator, engage the presenter in a post-observation conference related to their model’s lesson presentation

Additionally, instructors will choose at least two assessment measures from the following to assess learning in this course:

- Written responses to assigned case studies.
- Small group projects related to learning styles
- Response journals to assigned readings (to aid students in processing and reflecting upon content)
- Class participation in discussions and small group activities.
- A research paper related to course content.
- Mid-term and/or Final examination on course content.

Technological proficiency must be demonstrated in written assignments, electronic mail communications, and correspondence.

VI. Other Course Information

None