EDAD 630: The Principal as Instructional Leader
Spadoni College of Education and Social Sciences (SCOESS)

Course Syllabus
Fall 2023

Catalog Course Description:
EDAD 630 The Principal as Instructional Leader (3 credits) In this course, students learn strategies to lead the implementation and evaluation of quality curriculum and instructional practices. F, S

Course Number for Registration Purposes:
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Contact Information:

Instructor of Record:	
Cell #	
Email Address:	
Office Hours:	
Day and Time/ Instructional Format	Mondays, 5:00p.m. - 8:00p.m. Hybrid Model - On-Campus Sessions, Online Zoom Sessions, and Asynchronous (Independent Work) Sessions **On-Campus Sessions** (In [Building, Room #], Mondays from 5:00pm-8:00pm) · [Date(s)] **Online Zoom Sessions** (Mondays from 4:30p.m. - 6:00p.m.) **Zoom Link:** [Insert Link] · [Date(s)] **Asynchronous (Independent Work) Sessions** (Mondays from 4:30p.m. - 7:30p.m.) · [Date(s)]

Intended Audience:	M.Ed. in Educational Leadership Students

Course Description:

EDAD 630: The Principal as Instructional Leader
The primary goal of this course is to prepare students for principal licensure, for school leadership roles, and for serving as the instructional leader of educational organizations. Students who complete the course should expect to have mastered the following:

- Apply theory to design a school-wide framework for continuous improvement and effectiveness of curricular and instructional programs;
- Demonstrate effective assessment and collaboration techniques to use with teachers and staff to drive the school improvement process with a focus on results and student learning;
- Analyze research and multiple sources of data about student performance and ensure their use to monitor progress and increase student achievement for all learners
- Understand the application and implementation of teacher supervision, evaluation, and frequent classroom walkthroughs as levers for assessment and instructional improvement

Throughout the course, students engage in the ongoing process of understanding their own implicit biases in order to practice more inclusive, equitable instructional leadership. They work to develop and refine values and beliefs that support curricular and instructional improvement and high levels of learning for all students.

Required Texts:

- Bambrick-Santoyo, P. (2018). Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools.
- Bambrick-Santoyo, P. (2019). Driven by Data 2.0: A Practical Guide to Improve Instruction 2nd Edition
- DuFour, R. and DuFour, R. (2021). Revisiting Professional Learning Communities at Work: Proven Insights for Sustained, Substantive School Improvement 2nd Edition
- Fisher, D. and Frey, N. (2019). PLC+: Better Decisions and Greater Impact by Design
- Fisher, D. (2019). The PLC+ Playbook: A Hands-on Guide to Collectively Improving Student Learning
- Nagel, D. (2019). The PLC+ Activator's Guide

Additional Texts/Resources:

Additional readings and resources will be provided in Moodle.

The Spadoni College of Education's Conceptual Framework

The overarching theme of the Conceptual Framework for all educator preparation programs is *"The Educator as Reflective Practitioner."* The initial and advanced teacher education programs and the advanced program in educational leadership focus on the development of knowledge, skills, and

professional dispositions to ensure that all candidates are well-prepared and meet all institutional, state, and professional standards at the completion of their program.

The Conceptual Framework describes the shared vision of teaching, learning, and the preparation of teachers and school leaders. It outlines our philosophy and commitment to the education profession; guides programmatic decisions; and ensures coherence among curricula, field experiences, clinical practice, and the unit's assessment system. The Conceptual Framework reflects our commitment to integrate technology, demonstrate professional behavior and dispositions, engage in reflective practice, work with diverse populations, and apply content and pedagogical knowledge to the teaching and learning process.

Student Learning Outcomes (SLOs):

SLO	Assessments	Standard Alignment Information
Apply theory to design a school-wide framework for continuous improvement and effectiveness of curricular and instructional programs	Class Participation Unit Reflections Environmental Scan Curriculum Paper/Map PLC Audit/Improvement Plan Master Schedule - Optimizing Teaching and Learning Final Project	PADEPP: 1.4, 2.1, 8.4 NELP: 1.1, 1.2, 3.1, 3.2, 4.1, 4.2, 4.4, 6.1 ISTE 2.1c ISTE Education Leader Standards 3.2d Conceptual Framework 1.2 SCTS 4.0 Professionalism 2 and 3 NBCS for Educational Leaders Standard III

Demonstrate effective assessment and collaboration techniques to use with teachers and staff to drive the school improvement process with a focus on results and student learning	Overall Course Participation Unit Reflections Environmental Scan PLC Audit/Improvement or Implementation Plan Master Schedule - Optimizing Teaching and Learning Final Project	PADEPP: 1.4, 2.6, 4.1, 7.1, 8.1 NELP: 1.1, 1.2, 2.1, 3.3, 4.1, 4.2, 4.3, 4.4, 7.2 ISTE 2.4d ISTE Education Leader Standards 3.3e Conceptual Framework 1.5 InTASC9c,9d SCTS 4.0 Professionalism 7 and 10 NBCS for Educational Leaders Standard I and III
Analyze research and multiple sources of data about student performance and ensure their use to monitor progress and increase student achievement for all learners	Overall Course Participation Unit Reflections Environmental Scan PLC Audit/Improvement Plan Master Schedule - Optimizing Teaching and Learning Final Project	PADEPP: 1.4, 2.2, 2.3, 8.2 NELP: 1.1, 1.2, 4.1, 4.2, 4.3 ISTE 2.7c ISTE Leader Standards 3.3e Conceptual Framework 2.2 and 5.2 InTASC 9c,9d SCTS 4.0 Professionalism 4 and 5 NBCS for Educational Leaders Standard I
Understand the application and implementation of teacher supervision, evaluation, and frequent classroom walkthroughs as levers for assessment and instructional improvement	Overall Course Participation Unit Reflections Environmental Scan Master Schedule - Optimizing Teaching and Learning	PADEPP: 1.4, 3.5, 4.3 NELP: 1.1, 1.2 InTASC 9g, 9k ISTE 2.7c

	Final Project	Conceptual Framework 1.5
		NBCS for Educational Leaders Standard I, II, and III

Diversity:
Coastal Carolina University's Educational Leadership program accepts diversity as a guiding principle reflective of the American ideal – from many one! The program welcomes, seeks, and promotes a student population whose leadership styles embody and embrace differing cultural characteristics such as race, gender, ability, lifestyle, and nationality. Candidates will explore diversity in the workforce and community while working with public school leaders and class colleagues on the completion and submission of class requirements. Be sure to reflect on the school's report—all data and plan to submit the school's demographic form.

Accessibility & Disability Services:
Coastal Carolina University is committed to equitable access and inclusion of individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Individuals seeking reasonable accommodations should contact Accessibility & Disability Services (843-349-2503 or visit the Accessibility & Disability Services Website.

Please make an appointment with a staff member in Accessibility and Disability Services so that such accommodations can be considered. To receive academic accommodations for this class, please obtain the proper forms and meet with me to discuss the provisions of those accommodations as soon as possible. It is recommended that this must be completed within the first two weeks of class.

Syllabus Disclaimer:
This syllabus is a work in progress, tentative and subject to change by the instructor with notice to the student as the semester progresses. Please check Moodle often and CCU email daily.

Academic Honesty:
Coastal Carolina University Code of Student Conduct establishes the rights and responsibilities of students attending the University. As such, expectations are established, and students are held accountable for academic honesty and integrity. Excerpt from Code of Student Conduct 2015-16, Section III. Academic Integrity Code, pp. 3-4,
http://www.coastal.edu/conduct/documents/codeofconduct.pdf

A. Statement of Community Standards
Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and are committed to creating an atmosphere of mutual respect and trust. Any class members who the instructor deems disruptive to the learning environment may be asked to leave class for the day.

D. Prohibited Conduct

1. Plagiarism, cheating and all other forms of academic dishonesty a. Examples of plagiarism include, but are not limited to, the following: (i) borrowing words, sentences, ideas, conclusions, examples and/or organization of an assignment without proper acknowledgment from a source (for example, a book, article, electronic documents, or another student's paper); (ii) submitting another person's work in place of his/her own; (iii) allowing someone else to revise, correct or edit an assignment without explicit permission of the instructor; (iv) submitting work without proper acknowledgment from commercial firms, websites, fraternity or sorority files or any other outside sources, whether purchased or not; (v) allowing another person to substitute for them any part of a course for them, including quizzes, tests, and final examinations; (vi) submitting any written assignments done with the assistance of another without the explicit permission of the instructor; (vii) submitting work that was originally prepared for another class without the explicit permission of the instructor; (viii) knowingly aiding another student who is engaged in plagiarism. b. Examples of cheating include, but are not limited to, the following: (i) using unauthorized information, materials or assistance of any kind for an assignment, quiz, test, or final examination; (ii) knowingly aiding another student who is engaged in cheating.

2. Furnishing false information to any University official, faculty member or University office to obtain an academic advantage.

3. Forging, altering, or misusing any University document or record to obtain an academic advantage

Ally:
Coastal Carolina University is committed to providing you the best learning experience possible. With this goal, the campus has adopted a new accessibility tool, ALLY. ALLY is a revolutionary product that integrates directly into Moodle which focuses on making digital course content more accessible to all students. You will now be able to download any content in this course in the format that fits best with your learning style. PDF, HTML, .EPUB and Audio files are now available for most content items. Should you have any questions or experience issues while using ALLY, please contact the Coastal Office of Online Learning at coastalonline@coastal.edu or 843-349-6932.

Copyright:
This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA:
During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may

require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Student Services:
Academic Support:
- Link to [Learning Assistance Center](#)
- Link to [Kimbel Library Website](#)
- Link to [Counseling Services](#)
- Link to [Online Orientation](#)

Technology Support:
- Link to [Technical Support from Student Computing Services](#)
- Link to [A list of on-campus HelpDesks and the Help Request Form](#)

Other Student Services:
- Link to [Bookstore](#)
- Link to [Chant 411](#)
- Link to [Office of the Registrar](#)
- Link to [Financial Aid and Scholarships](#)
- Link to [Student Activities and Leadership](#)
- Link to [Dean of Students Office](#)

Code of Conduct with Netiquette:
Online Code of Conduct Students are expected to treat one another with respect and basic common courtesies in our online classroom. All students should expect a safe learning environment. This environment should be free of derogatory, offensive, harassing or inappropriate remarks or materials including but not limited to race, ethnicity, gender, sexual orientation, religion, and age. Flaming and spamming will not be tolerated. Comments of this nature will not be tolerated and will result in appropriate action by the instructor. In this course, we will employ the following guidelines:

- Fully participate in our learning community. Honor the background and experiences others bring to the discussion.
- Respectfully agree or disagree with your classmates.
- Respect your classmates' privacy.
- Share what you know with your classmates. Be helpful.
- Avoid typing in all capital letters as it can be seen as yelling.
- Avoid the overuse of textspeak (ROFL, LOL, IMHO, etc.) and slang.
- Read and review your posts for clarity and accuracy. Run spell check.
- Use language appropriate to an academic environment. This includes grammar and punctuation.
- Be sure to appropriately cite the work of others.
- Be brief and to the point in your posts (within the assignment guidelines).

Use of Technology:
The use of technology is integral to the planning and implementation of the course and ongoing communication with the instructor. Wherever feasible, the student will employ the use of technologies during the course.

Standards for Written Assignments:
All written assignments **MUST be typed and _double-spaced_**. Assignments should be free of errors in spelling, grammar, syntax, and mechanics. Students are responsible for ensuring all assignments are submitted to the instructor by the due dates noted on the course calendar and on Moodle.

Attendance Policy:
Students are expected to attend all online and face-to-face class sessions as listed on the course calendar. Attendance at face-to-face class meetings and participation in online activities is essential for the success of the hybrid experience.

- In order to be marked present in a face-to-face meeting, students will need to be in class from the beginning of the scheduled period until the end of the meeting period.

- Online attendance will be taken through participation in the discussions and submissions of assignments and quizzes by the due dates.

- Absences due to your own illness, family illness and death, or other extenuating circumstances will need documentation. Please make an appointment to meet with the instructor to determine.

Evaluation/Grading:

Course Grading System

Late Assignments: Generally, no assignment should ever be submitted past the due date. If a student expects that an assignment will not be submitted on or before the due date, he or she should email the instructor BEFORE the due date to explain. Once the instructor and student decide on an alternative due date, the student should make every effort to submit on time. Failure to notify the instructor that an assignment will be late will result in the student not being able to earn full points for the assignment. There is a penalty for each day an assignment is late that could result in a failing grade for the student.

Missing Assignments: Any assignment not turned in by the due date will earn 0 points.

Course Requirements:
- Desktop or laptop computer with Internet connection (high speed cable connection desirable), for use in online sessions and in between class meetings.
- Access to Moodle Learning Management System (LMS).
- Other web-based tools to be used throughout the workshop (links will be provided in Moodle)
- Skills

o Ability to send an email with file attachments
o Ability to upload files to Moodle
o Ability to view browser-based multimedia

Emergency Procedures: Continuity of instruction is important for student success and retention, and CCU works to ensure this academic continuity. In the event of natural disasters, pandemics, or other unexpected scenarios, a faculty member may need to provide instruction remotely, online, or through alterations to an original class schedule.

All scheduled "seat time" (i.e., 3 total hours of missed classroom time) typically must be made up. Faculty may elect to adopt alternate course delivery methods for content, facilitate faculty-student communication, develop online assignments, and adopt an alternate attendance policy from original course syllabi. **CCU understands with any disaster or crisis that access to technology may be limited; all efforts will be made on the part of CCU faculty to accommodate needs during unexpected emergencies, including the extension ss where feasible.**

To stay up to date on emergency situations on campus, students are asked to sign-up for text alerts found on the CCU Alerts Page.

Course Assignments:

Assignment	Description	Due Date	Percentage
#1	Overall **Course Participation** including Unit Reflections	[Date]	20
#2	Conduct an **Environmental Scan** and Present Findings	[Date]	20
#3	Create a **Master Schedule** that Optimizes Teaching and Learning	[Date]	20
#4	**PLC Audit** w/ Improvement *or* Implementation Plan	[Date]	20
#5	**CHOICE:** Curriculum Paper or Map	[Date]	20
#6	**Final Project**		0
		TOTAL:	100%

Overall Class Participation:

Class attendance is **required,** and students are expected to contribute to class discussions, team discussions, and class activities based on the weekly course readings. A clear expectations document (available in Moodle) will

be used for evaluating class and team participation. Using this document, students will complete two self-assessments during the semester. The instructor will also use the document during the semester to provide feedback to students. Twenty percent (20%) of the course grade is for overall class participation. This includes an assessment of your contributions in class, team discussions, class activities, and unit reflections (see below).

Unit Reflections:

At the end of each unit, students engage in reflection as a way to consolidate and synthesize their learning. The goal is for them to consider what they've learned, what questions the unit has raised for them, and to apply these insights and examine these questions further in the context of their internship site as well as in planning for their future leadership role. Students have several choices of how to do this: through a personal journal reflection or forward-looking document that captures the semester's learning; through an online exchange with a reflection partner; through meeting with a study group to discuss the unit and readings together and then submitting a brief summary of the group discussion; or through another means of reflection/synthesis proposed by the student. In every case, reflections should be grounded in (i.e. explicitly referenced) at least one reading.

Reading reflections will not be assessed individually but will be checked off as "submitted" or "not submitted." The overall quality of *reading reflections* will be taken into consideration in each student's class participation grade.

Environmental Scan:

To monitor and support the fidelity of curricular and instructional programs as well as school and district initiatives, school leaders may conduct Environmental Scans (ESs) during the school year. During the scan, the team analyzes current student performance data then conducts a series of classroom walkthroughs to monitor instruction and adherence to an established, agreed upon instructional framework. Following the ES, the leadership team creates a presentation that addresses an analysis of current student performance data, school-wide patterns and trends, and concrete, actionable steps aligned to the data and presents it to the School Improvement Team (SIT) for feedback and support.

For this assignment, the student will use the Data Analysis Process and Presentation Template to complete an ES at the site school and upload the results in Moodle by the due date. The ES is 20% of the course grade.

Master Schedule:

An instructional leader creates a master schedule that serves as the structural foundation on which a school builds high-quality instruction and sustains a culture that reinforces it. Despite a leader's best efforts to create a schedule that clearly prioritizes teaching and learning, "gaps" in the schedule may exist that potentially compromise equitable access to high-quality curriculum and instruction for *all* students.

Read the article, "Mastering the Master Schedule" by Cheryl Hibbein. The student will use a plus-delta chart to analyze and evaluate the site school's Master Schedule for the current school year. The plus-delta chart is a feedback and assessment tool frequently used in continuous improvement to help teams or individuals reflect on projects they've worked on. When evaluating a school's Master Schedule, the plus-delta will help the student better determine:

- What works and what doesn't.
- What needs to be modified or removed altogether.

When scheduling, this information can be used to inform continuous improvement efforts like:

- Innovative use of available faculty or staff
- Innovative use of classrooms or non-instructional spaces
- Reducing transitions to optimize instructional minutes
- Ensuring access to intervention, enrichment, or extension classes
- Reculturing a school to one of high-academic expectations for staff and students

The student will upload all artifacts (the site school's Master Schedule for the current year, evidence of analysis and evaluation of it, and the completed plus-delta chart with three or more suggestions for improvement) and upload them in Moodle. The Master Schedule assignment is 20% of the course grade.

PLC Audit and Improvement/Implementation Plan:

To gauge the efficiency and effectiveness of a school's continuous improvement structures and processes, a new school leader may choose to conduct a Professional Learning Community (PLC) audit during the first 90 days of school. To audit a school's PLCs, the leader must:

1. Review historical documents including master schedules; evidence of PLC professional development, follow-up support, and implementation; PLC guidance and planning documents; and PLC agendas with norms, minutes, and attendance.
2. Review current documentation to gauge PLC practices and expectations.
3. Observe three or more PLCs in the site school; use the PLC Observation Tool to document and evaluate the findings.
4. Based on the findings, create a plan for improvement rooted in coursework and the readings. Use achievement data to inform the work.
5. If the site school does not currently have a PLC model, create a PLC Implementation and Roll-out Plan that includes professional development for teachers, schedule(s), and a matrix (examples provided below) to define the work for the school year. The student will upload all artifacts into Moodle. This assignment is 20% of the course grade.
   a. PLC Matrix K-5
   b. PLC Matrix 6-8
   c. PLC Matrix 9-12

CHOICE Activity:

Choice A - Curriculum Paper:

The paper for this course should be comprehensive in scope, dealing with at least one aspect of the school curriculum. This should be a review of the current literature in this area and must include at least six (more are preferred) references. The paper should be 6-8 pages (not including the reference or title pages) in length, double-spaced, using a twelve-point font and employing APA 7. Select a topic below as the focus for the paper or you may choose one of the focus questions listed after the topics.

Topics:

a. Principal's role in curriculum implementation fidelity vs. integrity

b. Curriculum leadership
c. Integrating the curriculum
d. Monitoring the curriculum
e. Remediation, intervention, and enrichment
f. Differentiated instruction
g. Evaluating the curriculum
h. Planned abandonment of curriculum
i. Equity and inclusivity and curriculum

Sample Questions:

a. Is a textbook a curriculum?
b. How does a district-wide curriculum implementation promote equity and access for its teachers and students?
c. How can curriculum development be used to empower teachers?
d. How can curriculum be adjusted to enrich and extend student learning?
e. How can curriculum be adjusted to accelerate learning for underperforming students without compromising implementation fidelity or integrity?
f. How can school leaders assist teachers with internalizing a new curriculum in its first year of implementation?
g. When is the planned abandonment of a curriculum a viable option?
h. As an educational leader, what are the steps to researching and selecting a new curriculum?

Choice B - Curriculum Mapping:

Many districts and schools have created a host of curriculum guidance documents, including curriculum maps, for its teachers. These documents are designed to support school improvement initiatives; however, in some schools, they are tucked away in digital folders or filing cabinets. In other schools, curriculum maps are not used at all. For this assignment, the student may modify or update an existing curriculum map **or** create the ideal.

A curriculum map should be a living document that plays an integral role in teacher planning.

Curriculum maps are used to:

● Show relationships from subject to subject (horizontal) or from year to year in the same subject (vertical).
● Align textbooks, instructional technology, and other resources to units of instruction
● Organize topics and/or concepts from month to month
● Analyze and evaluate "macro" level curriculum maps that show high-level curriculum throughout the K-12 experience and the "micro" level maps that describe in detail what happens in one subject in one grade level.
● Show relationships between the guaranteed, viable curriculum to the taught curriculum, hidden curriculum, and/or the learned curriculum.

For this assignment, identify the starting point.

Option1: Update the current curriculum map by adding columns including new areas such as textbook material,

hidden curriculum, taught curriculum, and learned curriculum.

Option 2: Organize a new curriculum map. There are many types of curriculum maps. If you are starting from scratch, consider doing some brief research by looking at examples from colleagues or on school websites and select a format that best fits your interests or needs. After you have updated or created a new map, include a description of the mapping process.

The student will upload either the Curriculum Paper or the Curriculum Map with Reflection in Moodle. The CHOICE assignment is 20% of the course grade.

The Final Project:

The Final Project provides an opportunity to consolidate the student's learning from the course. Each student will choose the best way to do this and submit a plan to the instructor four weeks prior to the due date. The project should:

- Synthesize ideas the student has learned in coursework or the internship.
- Have immediate, relevant applications for the student's next step as an educational leader.

Examples may include: a program evaluation plan for a curricular or instructional initiative or implementation (i.e, Kagan Cooperative Learning Structures; PLCs; small group instruction; intervention/enrichment; etc.); a professional development plan for a school the student will be leading; a proposal for a documentary movie about educational issues (i.e., ensuring diversity, equity, inclusivity in teaching and learning; Special Education, meaningful IEPs, and student achievement; implementing new curricula with a "heavy lift"; removing the plates by creating instructional foci; etc.); a plan for a professional development session about cultural proficiency for teachers; a physical or digital binder of resources and reflections from the units of the class. Final projects are intended to be highly practical and developed to meet individual students' needs. They are not graded.

Portions of the course syllabus adapted from: https://canvas.harvard.edu/courses/5210/assignments/syllabus