

**ELPA 847 Instructional Leadership and School Improvement**  
**Department of Educational Leadership & Policy Analysis**  
**University of Wisconsin-Madison**  
**Fall 2008**

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**Office Hours**            By appointment.

**Class Sessions**        Mondays, 4:40 to 7:10 PM, Ed Sciences Building, Room 1161

**Required Texts**

1. Bransford, J.D., Brown, A.L. & Cocking, R.R., Eds. (2001). *How people learn: Brain, mind, experience and school*. Washington, DC: National Research Council.
2. NSSE. (1997). *School improvement: Focusing on student performance. A comprehensive guide for data-driven and research-based school improvement planning*.

**Additional readings** are also required and are accessible through the course homepage on Learn@UW (<https://learnuw.wisc.edu>) or MyUW (<https://my.wisc.edu>). If you download and print articles, please consider printing back-to-back and even two pages on to one to save paper.

**For technology assistance** contact DoIt Help for general technology issues or problems. 608.264.4357 or [helpdesk@wisc.edu](mailto:helpdesk@wisc.edu).

**Course Description and Purposes**

The guiding theme of this course is creating and sustaining healthy, reflective and successful teaching and learning environments for students and staff. It is designed to provide teachers, reading and content specialists, principals, and other administrators with an introduction to instructional leadership to enhance student learning outcomes and to sustain school renewal and improvement. Through assigned readings, discussion, structured activities, individual projects, and collaborative group work, both theoretical and practical aspects of school improvement through effective instructional leadership practices will be considered and developed in the course. Central issues and topics in the course include:

1. Major points of impact for positively influencing learning outcomes in schools for all students
2. Credible measures/indicators of a school with high performing students and staff (curriculum standards and models of assessment)
3. Effective strategies for moving a school, and those who teach and learn in them, from where they are to where they would ideally like to be (models for successful change and organizational learning)
4. Research on the relationship of leadership and student learning outcomes (examining the primary roles, responsibilities, and relationships of educational leaders)
5. The nature and context of teacher work and its influence on teachers' acquisition and use of professional knowledge
6. Accessing, analyzing, and using information on student/school performance
7. Building instructional capacity through professional development

### **Class Attendance**

Class attendance is very important. There are 14 scheduled class sessions. Because of the nature of activities as described below i.e. group discussions and critiques, in-class simulations, and team projects, there are no appropriate ways for you to make up work missed during an absence.

### **Expectations**

Students are expected to:

1. Read and be prepared to discuss and evaluate all materials.
2. Post reactions to readings for Sessions 3, 4, 6, 7, 8, 10, and 11.
3. Participate actively in class activities (both in and out of the classroom).
4. Complete a collaborative, in-depth case study on school improvement in action.
5. Submit a 10-15 page paper on leadership teams for school improvement.

### **Full Inclusion**

We wish to fully include persons with disabilities in this course. Please let us know if you need any special accommodations in the curriculum, instruction, or assessments to enable you to participate fully. We will try to maintain the confidentiality of the information that you share. Please contact us as early in the course as practicable. Contact Information:

McBurney Disability Resource Center  
1<sup>st</sup> floor of the Middleton Building  
1305 Linden Drive, Madison, WI 53706  
Telephone: (608)-263-2741 Email: [FrontDesk@mcb.wisc.edu](mailto:FrontDesk@mcb.wisc.edu) TTY: (608) 263-6393

## **ELPA Portfolio**

In accordance with PI 34, the Department has created a portfolio requirement for all certification students. Beginning September 1, 2004, students seeking certification as Principal, Director of Instruction, Director of Special Education and Pupil Services, or Superintendent, will be able to take part in the processes leading to the successful completion and presentation of their own portfolio. Each portfolio is comprised of five components: four dimensions of leadership, and a personal vision statement. Students will create exhibits for the components that will help to demonstrate their leadership proficiency in each of the dimensions that coincide with the Department's mission and vision.

The Department has spent considerable time and energy to make the portfolio a meaningful, engaging and integrated opportunity to synthesize your professional learning in educational leadership. Because the department has purposely structured the portfolio to integrate coursework (rather than as a fragmented depository for individual class assignments), no portfolio assignments are officially required for this course. However, to enhance your learning (and to save you time later), we strongly recommend consideration of how the assignments for this course might also fold into the portfolio. We will discuss the portfolio more in class.

For more information about the ELPA Portfolio, please visit:

<http://www.education.wisc.edu/elpa/academics/degrees/certificationprogs.html>

## **Course Grade**

Your grade for this course will be based on the following:

<b>Class participation</b> Attendance, class participation, and reading reactions	20 points
<b>School Improvement Project</b> Two parts (each part worth 25 points)	50 points
<b>Paper</b> Leadership teams for school improvement	30 points
<b>Total</b>	<b>100 points</b>

**Teaching and Learning Activities** in the course have been designed to model successful professional development instructional delivery strategies. These include directed readings, occasional electronic discussion and planning for whole group discussion, small group work, individual inquiry and research, collaborative inquiry, lectures, and in-class simulations and activities.

**The Writing Center** offers an extensive range of individual instruction, non-credit classes, curricular based writing tutors, and instructional materials. For more information, visit <http://www.wisc.edu/writing> or email [writing@facstaff.wisc.edu](mailto:writing@facstaff.wisc.edu).

## Course Outline and Assigned Readings

Session	Date	Topic	Readings
1	Sep 8	<b>Educational Reform and School Improvement</b>	<ul style="list-style-type: none"> <li>• The Grammar of Schooling: Why Has it Been so Hard to Change? Tyack &amp; Tobin</li> <li>• The Norm: Why Schools Are as They Are. Glickman et al</li> </ul>
2	Sep 15	<b>Leadership and School Improvement</b>	<ul style="list-style-type: none"> <li>• Vision Packet</li> <li>• Multiple Measures. Bernhardt</li> <li>• NSSE Guide. Parts 1, 2 and 3</li> </ul>
3	Sep 22		<ul style="list-style-type: none"> <li>• How Leadership Influences Student Learning. Leithwood</li> <li>• Principal's Influence on Student and School Outcomes. Hart &amp; Bredeson</li> </ul>
4	Sep 29	<b>Educational Policy and School Improvement</b>	<ul style="list-style-type: none"> <li>• Contexts of Accountability Under Systemic Reform: Implications for Principal Influence on Instruction and Supervision. Marks &amp; Nance</li> <li>• Teaching Matters: How State and Local Policymakers Can Improve the Quality of Teachers and Teaching. Corcoran</li> </ul>
5	Oct 6	<b>Case Study Presentation: Parts 1-3</b>	
6	Oct 13	<b>Learning</b>	<ul style="list-style-type: none"> <li>• Learning: From Speculation to Science. Bransford Ch.1.</li> <li>• How Experts Differ from Novices. Bransford Ch.2.</li> </ul>
7	Oct 20		<ul style="list-style-type: none"> <li>• Learning and Transfer Bransford. Ch. 3</li> <li>• How Children Learn Bransford. Ch. 4</li> </ul>
8	Oct 27	<b>Professional Learning Communities</b>	<ul style="list-style-type: none"> <li>• Professional Learning Communities: What are They and Why are They Important? SEDL</li> <li>• The Sustainability of Innovative Schools as Learning Organizations &amp; Professional Learning Communities During Standardized Reform. Giles and Hargreaves</li> </ul>
9	Nov 3	<b>Guest Speaker</b>	<ul style="list-style-type: none"> <li>• NSSE Guide. Parts 4, 5 and 6</li> <li>• Guest Speaker TBA</li> </ul>
10	Nov 10	<b>Managing Change</b>	<ul style="list-style-type: none"> <li>• Building Capacity in Schools. Bredeson</li> <li>• Tornado of Change. Horsley &amp; Loucks-Horsley</li> <li>• The Real Reason People Won't Change. Kegan &amp; Lahey</li> </ul>
11	Nov 17	<b>Learning and Learning Environments</b>	<ul style="list-style-type: none"> <li>• Mind and Brain. Bransford Ch. 5</li> <li>• The Design of Learning Environments. Bransford Ch. 6</li> </ul>
12	Nov 24	<b>School Improvement Paper Share Out</b>	
13	Dec 1	<b>Guest Speaker</b>	<ul style="list-style-type: none"> <li>• Guest Speaker(S) TBA</li> </ul>
14	Dec 8	<b>Case Study Presentation: Parts 4-6</b>	

## **Sources and Recommended Readings**

- Apple, M. W. (1996). Education, identity, and cheap French fries. In *Cultural politics and education* (pp. 1-21). New York: Teachers College Press.
- Bechtol, W. M., & Sorenson, J. S. (1993). Effective teaching strategies. In *Restructuring schooling for individual students* (pp. 103-149). Newton, MA: Allyn and Bacon.
- Bredeson, P., & Johannson, O. (2000). The school principal's role in teacher professional development. *Journal of Service Education, 26*(2), 385-401.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Virginia: Association for the Supervision and Curriculum Development.
- Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation to enhance professional practice*. Alexandria, VA: ASCD.
- Darling-Hammond, L., & Sykes, G. (1999). *Teaching as the learning profession: Handbook of policy and practice*. San Francisco: Jossey-Bass.
- Delpit, L. (1996). *Other people's children: Cultural conflict in the classroom*. New York: New Press.
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- Glickman, C.D. Gordon S.P and Ross-Gordon JM (2004) Sixth Edition *SuperVision and Instructional Leadership*. Boston: Pearson Education.
- Hart, A. W., & Bredeson, P. V. (1996). Principals' influence on student and school outcomes. In *The principalship: A theory of professional learning and practice* (pp. 191-219). New York: McGraw-Hill, Inc.
- Horsley, D. L., & Loucks-Horsley, S. (Fall 1998). Tornado of change. *Journal of Staff Development, 19*(4), 17-20.
- Kegan, R., & Lahey, L. L. (2001). *How the way we talk can change the way we work: seven languages for transformation* (1st ed.). San Francisco: Jossey-Bass.
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- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice, 34*(3), 159-165.
- McIntosh, P. (1988). *White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies*: Wellesley College, MA Center for Research on Women.
- Newmann, F. M., Smith, B., Allensworth, E., & Bryk, A. S. (Winter 2001). Instructional program coherence: What it is and why it should guide school improvement policy. *Educational Evaluation and Policy Analysis, 23*(4), 297-321.
- Nieto, S. (2002). Affirmation, solidarity and critique: moving beyond tolerance in education. In E. Lee, D. Menkart & M. Okazawa-Rey (Eds.), *Beyond heroes and holidays: A practical guide to K-12 anti-racist, multicultural education and staff development* (2nd ed.). Washington, D.C.: Teaching for Change.
- Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Doubleday.

- Senge, P. M., McCabe, N., Cambron, H., Lucas, T., Kleiner, A., Dutton, J., et al. (Eds.). (2000). *Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York: Doubleday.
- Tyack, D. (1994). The "grammar" of schooling: Why has it been so hard to change? *American Educational Research Journal*, 31(3), 453-479.
- Wilber, K. (2000). *A theory of everything: An integral vision for business, politics, science and spirituality*. Boston: Shambhala.
- York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3), 255-316.
- Zeichner, K. M., & Liston, D. P. (1996). *Reflective teaching: an introduction*. Mahwah, N.J.: L. Erlbaum Associates.