

***Administration of Teaching and Learning Organizations  
Educational Leadership and Policy Analysis***

ELPA 703 Summer 2008

University of Wisconsin-Madison

Department of Educational Leadership and Policy Analysis

1:10 – 6:10 p.m. Tuesdays and Thursdays

Room 218 Education Sciences

Course Site: [http:// uwmad.courses.wisconsin.edu](http://uwmad.courses.wisconsin.edu)

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***Introduction***

Educational Leadership and Policy Analysis 703 is designed to teach students to support teaching practice through a) critiquing, annotating and constructing video-based representations of classroom teaching, and b) understanding how to integrate professional development programs that support good teaching into the school culture. Recently developed teacher evaluation frameworks can help leaders to directly and constructively intervene in the instructional process. However, the effective use of such evaluation tools depends upon a leader's ability to recognize and evaluate effective teaching practice.

ELPA 703 will engage students in a learning-by-doing environment through which they will not only be able to collaboratively review video in terms of widely accepted teacher evaluation frameworks, but will acquire the abilities to use video to support teachers in local educational environments. Video analysis provides rich opportunities for teachers to discuss the nuances and challenges of good teaching. Discussion of videotaped teaching affords detailed, collaborative analysis seldom available through live observations. While videos have been used extensively for both pre-service and on-going teacher education, they have not been used as extensively to support administrative understanding of what constitutes good teaching. Using videos to training school leaders how to recognize teacher quality will greatly enhance the ability to support teachers in documenting teaching practice and in providing meaningful feedback.

***Required Texts***

*Selected teaching videos* In addition to the course website we utilize another site to store classroom videos for this course. That website is:  
<http://labweb.education.wisc.edu/elpa703/>

The user name and password for the video website are:

Username: elpa703

Password: movez4US

*Course pack of selected reading:* Available on-line through the course site and on the CD distributed in class

### ***Class Format***

This course will meet twice per week. The course Learn@UW web-site, <https://uwmad.courses.wisconsin.edu/> will furnish the location for a majority of the administrative tasks (e.g. assignment submission and grading, group coordination, assignment posting) as well as a virtual space for group members to discuss and plan research projects. Since we will use the course site extensively, access to an Internet capable computer is a requirement for successful completion of the course.

### **Preparing for Class: Reading, Watching and Participating**

Each class will focus on developing a set of rubrics for aspects of classroom teaching practice. Students will be expected to watch and comment on videos, and to read several research papers or book chapters per class. For each class, students will be asked to prepare a 200-250 word reaction paper either to the course readings or to comment on a video of teaching practice observed in the previous class. More details will be provided in class.

### **Final Exam**

There will be a final exam on the last day of class. During the final exam, students will evaluate a classroom video with tools developed over the course of the class.

### **Class discussion**

The typical class meeting will consist of a discussion of the video segment observed as well as the required class readings. Since class discussions are vital to the success of the class, your attendance and participation are important and will contribute to your final course grade. We will make intermittent records of class participation.

Successful class discussions also involve tolerance and respect for the diversity of opinions expressed by your colleagues. While overt expressions of intolerance, such as sneers, eye rolling and dismissive gestures are clearly objectionable, more subtle behaviors such as zoning out or dominance of class discussion are also not acceptable. St. Thomas Aquinas argued that people are naturally civil and rational given the appropriate social arrangements. Let's create this arrangement together so our civility and rationality can blossom for all to see.

### ***Full Inclusion***

We seek 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 in this course to enable you to fully participate. We will try to maintain the confidentiality of the information that you share with me. Please contact us as early in the course as practicable. You may also contact the McBurney Disability Resource Center, 305 Linden Drive (263-2741 or [FrontDesk@mcb.wisc.edu](mailto:FrontDesk@mcb.wisc.edu)) if you have questions about campus policies and services. Questions or concerns about disability accommodations can be

brought to the attention of Associate Dean Mariamme Whatley (262-2463) or with Ken Scott (251-2486), the coordinator in the Department of Educational Administration.

**Grading**

Grades for the course will be calculated according to the University of Wisconsin grading scale. Class work will count in the following proportions toward your final grade:

- Reaction papers..... 50%  
 Reaction papers will be graded on a pass/fail basis. Late papers may be submitted, but will not count toward your total.
- Class participation and attendance..... 15%
- Class project..... 35%

**ELPA 703 Schedule**

Date	Articles
<p><b>Session 1 - Tuesday, June 17</b></p> <p><i>Problematizing Danielson</i></p> <p><i>(Japan &amp; American TIMSS)</i></p>	<ul style="list-style-type: none"> <li>- video analysis</li> <li>- TIMMS Japan video; American Math</li> <li>- Introduce questioning, task complexity, cognitive load</li> </ul> <p>Monona Grove Professional Development</p> <p>Principal Rubrics</p>
<p><b>Session 2 - Thursday, June 19</b></p> <p><i>Teaching and Learning</i></p> <p><i>(Street Inspection)</i></p>	<p>Ortega v Gasset, J (1969). "On Studying" from Some Lessons in Metaphysics. W.W. Norton</p> <p>Cohen, D. K. (1988). Teaching practice, plus que ca change. In <i>Contributing to Educational Change: Perspectives on Research and Practice</i>. P. Jackson, ed. Berkeley, CA, McCutchan.</p> <p>Black, P. and Wiliam, D. (1998). Inside the Black Box: Raising standards through classroom assessment. <i>Phi Delta Kappan</i> 80(2).</p>
<p><b>Session 3 – Tuesday, June 24</b></p> <p><i>Rubrics Arts Education</i></p> <p><i>(Erica Halverson)</i></p>	<p>Halverson, E.R. (in press) From one woman to everyman: Reportability and credibility in publicly performed narratives. <i>Narrative Inquiry</i> 18:1 29-52.</p> <p>Newmann, F.M. &amp; Wehlage, G.G. (1993) Five Standards of Authentic Instruction <i>Educational Leadership</i> 50 (7). 8-12.</p> <p>Bargainnier, S. (2003) "Fundamentals of Rubrics" Pacific Crest Faculty Development Center.</p> <p><a href="http://sitemaker.umich.edu/lmt/faq_about_video_codes">http://sitemaker.umich.edu/lmt/faq_about_video_codes</a></p>

<p><b>Session 4 – Thursday, June 26</b></p> <p><i>Teacher Evaluation</i></p>	<p>Hazi, H. M. (1994). The teacher evaluation-supervision dilemma: A case of entanglements and irreconcilable differences. <i>Journal of Curriculum and Supervision</i>, 9(2), 195-216.</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>Halverson, R., Kelley, C., &amp; Kimball, S. (2004). Implementing Teacher Evaluation Systems: How Principals Make Sense of Complex Artifacts to Shape Local Instructional Practice. In W. Hoy &amp; C. Miskel (Eds.), <i>Research and Theory in Educational Administration Volume 3</i>. Information Age Publishing.</p>
<p><b>Session 5 – Tuesday July 1</b></p> <p><i>Math</i></p> <p><i>(Beth van Es)</i></p>	<p>Meno, Plato. (Gutenberg Project)</p> <p>Ball, D.L. (2005). Knowing mathematics for teaching: Who knows mathematics well enough to teach third grade and how can we decide. <i>American Educator</i> Fall, 2005.</p> <p>Van Es, B. (2007) <i>Connecting Practice and Research in Math Education</i>. Reformed Teaching Observation Protocol</p>
<p><b>Session 6 – Thursday July 3</b></p> <p><i>Writing</i></p>	<p>Ethos, pathos and logos site: <a href="http://courses.durhamtech.edu/perkins/aris.html">http://courses.durhamtech.edu/perkins/aris.html</a></p> <p>Wineburg, S. (1999). Historical thinking &amp; other unnatural acts. <i>Phi Delta Kappan</i>, 80 (7), 488-499</p> <p>Cazden, C. (2001) “Classroom Discourse and Student Learning” Ch. 4 from <i>Classroom Discourse, the Language of Teaching and Learning</i>. Heineman: Portsmouth, New Hampshire. 60-79.</p> <p>Schank, R. C. (1990) <i>Tell me a story</i>. Scribners: New York. Ch. 1</p>
<p><b>Session 7 - Tuesday, July 8</b></p> <p><i>Post-Observation Conference</i></p> <p><i>(Joanna Maccario)</i></p>	<p>Schon, D. (1987) <i>Educating the Reflective Practitioner</i>. Jossey-Bass: San Francisco. Ch. 5.</p> <p>Ilgen, D.R. and Davis, C.A. (2000) Bearing bad news: Reactions to negative performance feedback. <i>Applied Psychology: An International Review</i>, 49 (2), 550-565.</p> <p>Halverson, R &amp; Clifford, M. (2006) Evaluation in the Wild. <i>Educational Administration Quarterly</i>.</p> <p>IFL walkthrough guidelines</p>
<p><b>Session 8 – Thursday, July 10</b></p> <p><i>Final Exam</i></p>	