

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

School of Education

Educational Leadership and Cultural Foundations

ELC 675 LEADERSHIP FOR TEACHING AND LEARNING

3 Semester Credit Hours

For Whom Planned:

This is a required course in the Masters of School Administration program, as well as in the Entry Level Principal emphasis areas of the Ed.S. and Ed.D. in Educational Leadership.

Instructor Information:

Ulrich C. Reitzug

Curry 232

336-334-3460

ucreitzu@uncg.edu

Course Purpose/Catalog Description:

Effective schools function as professional learning communities characterized by a culture of inquiry and collaboration. Builds the skills of students in facilitating individual and whole school inquiry.

Teachers Academy Conceptual Framework Mission Statement:

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

Course Goals and/or Objectives/Student Learning Outcomes:

1. On completion of this course, the student will understand the relationship between inquiry and school improvement.
2. On completion of the course, the student will know the types of questions individuals and schools might inquire about, ways schools can serve as centers of inquiry, and how inquiry can be used to align beliefs, practices, and desired outcomes.
3. On completion of this course, the student will have developed skills in school-based problem-posing, data collection, data analysis, and action planning.
4. On completion of this course, the student will have developed skills in conducting action research, program evaluations/ assessments, and school-level policy analyses.

Teaching Strategies:

Although there will be some lecture and discussion in this course, the course will primarily be a hands-on course. That is, students will be engaged in inquiry exercises and projects both in groups and as individuals for a large portion of class time. There will be regular sharing of student work, with students receiving feedback on progress both from other students and from the instructor. Portions of this course will be web-based.

Evaluation Methods and Guidelines for Assignments:

1. Policy Evaluation: Students will complete a mini-evaluation of a policy in their school using an eight item Policy Evaluation Template that will be provided. An assessment rubric will be provided for this assignment. The evaluation counts for 25% of the course grade.

2. Equity Analysis: The equity analysis project contains two components.

- The identification of potential school-based equity issues having to do with race/ethnicity, class, gender, disability, and sexual orientation.
- An “equity audit” in which they gather and compile data related to various equity issues in their school and do a brief analysis and interpretation of the data.

An assessment rubric will be provided for this assignment. The analysis counts for 25% of the course grade.

3. Action Research Project: The action research project is the hallmark assignment for this course. Students will identify a researchable question of personal or school practice, collect and analyze data pertaining to the question, take action, and study the impact of their actions. Further information about the assignment and an Action Research Project Template will be shared in class. Students will develop a rubric to be used in assessing the action research project. The project counts for 50% of the course grade.

Required Text(s)/Readings/References:

Calhoun, E.F. (1994). *How to use action research in the self-renewing school*. Alexandria, VA: Association for Supervision and Curriculum Development.

Dana, N.F. & Yendol-Silva, D. (2003). *The reflective educator's guide to classroom research*. Thousand Oaks, CA: Corwin Press

Topical Outline:

Class 1: Introductions & Course Overview
 What do we mean by inquiry?

Class 2: What is the relationship between good schools and inquiry?
 What are the ways in which good schools inquire?
 What is action research?

Class 3: What are questions individuals and schools might inquire about?

- Class 4: Collecting data: What data can we collect to help us answer our questions? How do we collect it?
- Class 5: Analyzing data: How do we make sense of the data? How do we use data to surface issues?
- Class 6: Developing an action plan: What are the implications of what you have learned from your action research project for your practice?
- Class 7: Developing a rubric for action research projects
- Class 8: Work Week: Action research projects
- Class 9: Action Research Proposal Progress Reports
- Class 10: Introducing the Policy Evaluation
- Class 11: Work Week: Policy Evaluation
- Class 12: Introducing Equity Audits & Brainstorming equity issues in schools
- Class 13: Work Week: Equity Audits
- Class 14: Guest Speaker: Analyzing Test Data
- Class 15: Sharing what we've learned: Action research projects, Policy evaluations, Equity audits

Recommended Text(s) and/or Readings:

- Anderson, G., Herr, K., & Nihlen, S.A. (1994). *Studying your own school*. Thousand Oaks, CA: Corwin Press.
- Burnaford, G., Fischer, J., & Hobson, D. (1996). *Teachers doing research*. Mahwah, NJ: Lawrence Erlbaum.
- Cochran-Smith, M. & Lytle, S.L. (1993). *Inside-Outside: Teacher research and knowledge*. New York: Teachers College Press.
- Grady, M.P. (1998). *Qualitative and action research*. Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Hopkins, D. (1993). *A teacher's guide to classroom research*. Philadelphia: Open University Press.
- Haller, E. & Kleine, P.F. (2001). *Using educational research: A school administrator's guide*. New York: Longman.
- Hubbard, R.S. & Power, B.M. (1993). *The art of classroom inquiry*. Portsmouth, NH: Heineman.
- Hubbard, R.S. & Power, B.M. (1999). *Living the questions: A guide for teacher-researchers*. York, ME: Stenhouse.
- Kincheloe, J. (1991). *Teachers as researchers*. Philadelphia: Falmer Press.
- Lambert, L. (1998). *Building leadership capacity in schools*. Alexandria, VA: ASCD.
- Lieberman, A. (1995). *Practices that support teacher development*. Phi Delta Kappan, 76, 591-596.
- Meier, D. (1995). *The power of their ideas: Lessons for America from a small school in Harlem*. Boston: Beacon Press.

- Moore, R.A. (2004). *Classroom research for teachers*. Norwood, MA: Christopher-Gordon Publishers.
- Noffke, S.E. & Stevenson, R.B. (1995). *Educational action research*. New York: Teachers College Press.
- O’Hair, M.J., McLaughlin, J. & Reitzug, U.C. (2000). *The foundations of democratic education*. Ft. Worth: Harcourt Brace.
- Reitzug, U.C. (2002). *Professional Development and Student Achievement: A Review of the Literature*. In A. Molnar (ed.), *School reform proposals: The research evidence* (pp. 235-258). Greenwich, CT: Information Age Publishing.
- Sagor, R. (2000). *Guiding school improvement with action research*. Alexandria, VA: Association for Supervision & Curriculum Development.

Alignment with State and National Standards:

| <p align="center">North Carolina Standards for School Leaders (adapted from Educational Leadership Constituent Council and National Policy Board for Educational Administration)</p> | <p align="center">ELC 675</p> |
|---|--|
| <p>1. Vision: Graduates are educational leaders who have the knowledge, skills, and abilities to promote the success of all students by facilitating the articulation, formulation, and dissemination of a school or district vision of learning supported by the school community.</p> | <p align="center">x</p> |
| <p>2. Learning: Graduates are educational leaders who have the knowledge and ability to support the success of all students by promoting and maintaining a positive school culture for learning, by promoting effective instructional programs, by applying best practices to student learning, and by designing and implementing comprehensive professional growth plans for staff.</p> | <p align="center">x</p> |
| <p>3. Climate: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning climate.</p> | |
| <p>4. Community: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</p> | |
| <p>5. Ethics: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by demonstrating a respect for the rights of others and by acting responsibly.</p> | |
| <p>6. Context: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by articulating, analyzing and describing, and communicating the larger political, social, economic, legal, and cultural context and advocating for all students.</p> | |
| <p>7. Internship: Graduates are educational leaders who have the ability and experience to promote the success of all students by completing an internship that provides significant opportunities for synthesizing and applying knowledge and practicing the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.</p> | |

