**Course Description.** This course examines the work of improving instruction in K-12 schools. We begin with defining some of the key challenges to improving instruction. Then we move into examining the factors that support improvement and the corresponding practices that an instructional leader enacts, including: (a) defining learning goals for students; (b) monitoring student achievement; c) promoting ambitious instructional practices (d) designing and managing a school context for student learning (e) designing and managing a school context for teacher and leader learning. As we study these factors and practices we will also learn more effective ways for teachers and school leaders to interact about and reflect on instruction using advanced skills for listening, paraphrasing, and questioning.

**Course format and schedule.** The course will be a mix of short lectures, whole group and small group discussions of readings and activities all designed to deepen your knowledge and your skills for leading the improvement of instruction. To allow for more intensive practice and engagement in the ideas and skills we will have three extended class sessions held on Saturdays at the School of Education on the UM campus in Ann Arbor. These longer sessions will be equivalent to two regular class sessions, thus spreading out and reducing the weekly evening meetings at The Detroit Center from thirteen sessions to seven sessions.

**What students learn from this course will be assessed in the following ways:**

(1) During each class period, all students will be asked to discuss and process what they have learned from the course readings. **It is expected that you prepare for class by completing all reading assignments and other tasks, offer relevant comments or questions in nearly every class, and actively participate in activities.** During discussions and activities, students will be asked to connect the readings to their prior beliefs and knowledge, to other course readings, and to ideas posed by fellow classmates. Put differently, in-class interactions will require students to verbalize what they are thinking and to listen and reflect their colleagues’
thinking, in order to gradually develop new understandings and deepen prior ones. **Engagement in and preparation for class is 10% of final grade (10 pts).**

(2) **Writing in response to your readings and our class discussions aids in the development of new ideas.** I encourage you to think on paper as you study for or engage in class. These written notes will be helpful when you prepare for the formal writing assignments, including a **mid-term paper and a final exam.** Occasionally you may be asked to write in class or for a class task and this mini assignment may or may not be graded. In all of your discussions, written and oral, you must give proper credit to other people’s ideas. This means that you must **properly cite other authors and acknowledge your colleagues when using their ideas.** Learn the APA format and apply it to all of the papers that you write while earning your Masters at the University of Michigan. **Mid-term paper is 25% (25 pts) and the Final exam and paper are worth 40% (40 pts). Details for these papers will be provided later.**

(3) **In-class quizzes.** There will be periodic quizzes to reinforce the recall of authors and key ideas from the assigned articles and our discussions. It is very useful to have a bank of references to draw on when making particular points to others, thus this activity is meant to help students plant in their minds several references and key ideas related to instructional improvement. They will also be a form of formative assessment allowing you and me to assess whether you are comprehending the assignments. **Quizzes are worth a total of 25% of the course grade (25 pts).**

**Due date policy.** Papers are due by email by the due date and time that I indicate. Late assignments will have points deducted. 5% of the total possible points will be deducted for each day that the assignment is late. Extenuating circumstances may be accommodated - advance notice is expected.

**Attendance policy.** To engage in class discussions, students must be present, therefore **it is expected that students will attend every class and will arrive on time,** unless they experience illness or an extraordinary event occurs that prevents attending. More than one absence will affect a student’s grade – 3 points deducted for each subsequent absence. More than one tardy will result in 1 point deducted for subsequent late arrivals. Saturday sessions are the equivalent of two classes, which are coherent with one another and they are mandatory. 6 points will be deducted if a Saturday session is missed. Please notify me by text or email in advance if you will be absent or tardy. Students with perfect attendance and no tardies will earn an extra 2 points toward their course grade.
Non-course related laptop use in class is not allowed. When a laptop or handheld device is open or on it seems to be too tempting to check email, message, or to engage in other activities not relevant to the class and this prevents full engagement in the class discussions and activities. Also, students have reported that it is distracting to them when these activities are occurring near them. Points will be deducted if this is observed happening during class. Please wait for the class-break time to check email, etc. **Use your laptop during class for referring to electronic readings or for taking notes only.**

**Textbook to be used, beginning in November:**
*Reflective Practice to Improve Schools*

Additional readings will be available in electronic form on a C-tools course website.

**Weekly Assignments and Activities**

**EDUCATION 552:**
*Instructional Leadership in K-12 Schools*

Class 1, Saturday, Sept 6, 2014, 9:00am-3:00pm, School of Education, Ann Arbor

Readings/Tasks for today:
- Seeing Student Learning: Teacher Change and the Role of Reflection, by Carol Rodgers, Pg1-5 read through the section on ‘Presence’.
- A Coherent Curriculum by Schmidt, Houang, and Cogan
- Lost at Sea, By David Kauffman, et al
- The Dilemma of Scripted Instruction, by Barbara Beatty
- See “Assignment for first class, Sept 6” emailed on July 28th

Class 2, Monday, Sept 15, 2014, 5:30pm-8:20pm, The Detroit Center, Detroit

Readings for today:
- Seeing Student Learning: Teacher Change and the Role of Reflection, by Carol Rodgers
- Inside the Black Box: Raising Standards through Classroom Assessment by Black and William
• What Schools and Districts need to know to Support Teachers’ use of Formative Assessment by Wylie and Lyon

Class 3, Monday, Sept 29, 2014, 5:30pm-8:20pm, The Detroit Center, Detroit

Readings/Tasks for today:
• No Need to Talk by Holmstrom
• Moving the Learning of Teaching Closer to Practice by Gallimore, et al
• Create a brief comparison between the activities/nature of the teacher work group you are in at your school and the groups described in the two readings for today. (1 page – narrative form or use a graphic organizer of your choosing) Bring to class and be prepared to share.

Class 4, Monday, Oct 06, 2014, 5:30pm-8:20pm, The Detroit Center, Detroit

Readings for today:
• Beginning Teachers’ Uneven Progress toward Equitable Science Teaching by Bianchini and Cavazos
• Interconnecting Content and Community: A Qualitative study of Secondary Mathematics teachers by Lachance and Confrey

Enough on teacher community – change the readings for next class

Class 5, Monday, Oct 20, 2014, 5:30pm-8:20pm, The Detroit Center, Detroit

Readings for today:
• Promoting a Collaborative Professional Culture in Three Elementary Schools That Have Beaten the Odds by David Strahan
• Embedded Teacher Learning Opportunities as a Site for Reflective Practice By Eric Camburn
• Swap out these readings with the TCREcord article on Teaching with Speeches: A Black Teacher Who Uses the Mathematics Classroom to Prepare Students for Life by Whitney Johnson, Farhaana Nyamekye, Daniel Chazan & Bill Rosenthal

Class 6, Saturday, Oct 25, 2014, 9:00am-3:00pm, School of Education, Ann Arbor
Quiz
Readings for today:
• Reflective Practice to Improve Schools by York-Barr, et al, Ch 1
• Declaration of Interdependence by Warren-Little

Mid-term Paper due Nov 3rd at Midnight
Class 7, Monday, Nov 10 2014, 5:30pm-8:20pm, The Detroit Center, Detroit

D2 Video!

Readings/Tasks for today:

- Reflective Practice to Improve Schools by York-Barr, et al, Ch 2-3
- Resource 2A Questions to support reframing, pg 269. Use one or more questions to reflect on a personal situation that you are willing to reexamine. Write it up and bring to class to share.

Use Fullan’s “Resistance to Change” list in class – become familiar with these ideas to use for the implementation plan they will devise for their final exam. I printed these out and will distribute – it is also posted on ctools.

Class 8, Monday, Nov 17, 2014, 5:30pm-8:20pm, The Detroit Center, Detroit

Possibly skip these two chapters and instead have them reread ch 3 and do an exercise from it Show D2 video that represents a district engaging in such reflective work.

Quiz

Readings for today:

- Reflective Practice to Improve Schools by York-Barr, et al, Ch 4-5
- Look over the Resource 5E Protocol for Collaboratively Examining Student Work, Pg. 282. Bring to class three samples of student work – low, med, and high achieving samples that could be analyzed by classmates in 15 mins (short essay, a few math problems, a smallish task). Bring 4 copies to share with your team of 4-5 people.

Class 9, Monday, Nov 24, 2014, 5:30pm-8:20pm, The Detroit Center, Detroit

Readings/Tasks for today:

- Reflective Practice to Improve Schools by York-Barr, et al, Ch 6-7
- Three stories of education reform by M. Fullan
- Read over Resource 6B Questions for Getting Started with Schoolwide Reflective Practice, Pg 285. In one page, discuss how their framework compares to Fullan’s framework. Bring to class for discussion.

Class 10, Saturday, Dec 6, 2014, 9:00am-3:00pm, School of Education, Ann Arbor

Readings for today:

- Review notes from all readings and classes

Final

In-class performance, exam and essay
Please bring laptop to compose and submit essay.
The course grade is based on a 100 point scale, using the following values:

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<th>Grade/Min %</th>
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The UM policy states that Master's students must earn at least a B- in any course in order to apply that course credit to a master's degree. A student whose cumulative GPA falls below a B (3.0 on a 4.0 point scale) in a given term or half term will be placed on academic probation for the following term or half term of enrollment.

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<thead>
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<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
<th>Percent of total</th>
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<tr>
<td>Engagement/Preparation</td>
<td>Everyday</td>
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<tr>
<td>Quizzes</td>
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<tr>
<td>Mid-term paper – email to <a href="mailto:kholms@umich.edu">kholms@umich.edu</a></td>
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<td>In-class</td>
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<td>Final exam/essay</td>
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