

**Rutgers, The State University of New Jersey  
Concentration in Educational Leadership, Ed.D.**

**15:230:624 Leading Curriculum & Instruction**

**Spring 2013, 3 credits**

**Scott Hall, rm 120**

**Wednesday, 4:50-7:30pm**

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**Introduction**

Welcome to *Leading Curriculum and Instruction*. This course is premised on a set of contentions that will frame and guide our learning. First, that all schools must prioritize high quality learning as their main mission. Second, that all learning is social in nature and occurs through interaction. Third, that effective leadership can be understood as both socio-cognitive and distributed. Fourth, that learning-focused leadership facilitates the kind of responsiveness required by schools in turbulent environments. Our work this semester will focus on developing an evidence base for this set of contentions. Together we will examine research related to learning-focused leadership at the school, district, and systems levels. As a result of our learning you will gain a deep understanding of the ways that school leaders, broadly defined, influence learning opportunities for teachers, students, and school communities.

**Content**

The content for this course is framed by socio-cultural theories of learning. At the heart of this theoretical perspective is the notion that learning occurs through social interaction. That is, people learn *with, through, and because of* their interaction with others in their contexts. Stated another way, one might say that learning is socially constructed in conversation with others and it is situated within context. Both the interaction and the context mediate or shape the ways that people make meaning or learn. This view is distinct from long-standing notions of learning as a fixed property of individuals. Instead, we will consider learning as part of our social fabric and a component of organizational growth.

This course is also framed by socio-cognitive theories of leadership. In contrast to traditional conceptualizations of leadership that posit authority in formal roles, we will use a definition of leadership that focuses on influence and we will examine how influence is distributed across people, materials, and situations. Education researcher and theorist James Spillane (2004) tells us,

*Leadership is not simply a function of what a school principal, or indeed any other individual or group of leaders, knows and does. Rather, it is the activities engaged in by leaders, in interaction with others in particular contexts around specific tasks. (p.5)*

Thus conceived, we will seek to understand leadership as it occurs through interaction and in context in much the same way that sociocultural theorists view learning.

The use of sociocultural and socio-cognitive theories as a framework for the course will aid our examination of the intersection between teaching, learning and leading. For much of the past century these areas of research have been treated separately, with little investigation into how they connect with and influence one another. We will work to integrate and make sense of these fields in relation to one another, examining their mutual dependencies and reciprocal influences. Simply stated, we will seek to understand why the study of leadership must also be a study of teaching and learning. To facilitate scholarly engagement around this idea we will read theoretical and empirical works and engage in critical conversation intended to promote collective understanding of learning-focused leadership as it relates to educational scholarship and to the world of practice.

## **Design**

The course design fosters deep engagement with the course content. Foremost, the course structure reflects scientific principles of how people learn. Bransford and colleagues (2000) explain,

*To develop competence in an area of inquiry, students must: (a) have a deep foundation of factual knowledge, (b) understand facts and ideas in the context of a conceptual framework, and (c) organize knowledge in ways that facilitate retrieval and application. (p. 16)*

As such, this course provides factual knowledge about learning-focused leadership functions and tasks in the context of sociocultural and socio-cognitive frameworks and in a way that promotes linkages to schools and school communities. To aid our learning process, our engagement with the course content will be cyclical, or spiral, in nature. Rather than treating each new set of readings as discrete, we will continually refer back to previous readings and work to integrate new understandings in a way that facilitates the reorganization and retrieval of knowledge. The ability to organize information in ways that create new understanding (sometimes referred to as mental models or schemas) is a characteristic of experts and it will facilitate your ability to transfer your learning to other contexts such as the school or educational setting where you work.

Inherent in this learning process is the need to engage in metacognitive reflection, that is, to think about your thinking. We will use a number of strategies to aid metacognition including the use of protocols to guide and structure classroom conversations, group discussions intended to promote the exchange of ideas, and writing assignments in which you will explain your thinking related to the course content. The process of continuously dialoging with our classmates and ourselves is integral to the learning that we will do together and also mirrors the kind of interactive, learning-focused leadership that this course aims to promote in school communities.

## **Learning Objectives**

To develop and demonstrate a knowledge base related to:

- Sociocultural theories of learning
- Socio-cognitive theories of leadership
- The functions and tasks that comprise learning-focused leadership in schools & districts

To develop and demonstrate skills necessary for:

- Reflective and analytic thinking
- Application of concepts and knowledge to new contexts
- Effective written and oral communication

Thoughtful attention to these learning objectives should be evident in all course assignments, including class participation and in interaction with others.

**Required Texts and Sakai:**

Typically you will be assigned to read 3-4 articles each week and to complete related activities. Most readings will be available at our Sakai website: <https://sakai.rutgers.edu/portal>. I will also use Sakai to post narrative text that will help you situate yourself in relation to the readings and situate the reading in a broader educational context. I will also post other materials (links to websites, videos, supplemental readings, etc...) that pertain to our course content. Some of these materials may be posted spontaneously in response to events going on in the world. You should check our Sakai site twice weekly to prevent missing important announcements or information.

You will also need to purchase two books for use in weeks 7 and 13:

Odden, A. R. & Archibald, S. J. (2010). *Doubling student performance...and finding the resources to do it*. Thousand Oaks, CA: Corwin Press.

Supovitz, J. A. (2006). *The case for district-based reform: Leading, building, and sustaining school improvement*. Cambridge, MA: Harvard Education Press.

**Preparedness and participation:**

It goes without saying (almost) that completing the reading assignments is a vital part of making this a successful course, both for yourself and for your classmates. Yet, reading is not enough. Participants are expected to come to class prepared to engage in discussions about the assigned readings, to teach and to learn from each other in the spirit of intellectual inquiry and personal growth, and to assist in crafting a dynamic and shared learning experience. As such, preparation for class will extend beyond mere reading or mechanical completion of assignments to include the kind of critical thought and reflection necessary for engaged participation.

As you read for class, take time to reflect on the concepts presented by the authors and make connections with your own experiences in schools. Reflect on similar and contrasting examples or theories that you have encountered in your professional and academic life. Take notes, write down questions, and “talk back” to the text. This kind of engaged reading facilitates learning. It will also be useful when you participate in class discussion, work in small groups, and complete formal written assignments.

Please be mindful of how you use technology during class time. While it is appropriate to bring your laptop to class sessions and use it during class time, it should not distract you from the course. Surfing the web, tweeting, social networking, responding to email, etc... are not appropriate uses of your computer (smart phone, tablet, etc...) during class time. As a general rule, avoid having your eyes permanently fixed to your computer screen as it gives the impression that you are not invested in the conversation and it is disrespectful of your classmates’ contributions. Relatedly, set your phone to vibrate and do not text during class.

There is no formal grade for participation; however, the quality of the ideas you express in your written assignments will be enhanced by regular and active participation.

**Time commitment:**

Please keep in mind that this is a doctoral level class. Be prepared for a reading and writing intensive experience. A general rule of thumb is to budget 2-3 hours of study time for each credit hour in addition to the time spent in class. This means committing an average of 9-12 hours per week to this course. The exact amount of time you will need depends on your familiarity with the

subject, the speed at which you read, your writing and study skills, and the knowledge/grades you aim to attain. The intensive nature of graduate school and students' multiple commitments make effective time management imperative. I suggest blocking out time in your calendar for each of your classes. Scheduling class time and study time will help ensure that you are able to meet the time commitments necessary to be successful.

### **Attendance:**

Regular attendance is crucial to your own development and to the progress made by the rest of the class. Thus, you should make every effort to attend all class sessions. The expectation is that you will miss no more than 5 class hours (the equivalent of two class sessions), whether excused or unexcused. After missing 5 class hours, subsequent absences will result in the loss of 1% from the student's overall grade for each class hour missed. Students who are absent from class sessions are still expected to participate in any online discussions and electronically submit any assignments due. There is no way to "make-up" class discussions, which cannot be recreated. Attending part of class, if possible, is usually preferable to missing the entire class.

Students are expected to arrive to class on time. Arriving to class more than 5 minutes after the start of the class session is considered being late. Lateness is disruptive and it impedes your learning. Classes typically begin with announcements and time for students to raise questions and concerns. When students miss this portion of class they miss important information. Three late arrivals are considered equivalent to missing one hour of class. Penalties for chronic lateness will be incurred.

### **Office Hours, Correspondence:**

Office hours are by appointment. The best way to contact me is through email at [melinda.mangin@gse.rutgers.edu](mailto:melinda.mangin@gse.rutgers.edu). Here is some helpful advice for emailing a professor: <http://www.wikihow.com/Email-a-Professor>. Emails from me will be sent to your gse account.

### **Formatting Written Work:**

Your written work should conform to the formal standards articulated by the American Psychological Association. Most importantly:

- Times New Roman, 12 point font
- One inch margins on all sides
- Page numbers
- Cover page that includes title, course, student, professor, date
- Left alignment with default spacing between words and letters
- Double spaced lines with only one hard return between indented paragraphs

Learning these standard procedures now will make writing your dissertation easier. Typically, students neglect to follow these procedures due to mere inattention. Failure to follow standardized formatting procedures conveys a lack of seriousness on the part of the student and should be avoided. In any case, incorrect formatting may result in a loss of points.

All assignments will be submitted electronically. Use the following title format for all submissions: **Last Name\_Assignment Title**. If you have questions, please ask.

## **Assignments**

Over the course of the semester you will have three graded writing assignments. Each is described briefly here. Additional information will be provided as the work is assigned.

### **Essay I: Perspectives on Learning & Leading (25%)**

In this formal essay you will demonstrate your understanding of sociocultural and socio-cognitive perspectives on learning and leading. Although short in length (5 pages), this essay should be high quality. Accordingly, students are advised to allot sufficient time to the task of writing and rewriting.

Due Sunday February 10, 2013.

### **Essay II: Leading for Learning (35%)**

In this formal essay you will demonstrate your understanding of the functions and tasks of learning-focused leadership. This essay (8 pages) should be an example of your best writing. Students should begin drafts early to allow time for editing and revising.

Due Sunday March 24, 2013.

### **Final Project: Learning-focused Leadership (40%)**

For your final project you will develop a strategic action plan for facilitating a learning-focused school. The project includes two steps: 1) write a case study of the school where you work, 2) analyze your case from the perspective of our course content and develop a 3-year strategic action plan for improving the learning focus of the school.

Case Study: Due Sunday April 7, 2013. (15%)

Strategic Plan: Due Sunday May 12, 2013. (25%)

**Evaluation Late work is not accepted without prior arrangement and permission from me. Please contact me prior to the due date about potential difficulties.**

#### **Graded Assignments:**

Essay I	25%
Essay II	35%
Case study	15%
Strategic Plan	25%

#### **Rutgers Graduate Grading Scale:**

90 - 100%	A
85 - 89.99%	B+
80 - 84.99%	B
75 - 79.99%	C+
70 - 74.99%	C
0 - 69.99%	F

Rewrites of essays 1 and 2 will be accepted. All rewrites are due one week after the papers have been returned with comments. Rewriting an essay does not ensure a higher grade. Grades are commensurate with quality, not effort.

## **University Policies**

### **Academic Integrity**

At the graduate level, any infraction of the academic integrity policy can result in expulsion. I strongly urge you to review Rutgers University policy on academic integrity (go to: <http://academicintegrity.rutgers.edu/>) as well as the supporting information, which includes resources for students to help identify and avoid academic dishonesty

### **Disability Accommodation Policy**

Any student who believes that s/he may need an accommodation in this class due to a disability should contact The Office of Disability Services for Students (<http://disabilityservices.rutgers.edu/>). Any student who has already received a letter of accommodation should contact me privately to discuss implementation of his/her accommodations. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

### **Policy Prohibiting Discrimination & Harassment**

Rutgers University policy prohibits discrimination and harassment based upon: race, religion, color, national origin, ancestry, age, sex, sexual orientation, gender identity and expression, disability, genetic information, atypical hereditary cellular or blood trait, marital status, civil union status, domestic partnership status, military service, veteran status, and any other category protected by law. The Rutgers University Policy Prohibiting Discrimination and Harassment can be viewed at <http://policies.rutgers.edu/PDF/Section60/60.1.12-current.pdf>

For additional Rutgers University policies see: <http://www.rutgers.edu/>

### **Course Outline**

#### Part I: Introduction:

- Week 01: Perspectives on Student Learning
- Week 02: Perspectives on Teacher Learning
- Week 03: Perspectives on Leadership

#### Part II: Learning-focused Leadership

- Week 04: Establishing a Focus on Learning
- Week 05: Building Learning Communities
- Week 06: Monitoring Teaching and Learning
- Week 07: Acquiring & Allocating Resources for Learning
- Week 08: Establishing a School-Community Connection
- Spring Break
- Week 09: Assessing Learning-Focused Leadership

#### Part III: Learning-Focused Leadership in Context

- Week 10: Learning-Focused Leadership: Case Study
- Week 11: Perspectives on Communities of Practice
- Week 12: Communities of Practice in Interaction
- Week 13: Case Study
- Week 14: Capstone
- Week 15: Final Exam Week

**Note:** Although the course syllabus and calendar have been carefully constructed, it is not always possible to foresee the path that our learning will take or circumstances that may shape the experience. Therefore, you should interpret the syllabus and calendar as guides, rather than fixed and unchanging documents. Assignments or course sessions may be added, deleted, or altered.

**CALENDAR: Leading Curriculum & Instruction, Spring 2012 [Updated 1-14-13]**

	Date	Readings	Activities & Assignments
<b>Part I. Introduction</b> Students will gain perspective on the rationale behind learning-focused leadership.			
1	01/23/13	<p><b>Perspectives on Student Learning</b>            These readings establish a) the press for students to learn at higher levels of achievement, b) the enduring problem of educational inequity, c) the link between student learning and high quality teaching.</p>	
		<p>Bransford, J. D., Brown, A. L., &amp; Cocking, R. R (Eds Expanded Edition). (2000). How people learn: Brain, mind, experience, and school. Washington, D.C.: National Academy Press. [Chp 1 <i>Learning: From Speculation to Science</i> and Chp 6 <i>The Design of Learning Environments</i>]</p> <p>Education Trust, Inc (2009). Education Watch State Report: New Jersey. Source: <a href="http://www.edtrust.org/dc/resources/edwatch-state-reports">http://www.edtrust.org/dc/resources/edwatch-state-reports</a></p>	<p>Prior to the first night of class students should read the articles listed and:</p> <ol style="list-style-type: none"> <li>1. Complete professional profile and send to Melinda via email: <a href="mailto:melinda.mangin@gse.rutgers.edu">melinda.mangin@gse.rutgers.edu</a></li> <li>2. Read syllabus carefully</li> </ol>
2	01/30/13	<p><b>Perspectives on Teacher Learning</b>            These readings sociocultural theories of learning and establish the importance of teacher learning for facilitating improvements in student learning. They also set the stage for imagining the school-level leaders' role in facilitating teacher learning.</p>	
		<p>Putnam, R. T. &amp; Borko, H. (2000). What do new views of knowledge and thinking have to say about research on teacher learning? <i>Educational Researcher</i>, 29(1), 4-15.</p> <p>Feiman-Nemser S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. <i>Teachers College Record</i>, V103(6). P. 1013-1055.</p> <p>Coburn C. (2001). Collective sensemaking about reading: How teachers mediate reading policy in their professional communities. <i>Educational Evaluation and Policy Analysis</i>, v23(2), p. 145-170.</p>	
3	02/06/13	<p><b>Perspectives on Leadership</b>            These readings introduce socio-cognitive theories of leadership including distributed leadership, instructional leadership and teacher leadership. They foreground the need to develop and utilize teachers' skills and knowledge as a means to foster inquiry and critical collegueship, to create the context for communities of practice and facilitate learning organization.</p>	
		<p>Spillane, J.P., Halverson, R., and Diamond, J.B. (2004). Towards a theory of leadership practice: A distributed perspective. <i>Journal of Curriculum Studies</i>, 36(1), 3-34.</p> <p>Supovitz, J. A., Sirinides, P., &amp; May, H. (2010). How principals and peers influence teaching and learning. <i>Educational Administration Quarterly</i>, 46(1), 31-56.</p>	<p><b>Essay I Due:</b>  <b>Sunday, February 10, 2013.</b></p>

## Part II: Learning-focused Leadership

Students will be introduced to research that contributes to our understanding of the functions of learning-focused leadership.

4	02/13/13	<b>Establishing a Focus on Learning</b> This set of readings describes the importance of establishing shared values and expectations that can set the foundation for facilitating learning. These readings also describe the kinds of knowledge and understandings necessary to build a shared vision and school-wide commitment to learning and instructional improvement.
		<p>Blackwell, L. S., Trzesniewski, K. H. &amp; Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and intervention. <i>Child Development</i>, v78(1), p. 246-263.</p> <p>Dweck, C. S. (January, 2010). Mindsets and equitable education. <i>Principal Leadership</i>, p.26-29.</p> <p>Bronson, P. (February 11, 2007) How not to talk to your kids. <i>New York</i>. [Optional]</p> <p>Stein, M. K. &amp; Nelson, B. S. (2003). Leadership content knowledge. <i>Educational Evaluation and Policy Analysis</i>, v25(4), p. 423-448.</p> <p>Printy, S. (2008). Leadership for Teacher Learning: A community of practice perspective. <i>Educational Administration Quarterly</i>, 44(2), p. 187-226.</p>
5	02/20/13	<b>Building Learning Communities</b> This set of readings posits the need to create a collaborative culture marked by interdependencies and focused on learning as a means to develop teacher capacity. These readings also indicate that creating the conditions and opportunity to learn is only the first step in the learning process.
		<p>Elmore, R. F. (2002). Bridging the gap between standards and achievement: The imperative for professional development in education. Albert Shanker Institute.</p> <p>Little, J. W. (1990). The persistence of privacy: Autonomy and initiative in teachers' professional relations. <i>Teachers College Record</i>, 91, 509-536.</p> <p>Curry, M. (2008). Critical Friends Groups: The possibilities and limitations embedded in teacher professional communities aimed at instructional improvement and school reform. <i>Teachers College Record</i>, v110(4), p. 733-774.</p> <p>Lord, B., Cress, K., Miller, B. (2008). Teacher leadership in support of large-scale mathematics and science education reform. In M. M. Mangin &amp; S. R. Stoelinga (Eds.), <i>Effective teacher leadership: Using research to inform and reform</i>. NY: Teachers College Press.</p>

6	02/27/13	<p><b>Monitoring Teaching and Learning</b>  This week we will consider the role of data and collaborative inquiry in the process of improving teaching and learning. We will examine how data can be used to a) identify and define problems, b) develop an evidence-based plan for improvement, c) assess progress toward goals and, d) provide means for reflection for continuous improvement.</p>
		<p>Young, V.M. (2006) Teachers' use of data: Loose coupling, agenda setting, and team norms. <i>American Journal of Education</i>, 112, 521-548.</p> <p>Kerr, K.A., Marsh, J.A., Ikemoto, G.S., Darilek, H., &amp; Barney, H. (2006). Strategies to support data use for instructional improvement: Actions, outcomes, and lessons from three urban districts. <i>American Journal of Education</i>, 112, 496-520.</p>
7	03/06/13	<p><b>Acquiring and Allocating Resources</b>  This text describes how school leaders can manage and align their financial, physical, and human resources to advance student learning. The text covers 10 procedural steps and delves deeply into three key strategies: 1) reducing class size, 2) investing in professional development and, 3) creating opportunities for extra help.</p>
		<p>Odden, A. R. &amp; Archibald, S. J. (2010). <i>Doubling student performance...and finding the resources to do it</i>. Thousand Oaks, CA: Corwin Press.</p>
8	03/13/13	<p><b>Establishing a School-Community Connection</b>  This week we will consider how school leaders can develop relationships that support student learning in the immediate external community (parents, neighbors, school volunteers, &amp; the district office) and the broader external community (business organizations, other schools, policymakers, the professional community) as a means to leverage stakeholder support and increase attention to multiple contexts for learning and their intersections.</p>
		<p>Honig, M. I., Kahne, J., McLaughlin, M. W. (2001). School-community connections: Strengthening opportunity to learn and opportunity to teach. In V. Richardson (Ed) <i>Handbook of Research on Teaching</i>. 4<sup>th</sup> Edition. Washington, DC: AERA.</p> <p>Noguera, P. A. (2004) Transforming urban schools through investments in the social capital of parents. New York: <i>In Motion Magazine</i>.</p> <p>Khalifa, M. (2012). A <i>Re-New-ed</i> paradigm in successful urban school leadership: Principal as community leader. <i>Educational Administration Quarterly</i>, v48(3), 424-467.</p>
	03/20/13	<p>Spring break. No Class.</p>
		<p><b>Essay II Due:  Sunday, March 24, 2013.</b></p>

9	03/27/13	<b>Assessing Learning-focused Leadership</b> This week we will a) examine tools for assessing learning-focused leadership, b) reflect together on our learning thus far and c) consider the implications for our work in schools, d) begin to imagine/articulate the final project.
		<p>Knapp, M. S., Copland, M. A., Ford, B., Markholt, A., McLaughlin, M. W., Milliken, M. Talbert, J.E. (2003). Leading for learning sourcebook. University of Washington: Center for the Study of Teaching and Policy. (Read Part 3, pp. 65-72.)</p> <p>Vanderbilt Assessment of Leadership in Education: VAL-ED  <a href="http://www.valed.com/">http://www.valed.com/</a></p> <p>Comprehensive Assessment of Leadership for Learning: CALL.  <a href="http://www.callsurvey.org/">http://www.callsurvey.org/</a></p> <p>School Leadership Preparation &amp; Practice Survey: SLPPS.  <a href="http://www.edleaderprep.org/slpps/">http://www.edleaderprep.org/slpps/</a></p>
<b>Part III: Learning-Focused Leadership in Context</b> We will use a wide-angle lens to examine learning-focused leadership in the context of multi-layered educational organizations.		
10	04/03/13	<b>Learning-Focused Leadership: Case Study</b> For this session students will work independently to write their case study for the final project. <b>We will not meet as a group.</b>
		<p>Mayrowetz, D. &amp; Price, J. (2005). Contested territory: Parents and teachers wrestle for power in an urban neighborhood school located within a gentrifying community. <i>Journal of Cases in Educational Leadership</i>, v8(3), p. 72-87.</p> <p>Bleakley, D. &amp; Mangin, M. M. (2013). Easier said than done: Leading technology integration. <i>Journal of Cases in Educational Leadership</i>. DOI: 10.1177/1555458912475213</p>
11	04/10/13	<b>Perspectives on Communities of Practice</b> These readings use sociocultural theory to conceptualize and examine the interaction of nested communities of practice.
		<p>Cobb, P., McClain, K., de Silva Lamberg, T., &amp; Dean, C. (2003). Situating teachers' instructional practices in the institutional setting of the school and district. <i>Educational Researcher</i>, v32(6), p. 13-24.</p> <p>TBD</p>

<b>12</b>	<b>04/17/13</b>	<b>Communities of Practice in Interaction</b> These readings a) provide further evidence of the interaction of nested communities of practice and b) introduce a conceptualization of scale that is intended to promote deep change.	
		Gallucci, C. (2008). Districtwide instructional reform: Using sociocultural theory to link professional learning to organizational support. <i>American Journal of Education</i> , 114, p. 541- 581.  Coburn, C. E. (2003). Rethinking scale: Moving beyond numbers to deep and lasting change. <i>Educational Researcher</i> , 32(6), 3-12.	
<b>13</b>	<b>04/24/13</b>	<b>A Case Study</b> The reading for week 13 provides an opportunity to examine learning-focused leadership in one district that worked to improve teaching and learning.	
		Supovitz, J. A. (2006). <i>The case for district-based reform: Leading, building, and sustaining school improvement</i> . Cambridge, MA: Harvard Education Press.	
<b>14</b>	<b>05/01/13</b>	<b>Capstone</b> For our final class session we will reflect upon and synthesize our learning from this semester. Be prepared to share your final project with your classmates.	
		TBD	
	<b>5/08/13</b>	Reading Day. No Class	<b>Final Project Due: Sunday, May 12, 2013.</b>
<b>15</b>	<b>05/09/12</b>	<b>Final Exam Week: NO CLASS</b>	