



## ELE 5520: Supporting High Quality Instruction Across All Content Areas

**Instructor:** Brian D Reid, Ph.D.  
**Office Hours:** Fridays (before class meetings @ 4:00 pm)  
Wednesdays 8:30 – 9:30 pm (via online room @ D2L)  
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**Prerequisites:** EDL 5600 Introduction to Organization and Administration (3 hrs.)

**Class Meetings** This is a graduate level course in an alternative format, which meets on three Friday evenings (5:00 – 10:00 pm) and 3 Saturdays (9:00 – 4:30 pm). There will also be weekly online assignments and sessions.

**Course Description:** This course will provide a comprehensive study of research based instructional practices and explore various methods to facilitate adult learning in a school community. The following topics will be examined in the course: scientifically research based instruction across all content areas, with an emphasis on Literacy and Numeracy; Response to Intervention (RtI) including an analysis of the three tiers of intervention; types of assessment; analyzing data to drive instructional decision making; adult learning theory; various leadership roles in a school; and professional development models.

### Textbooks and other supplemental materials used

- Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). *Classroom instruction that works*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Additional readings will be distributed via online course management system and in person

### Outline of the Course

1. Analyze current educational initiatives in the context of the larger, historical perspective. ISLLC Standards 2, 3, 6.
2. Investigate research-based “best instructional practices” in order to identify the components of comprehensive universal instruction (literacy, math, content areas & behavior). ISLLC Standards 1, 2, 6.
3. Analyze how children learn in order to match instruction to both developmentally appropriate practices and individual student learning styles and needs. ISLLC Standards 1, 2, 4, 5.
4. Identify and apply critical concepts/ vocabulary and key components of Scientifically Based Research and Response to Intervention (RtI). ISLLC Standards 1, 4, 6.
5. Apply Common Core Standards to local curriculum development and classroom practices. ISLLC Standards 2, 4, 6.
6. Explore methods to promote relationships with families and within the community that demonstrate integral partnerships for student learning. ISLLC Standards 4, 6.
7. Compare and contrast types of assessments and the purpose of each. ISLLC Standards 2, 4, 6.
8. Analyze student work and diagnostic assessment information to identify strengths and areas on which to focus intervention, for multiple content areas. ISLLC Standards 1, 2, 6.
9. Synthesize data from multiple types of assessments to plan for and differentiate instruction. ISLLC Standards 1, 2, 6.
10. Apply a research based intervention to address needs identified through formative and summative assessment. ISLLC Standards 1, 2, 6.
11. Analyze data from various assessment sources to identify specific curriculum and instructional needs, and develop a school-wide professional development plan. ISLLC Standards 1, 2, 6.
12. Demonstrate the ability to use technology in the management and presentation of data. ISLLC Standards 2, 3.
13. Research adult learning theory and investigate how it applies to teachers and their continuing professional development. ISLLC Standards 1, 6.
14. Construct an effective professional development plan that incorporates key characteristics of adult learning theory, collaboration, and reflection. ISLLC Standards 1, 2, 6.
15. Research and compare peer coaching models (e.g., mentoring programs, critical friends groups, peer observation protocols, and professional learning communities). ISLLC Standards 1, 2, 4.

**Course Structure:** The course is structured within a problem-based learning format. The group will take on the role of instructional leader in a new consolidated school district. Each student will complete a review of their existing school using a grade or building-based support team as a part of their field experiences. The framework will be provided in class. The students, acting as a district learning committee, will develop a plan for restructuring the instructional programs based on the framework provided in class to review of existing building or department plans (SIP/RtI/Technology/Gifted/Title I, etc.), lead a school group through the process to determine priorities, identify research-provide instruction to provide solutions, and work through the change process to implement these plans.

**Academic Support:** If a student has a documented disability and wishes to receive academic accommodations, he/she must contact the Coordinator of the Office of Disability Services (217-581-6583) as soon as possible. No audio or video recorders will be allowed in class unless there is a requisition from the Office of Disabilities to do so.

**Student Conduct Code:** Students are responsible for reading and adhering to the Student Conduct Code. Note that Eastern students are expected to observe the highest principles of academic integrity and support a campus environment conducive to scholarship. Violations of this standard include, but are not limited to, conduct in subversion of academic standards such as cheating on examinations, plagiarism, collusion, misrepresentation or falsifications of data, and submitting work previously presented in another course unless specifically permitted by the instructor.

**Attendance:** This is a graduate level course. It is the expectation that you will attend every class period. The majority of the content acquired in this course will be attained through class discussion, presentations, and activities. Each class meeting will include assignments and activities that will count toward your grade. Please contact the instructor if you know you have a circumstance or a concern about this requirement.

**Field Experience:** Each candidate will participate in a minimum of 15 field experience hours working with a school-based team to analyze school district data and develop a local action plan(see project handout)

**EIU Online:** In this course, students will utilize *EIU Online*, the online learning management system, as a tool for communicating with the course instructor and other students. You will use *EIU Online* to submit assignments, contact instructor and/or students, check for announcements, monitor your grades, and collaborate and share resources with each other. You will need to use your EIU account login and password, in order to access *EIU Online*. If you don't know your EIU account login and password, please contact [itshelp@eiu.edu](mailto:itshelp@eiu.edu) as soon as possible to obtain it.

**Course Structure:** Each week the instructor will post an assignment online. That evening, he will host online office hours via D2L Online. The session will review the assignment, answer any questions, and provide feedback, and provide several opportunities for and occasional guest speakers. This will be archived so students who cannot participate in real time can watch after. The tentative topics are:

- Purpose and philosophy of education/instruction
- Analyze the existing instructional plans for your school or building
- Assessment audit of school Analysis of assessment data to determine priorities in school; Review current school data and identify needs
- Review of data management (how data is collected, stored, and reported)
- Feedback to teachers
- Presentations on *Classroom Instruction that Works (textbook)*
- Research-based practices: McREL/ESC *Policymaker's Primer on Education Research* and What Works Clearinghouse/research-based practices
- Review of literature for new instructional models
- Review of building plans for implementation of CCSS/PARCC
- Family and community engagement; Community asset mapping
- Review leadership articles/book/share
- Change management/delivering professional development & coaching

**Revisions of assignments:** All assignments will be evaluated and returned to the student. Any student may choose to revise a completed assignment *once* and resubmit based on feedback for a new grade. *Remember all assignments are typed except for the in-class reflections.*

**Course Requirements:**

<b>In-class Projects</b>	
<p>This is a graduate course and you are expected to attend class each session for the entire scheduled time. Much of the frameworks and content acquired in this course will be attained through class discussion, presentations, and activities. The instructor will expect students to participate in class activities, contribute to discussions, ask questions, and share examples. The best learning can come through real life examples, stories, and ideas discussed in class. At the end of each class period, each student will write a reflection on the ideas, discussions and implications. Each reflection will include:</p> <ul style="list-style-type: none"> <li>• summary of the topics discussed for class</li> <li>• reflection on the most important idea or skill from the class</li> <li>• implication for your school and classroom</li> </ul>	<b>10%</b>
<b>Tentative Assignments</b>	
<p>There will be numerous activities to complete class requirements. Some assignments will be completed in-class and others will be completed between classes online:</p> <ul style="list-style-type: none"> <li>• Purpose and philosophy of education/instruction</li> <li>• Effective School Research</li> <li>• Analyze the existing instructional plans for you school or building</li> <li>• Assessment audit of school</li> <li>• Analysis of assessment data to determine priorities in school</li> <li>• Feedback to teachers</li> <li>• Presentations on <i>Classroom Instruction that Works (textbook)</i></li> <li>• Review current school data and identify needs</li> <li>• Research-based practices:</li> <li>• McREL/ESC <i>Policymaker's Primer on Education Research</i></li> <li>• What Works Clearinghouse/research-based practices</li> <li>• Review of data management (how data is collected, stored, and reported)</li> <li>• Review of literature for new instructional models</li> <li>• Review of building plans for implementation of CCSS/PARCC</li> <li>• Community asset mapping</li> <li>• Review leadership articles/book/share</li> <li>• Family and community engagement</li> <li>• Change management/delivering professional development &amp; coaching</li> </ul>	<b>40%</b>
<b>Action Plan and Field Experiences</b>	
<p>Each student will work with a school-based team to develop an action plan for identifying, planning, implementing, and evaluating a research-based instruction in their school based on the data analysis in their school. This will include</p> <ul style="list-style-type: none"> <li>• Summary of Action Team meetings</li> <li>• Assessment information from school</li> <li>• Review of research on potential interventions</li> <li>• Professional development plan to manage implementation</li> <li>• Communication plan to teachers and stakeholders</li> <li>• See handout for complete details.</li> </ul>	<b>40%</b>
<b>Final Exam</b>	
<p>The final exam will consist of multiple choice, short answer and/or essay questions related to all of the content that was covered in class and in the required readings.</p>	<b>10%</b>

**Course Evaluation:** All participants are expected to complete reading and assignments in a timely manner so that they can contribute in class discussions and experiences. Assignments are judged on the quality of content, presentation (clearly written with no mechanical errors), organization, and use of references to support ideas. Participants are expected to turn in only original work. Any work that is derived from published sources must include appropriate credit citations. The following grading scale will be used:

A=95%;      B=85-94%;      C= 75-84%;      D=65-74%; and      F=below 65%

Alignment to 2008 ISLLC Standards, SREB Critical Success Factors, and EIU Graduate Goals

ISLLC Standards	SREB Critical Success Factors (Knowledge & Skill Development)	Assessments					
		In-Class Projects	Article Reviews	Assessment Data Analysis	Professional Development Project	Action Plan	Final Exam
<p><b>Standard 1:</b> An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</p>	<p><b>CFS 1:</b> The school leader is able to create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.</p>	X					X
<p><b>Standard 2:</b> An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p>	<p><b>CFS 2:</b> The school leader is able to set high expectations for all students to learn high-level content.  <b>CFS 3:</b> The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.  <b>CFS 6:</b> The school leaders is able to keep everyone informed and focused on student achievement.  <b>CFS 9:</b> The school leader is able to understand how adults learn and knows how to advance meaningful change through quality sustained professional development that benefits students.</p>				X	X	
<p><b>Standard 3:</b> An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p>	<p><b>CFS 8:</b> The school leader is able to understand the change process and has the leadership and facilitations skills to manage it effectively.                      Internship  <b>CFS 10:</b> The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement.                      Internship  <b>10b.</b> scheduling time to provide struggling students with the opportunity for extra support (i.e. individual tutoring, small group instruction, extended block time) so that they may have the opportunity to learn mastery</p>			X	X	X	

	<b>CFS 11:</b> The school leader is able to acquire and use resources wisely.						
Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.	<b>CFS 5:</b> The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement. Internship <b>CFS 7:</b> The school leader is able to understand the change process and has the leadership and facilitations skills to manage it effectively. Internship <b>CFS 13:</b> The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.	X				X	
Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	<b>CFS 4:</b> The school leader is able to create a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.		X	X		X	X
Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.	<b>CFS 12:</b> The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement agenda.		X		X	X	
<b>Graduate Level Goals for Learning</b>							
a. Depth of content knowledge		X	X	X	X	X	X
b. Effective critical thinking and problem solving		X	X	X	X	X	X
c. Effective oral and written communication		X	X		X	X	X
d. Advanced scholarship through research or creative activity			X	X	X	X	

## Tentative Schedule

This schedule is tentative and will be based on knowledge, skills and dispositions of the class! Check EIU Online calendar each week.

DATE	Class	Topics	Tentative Assignments Due
Friday, January 10	1	<ul style="list-style-type: none"> <li>Welcome PowerPoint</li> <li>Introductions</li> <li>Purpose for the class</li> <li>MindStyles Inventory</li> <li>PISA Results – implications, Finland Article</li> <li>Sir Ken Robinson (<a href="#">How to Escape Education's Death Valley</a>)</li> <li>Purpose for School</li> <li>Overview/discussion of class/format/assignments</li> </ul>	Due Today <ul style="list-style-type: none"> <li>Reflections (bullets):               <ul style="list-style-type: none"> <li>Summary of discussion</li> <li>Most important thing for you</li> <li>Implications for your building</li> <li>What new questions do you have</li> <li>What next...</li> </ul> </li> <li>Information Form</li> </ul>
	2	<ul style="list-style-type: none"> <li>EIU Online (D2L)</li> <li>McREL/ESC Tutorial</li> <li>What works and how do you know? What is research-based instruction?</li> <li>Planning/instruction/assessment</li> <li>Standards (CCSS, NGSS, etc.)</li> <li>Taxonomy of Educational Obj.</li> <li>What are best practices and how do you decide?</li> <li>Assessment audit</li> <li>Creating grade level support teams for field experiences</li> </ul>	Due Today <ul style="list-style-type: none"> <li>Assignment 1</li> <li>Reflections</li> </ul> Due Weekly <ul style="list-style-type: none"> <li>See online calendar for weekly assignments and</li> </ul>
Friday February 21	3	<ul style="list-style-type: none"> <li>MTSS/Rtl</li> <li>Big Ideas</li> <li>Present: analysis of SIP/Rtl plan by each student</li> </ul>	Due Today <ul style="list-style-type: none"> <li>Analysis of SIP/Rtl plans</li> <li>Reflections</li> </ul>
Saturday February 22	4	<ul style="list-style-type: none"> <li>Research-based practice for Classroom Instruction that Works (Textbook)</li> <li>Research-based instruction: Literacy/Content area literacy</li> <li>Research-based practice in Numeracy</li> <li>Family and community engagement</li> <li>Enrichment/Gifted programming</li> </ul>	Due Today <ul style="list-style-type: none"> <li>Presentations on <i>Classroom Instruction that Works (textbook)</i></li> <li>Field Experience: Report on meetings of Action Team (assessment, priorities, possible solutions, evidence)</li> <li>Articles (5) /book review for instructional leaders</li> <li>Reflections</li> </ul>
Friday April 11	5	<ul style="list-style-type: none"> <li>Managing Change</li> <li>Professional development</li> <li>Coaching &amp; adult learning</li> </ul>	Due Today <ul style="list-style-type: none"> <li>Building review report</li> <li>Reflections</li> </ul>
Saturday April 12	6	<ul style="list-style-type: none"> <li>Present draft projects for review and discussion</li> <li>Final exam</li> </ul>	Due Today <ul style="list-style-type: none"> <li>Action Plan Presentations</li> <li>Final Exam</li> </ul> Due May 1: Final project based on feedback from class