Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: _____ New course   __x_ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number:** EDL 5700

2. **Title (*may not exceed 30 characters, including spaces*):** Enhancing Effective Practice

3. **Long title, if any (*may not exceed 100 characters, including spaces*):**

4. **Class hours per week, lab hours per week, and credit [*e.g., (3-0-3)*]:** 3-0-3

5. **Term(s) to be offered:** _x__ Fall _x__ Spring _x__ Summer _____ On demand

6. **Initial term of offering:** _x__ Fall _____ Spring _____ Summer   **Year:** 2012

    Course description: This course examines the context and complexities of instructional practice. Areas of focus include: the identification, articulation and development of effective curricular and instructional practices; the roles and responsibilities of the supervisor, mentor and instructional coach; and the implementation of professional learning communities, programs and processes that enhance learning for all students.

7. **Registration restrictions:**
    a. **Equivalent Courses**
        - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). None

        - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. __x_ Yes   _____ No

    b. **Prerequisite(s)**
        - **Identify the prerequisite(s),** including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. **EDL 5600 Introduction to Organization and Administration (3 hrs.)**

        - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). _x__ Yes   _____ No

        If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course: **EDL 5600 and EDL 5900**

    c. **Who can waive the prerequisite(s)?**
        _____ No one   _x_ Chair   _____ Instructor   _____ Advisor   _____ Other (Please specify)

    d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):

    e. **Repeat status:**   _x__ Course may not be repeated.

___ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: NA

g. Degree, college, major(s), level, or class to be excluded from the course, if any: NA

8. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] NA

9. **Grading methods** (check all that apply): _x_ Standard letter ___ CR/NC ___ Audit ___ ABC/NC ("Standard letter"—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

___ The grade for this course will not count in a student's grade point average.

___ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

___ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

___ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

10. **Instructional delivery method:** (Check all that apply.)

_x_ lecture ___ lab ___ lecture/lab combined ___ independent study/research

___ internship ___ performance ___ practicum or clinical ___ study abroad

___ Internet ___ hybrid ___ other (Please specify)

The moral imperative of pursuing excellence for all learners requires courageous educational leaders, who are able to think at high levels of complexity, envision and inspire greatness, adapt to a rapidly changing world and build individual and organizational capacity for continuous improvement. EDL 5700 blends the acquisition of content knowledge and leadership skill development through integrative learning. Integrative learning encourages students to make connections among all aspects of their lives---academic, professional and personal --- and apply learning gained in classes and other experiences to new, complex situations. Students reflect on their new learning and draw connections to previous learning as a student, educator and developing leader. This course employs integrative learning, in a technology-enhanced environment, through disciplined inquiry, personal reflection, focused observation, and authentic practice.

PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**

    a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**

    b. **If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**
        - **Depth of content knowledge** Objectives 1-12
        - **Effective critical thinking and problem solving** Objectives 4, 5, 7, 9, 12
        - **Effective oral and written communication** Objectives 1, 2, 3, 4
        - **Advanced scholarship through research or creative activity** Objectives 11, 12

        Course Objectives: At the end of this course and as a result of presentations, readings, class discussions, and field experiences **the students will be able to:**

        1) identify and describe the principles of effective instruction *(ELCC 2.2)(content knowledge, oral and written communication)*
        2) design and implement effective professional learning experiences and systemic practices. *(ELCC 2.2) (Content Knowledge, oral and written communication)*
        3) delineate the elements of best practices for student learning. *(ELCC. 2.2) (Content Knowledge, oral and written communication)*
        4) Integrate and differentiate various observation and communication strategies and techniques to enhance reflection and professional learning. *(ELCC 2.4) (Content knowledge, oral and written communication, Critical thinking & Problem solving)*
        5) demonstrate an understanding of developmental supervision and how to work with teachers at all levels of performance (marginal through high performing teachers) *(ELCC 2.2c, 5.1a, 5.3a) (Critical thinking & problem solving)*
        6) illustrate how to examine, analyze and develop curriculum. *(ELCC 2.2a,2.2b,2.2c) (Content Knowledge,)*
        7) analyze data to inform instruction and enhance student learning. (*Content knowledge, Critical thinking and problem solving)*
        8) demonstrate an understanding of adult development and learning as applied to the instructional coaching and supervisory relationship *(ELCC 2.3b, 2.4b) (Content Knowledge)*
        9) systemically align all human resource functions within the school, including the teacher supervisory/evaluation process and professional learning. *(ELCC 2.2a, 2.2b, 2.2c, 2.4a) (Content Knowledge & Critical thinking/Problem-Solving)*
        10) design and implement differentiated professional learning and development. *(ELCC 2.3a, 2.3b, 2.3c 2.4a,2.4b, 2.4c) (Content Knowledge,)*

11) inspire others through the appropriate application of motivational theory. *(ELCC 2.3b) (Content knowledge,)*

12) exemplify an appreciation for diversity, an understanding of cultural competence, and the capacity to develop and sustain a positive school climate through the supervisory process. *(ELCC 2.1a, 2.3b) (Critical Thinking & Problem solving)*

2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

   - **Instructional Framework Team Presentation:** The student will work as part of a team in developing a comprehensive presentation on one of the four domains in the Charlotte Danielson Instructional Framework. The presentation should effectively integrate technology and include examples from instructional practice.   The presentation will also include an evaluation component to assess the level of classmate understanding of the domain.

   - **Colleague Observation:** *(Coaching or Supervisory focus)* The student will observe a colleague teaching, record observations and write an observation report and professional learning plan using the Danielson or Marzano framework.

   - **Field/Service Experience:** (Individual or team) The student will conduct an assessment of a school district supervisory/evaluation process and professional development program. The student will write an executive summary of findings, including recommendations for improvement based on research and a systems approach to ensuring equity and excellence for all learners.

   - **Reading Log:** The student will write summaries and reflections/connections from six professional (scholarly or practitioner) journals. Each student will share one article and his/her personal reflections/connections with the class.

Objectives	Reading Log/Class Participation	Instructional Framework (Team Project)	Colleague Observations	Program/Process Review
1	X	X	X	X
2	X			X
3	X	X	X	X
4	X	X	X	X
5	X		X	X
6	X	X		X
7	X	X		X
8	X	X	X	X
9	X	X		X
10	X	X	X	X
11	X		X	X
12	X	X	X	X

3. **Explain how the instructor will determine students' grades for the course:**
   Attendance and Participation Requirements

   Regular class attendance and participation is required. Students are expected to attend all class sessions and maintain high standards of ethical and professional conduct. Students are expected to be adequately prepared, and to regularly and thoughtfully contribute to class discussions, submit graduate caliber work, and represent one's own work fairly and honestly.

   Student Performance Assessment:
Readings/Participation	20% of final grade
Group presentation	20% of final grade
Observation assessment	30% of final grade
Program/process assessment	30% of final grade

   All work must be satisfactorily completed to receive credit for the course.

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
   a. **Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:** NA
   b. **Describe how the integrity of student work will be assured:** NA
   c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** NA

5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
   a. **course objectives;**
   b. **projects that require application and analysis of the course content; and**
   c. **separate methods of evaluation for undergraduate and graduate students.**

6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)**

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

.

Major Topics and Time Schedule:

Sessions 1, 2 & 3: Course Introduction and Context:
Teaching as a Profession: A Framework for Understanding Teaching and Learning. (Darling-Hammond, L. 2009)
A Vision of Professional Practice
  o Knowledge of learners and their development in social contexts
  o Knowledge of subject matter and curriculum goals
  o Knowledge of teaching

Session 4: A focus on how people learn.
  o Learning theory/Motivation
  o The use of technology

Sessions 5 & 6: Establishing a climate for learning.
A focus on creating and sustaining a respectful, intellectually stimulating and emotionally safe environment (free from bullying) for learning for all students.

Sessions 7 & 8: Educating all students through quality data based curricular and instructional decisions (English Language Learners, students at risk, students with disabilities, students identified as gifted, etc.)

Sessions 9, 10, 11, 12: Indicators of Quality. The Danielson and Marzano Frameworks.

Sessions 13, 14 & 15: Personal and collective efficacy: A focus on improving professional practice
  • Observing Instruction
  • Examining student work
  • The role of the coach
  • The role of the evaluator
  • The clinical supervision model
  • Leading growth oriented conversations
  • A systems approach to professional learning/development

PART IV: PURPOSE AND NEED

1. **Explain the department's rationale for developing and proposing the course.**

   a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

This proposal is the revision of the current EDA 5700. The revisions are focused on meeting the new requirements for principal preparation programs.

    b. If the course or some sections of the course may be technology delivered, explain why. NA

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

This course is a graduate level course in educational administration.

3. **If the course is similar to an existing course or courses, justify its development and offering.**

This course is not similar to any other existing course.

    a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
    b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. **Impact on Program(s):**

    a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
    b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

       This course is required for the Master's in Education in Educational Administration.

    If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:** All qualified department approved graduate faculty

    If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. **Additional costs to students:** None

    Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. **Text and supplementary materials to be used (Include publication dates):**

Required Texts:

Danielson, C. (2007). Enhancing Professional Practice: A Framework for
      Teaching (2nded). Alexandria, VA. ASCD.

Marzano, R., Frontier T., Livingston, D. (2011). Effective Supervision:
      Supporting the Art and Science of Teaching. Alexandria, VA. ASCD.

Glickman, C., Gordon, S., Ross-Gordon, J. (2010). Supervision and
       Instructional Leadership, A Developmental Approach. Boston, MA.
       Allyn & Bacon.

Other References:

Darling-Hammond, L.& Bransford, J., (2005). Preparing Teachers for a
            Changing World: What Teachers Should Learn and Be Able to Do. San Francisco,
            CA., Jossey-Bass.

Dweck, C. (2006). Mindset: The New Psychology of Success, New York,
            NY, Random House.

Hayes Jacobs, H.(2010). Curriculum 21: Essential Education for a
             Changing World. Alexandria, VA. ASCD.

Lemov,D. (2010). Teach Like a Champion. San Francisco, CA. Jossey-Bass.

Liesveld, R. & Miller, J. (2005) Teach with Your Strengths. New York, NY,
            Gallup Press.

Marshall, C.& Oliva,M., (2010), Leadership for Social Justice: Making
             Revolutions in Education. Boston, MA, Allyn & Bacon.

Pink, D. (2009). Drive: The Surprising Truth about What Motivates Us.
             New York, NY, Riverhead Books.

National Center on Response to Intervention
www.rti4success.org

New Teacher Center
http://www.newteachercenter.org/index.php

School Climate
http://www.schoolclimate.org/climate/

Special Education Guide for Administrators
http://nichcy.org/schools-administrators

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: February 14, 2012

Date approved by the college curriculum committee:

Date approved by the Honors Council *(if this is an honors course):*

Date approved by CAA: CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student Success Center	counseling center EASTERN ILLINOIS UNIVERSITY	Career Services	Disability Services
http://www.eiu.edu/~success/	http://www.eiu.edu/~counsctr/	http://www.eiu.edu/~careers/	http://www.eiu.edu/~disablty/
581-6696	**581-3413**	**581-2412**	**581-6583**