

EDLPS 579F: Educational Leadership for Instructional Improvement

University of Washington, College of Education
Winter Quarter 2015
Thursdays, 4:30 – 6:50

Instructor: Jessica Rigby
Office: M207 Miller Hall
email: jrigby@uw.edu
Office hours: Thursdays, 2:30-3:30

Recommended Text

Hart, C. (2006). *Doing a Literature Review: Releasing the Social Science Research Imagination*. Thousand Oaks, CA: Sage.

Course Objectives

This seminar focuses on understanding the role of leadership in instructional improvement. We will learn about several types of leaders: central office, principals, coaches, and teacher leaders, and when and under what conditions these leaders are able to influence what happens in classrooms. First, we will unpack what we mean by the terms “leadership” and “instructional improvement.” Then, we will explore how different approaches to leadership lead (or do not lead) to changes in learning opportunities for students.

Concurrently, students will write a literature review or a annotated bibliography focused on a specific area of instructional improvement, such as a content area like science or mathematics, for a specific population of students such as those in special education, or for a specific outcome such as closing the “opportunity gap” or increasing student achievement. The final product will differ based on individual students’ current status in their degree program (for example, those writing their dissertations will be expected to write a section of their literature review chapter, whereas a first-year doctoral or master’s student may write an annotated bibliography to guide future study or that which might be useful for an organization’s practical use).

The assigned readings in the course will be minimal after the first few weeks, as students will be expected to be conducting their own literature searches and reviews. As such, the second half of the course will be structured as part class/part workshop: we will spend the first half discussing an article and the second half as a “workshop” for our literature reviews. In addition to the assigned reading and writing assignments, then, students will be required to both workshop their own writing twice in the semester and read their colleagues’ writing almost every week.

In this course, students have one final paper, the literature review/annotated bibliography. However, there are several assignments along the way to help guide work towards this final product, as well as a peer review. These assignments are described below, as well as expectations for classroom participation:

- 1) **Course paper.** Your final paper should adhere to APA 6th edition style. There are three options for your final paper. You should choose the option that most closely aligns with your current research progress and career goals. A draft of the paper is due 3/5, the final paper is due at midnight on 3/18.
 - a. **Traditional literature review** – This is most appropriate for students who are interested in exploring a relatively new topic area of interest. The goal is to become familiar with the literature, understand the theories and methodologies driving research in your area, and identify gaps in the literature. This literature review allows you to begin to position yourself with respect to the extant literature and identify what you see as the next steps for your field and your research. You will be required to keep track of your search methods, inclusion and exclusion criteria, and any coding or classification you do of the studies.
 - b. **Dissertation literature review** – For students who are further in their doctoral work and are beginning to write their dissertation – a dissertation-style literature review may be submitted. If you plan to submit a draft of your dissertation lit review, you will also need to contextualize your lit review by providing an abstract or outline of your introduction, methods, and results section.
 - c. **Annotated Bibliography**—This is most appropriate for first-year doctoral students and master’s students who are either just beginning their exploration into their field, or are who are more interested in a practical application of their learning of the literature. An annotated bibliography is an organized list of sources that is “annotated” with a paragraph that describes the content/focus of the text, evaluates its reliability/validity, and explains its connection to your topic, research question, and argument.

- 2) **Memos (3).** Throughout the course, you will have three separate “memos” due about elements of your literature review. As you will all potentially be conducting different types of reviews, the descriptions of the memos are rather general, although I expect your memos to be specific. These memos should end up being a part of your final paper. More details and a rubric will be given out in the class before the assignment is due.
 - a. **First Memo:** Purpose of Review & Argument
 - b. **Second Memo:** Methods of Review
 - c. **Third Memo:** Outline of Review/Argument with Reference List

- 3) **Peer Reviews.** During the second half of the course, half of your reading will be your peers’ writing for our workshop. You will provide feedback on your peers’ writing that is specific, actionable, and tied to what we are learning about literature reviews. The people whose work is being workshopped will send out their work by Tuesday night, others will have until class time to read and comment on the papers. All commented on papers will be sent both to the author and to Jessica.

- 4) **Class participation.** This class relies on active and thoughtful participation to make it work. I have the following expectations about class participation: a) students attend class consistently and promptly; b) students come to class having read the readings carefully and critically; and c) students participate in class in an active, thoughtful, and respectful manner.

Grading

Final Literature Review/ Annotated Bibliography:	50pts.
Memos:	30pts.
Peer Review:	5pts.
Classroom Participation:	15pts.

Students with disabilities

If you would like to request academic accommodations due to a disability, please contact Disabled Student Services, 448 Schmitz, 543-8924 (V/TDD). If you have a letter from Disabled Student Services indicating you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for class.

Schedule of classes:

Module 1: Introduction

Week 1 (1/8): Introductions, Leadership, and Instructional Improvement

- Chapter 1: The literature review in research. Hart, C. (2006). *Doing a Literature Review: Releasing the Social Science Research Imagination*. Thousand Oaks, CA: Sage.
- Peurach, D. J., & Marx, G. E. (2010). Leading Systemic Improvement: Confronting Complexity in Turnaround Schools. *Journal of Cases in Educational Leadership*, 13(3), 26–36.

Module 2: District Leadership and Instructional Improvement

Week 2 (1/15): District Leadership and Instructional Improvement

- Chapter 2: Reviewing the research imagination. Hart, C. (2006). *Doing a Literature Review: Releasing the Social Science Research Imagination*. Thousand Oaks, CA: Sage.
- Slavin, R. E., Cheung, A., Holmes, G., Madden, N. A., & Chamberlain, A. (2013). Effects of a Data-Driven District Reform Model on State Assessment Outcomes. *American Educational Research Journal*, 50(2), 371–396.
- Spillane, J. P. (2000). Cognition and Policy Implementation: District Policymakers and the Reform of Mathematics Education. *Cognition and Instruction*, 18(2), 141-179.

Week 3 (1/22): Library Search Skills

***** CLASS MEETS IN Suzzallo Instruction Lab *****

Reading:

- Chapters 3+4: Classifying and reading research + Argumentation analysis. Hart, C. (2006). *Doing a Literature Review: Releasing the Social Science Research Imagination*. Thousand Oaks, CA: Sage.

Assignments Due:

- Submit memo #1.

Module 3: Principal Leadership and Instructional Improvement

Week 4 (1/29): Principals as Instructional Leaders

Reading:

- Sebastian, J., & Allensworth, E. (2012). The Influence of Principal Leadership

on Classroom Instruction and Student Learning: A Study of Mediated Pathways to Learning. *Educational Administration Quarterly*, 48(4), 626-663.

- Wallace Foundation. (2010). School principal as leader: Guiding schools to better teaching and learning. New York, NY: Wallace Foundation.
- Peer Papers (2)

Assignments Due:

- Comments on peers' papers

Week 5 (2/5): Principals as Instructional Leaders?

Reading:

- Rigby, J. G., Larbi-Cherif, A. L., Rosenquist, B., Muñoz, C. J., Cobb, P. A., & Smith, T. M. (under review). *Principal Observation & Feedback: leading towards improvement in inquiry-oriented math instruction?*
- Chapter 5: Organizing and expressing ideas. Hart, C. (2006). *Doing a Literature Review: Releasing the Social Science Research Imagination*. Thousand Oaks, CA: Sage.
- Peer Papers (2)

Assignments Due:

- Submit memo #2
- Comments on peers' papers

Module 4: Coach and Teacher Leadership and Instructional Improvement

Week 6 (2/12): Coaches as Instructional Leaders

Reading:

- Huguette, A., Marsh, J.A. & Farrell, C. C. (2014). Building Teachers' Data-use Capacity: Insights from Strong and Developing Coaches. *Education Policy Analysis Archives*, 22 (52).
- Chapter 6: Mapping and analyzing ideas. Hart, C. (2006). *Doing a Literature Review: Releasing the Social Science Research Imagination*. Thousand Oaks, CA: Sage.
- Peer Papers (2)

Assignments Due:

- Comments on peers' papers

Week 7 (2/19): Coaches as Instructional Leaders, part II

Reading:

- Gibbons, L., & Cobb, P. (under review). Identifying Potentially Productive Coaching Activities.
- Peer Papers (2)

Assignments Due:

- Comments on peers' papers

Week 8 (2/26): Teachers as Instructional Leaders: PLCs

Reading:

- Van Lare, M. D., & Brazer, S. D. (2013). Analyzing Learning in Professional Learning Communities: A Conceptual Framework. *Leadership and Policy in Schools*, 12(4), 374-396.
- Chapter 7: Writing the review. Hart, C. (2006). *Doing a Literature Review: Releasing the Social Science Research Imagination*. Thousand Oaks, CA: Sage.
- Peer Papers (2)

Assignments Due:

- Submit memo #3
- Comments on peers' papers

Week 9 (3/5): Teachers as Instructional Leaders, part II

Reading:

- Scribner, S. M. P., & Bradley-Levine, J. (2010). The Meaning(s) of Teacher Leadership in an Urban High School Reform. *Educational Administration Quarterly*, 46(4), 491-522.
- Peer Papers (2)

Assignments Due:

- Comments on peers' papers
- Draft of your final paper

Week 10 (3/12): Synthesis: What did we learn about when and under what conditions leadership leads towards instructional improvement?

Reading:

- Chapter 12: Incorporating feedback and refining the first draft. Galvan, J. L. (2009). *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences*.

Assignments Due:

- Peer review (bring paper copies of your peer review to class)

Final Paper due March 18th by midnight, uploaded to Canvas.