Introduction

This course engages key concepts and issues for educational leaders to consider in the support and evaluation of quality teaching. With insights from scholarly research and contemporary happenings in schooling and leadership, the course will encourage students to critically interrogate their beliefs and assumptions about effective educational leadership – especially in areas of teacher evaluation and support.

Readings

All course readings will be posted on the course’s Learn@UW web-site. No textbook will be used.

Class Format

The course will meet on Monday evenings during the fall and will employ a variety of teaching/learning activities. The course Learn@UW website will furnish the location for a majority of the administrative tasks (e.g. assignment submission and grading, group coordination, assignment posting) as well as a working space for our three on-line class sessions. Since we will use the course site extensively, access to an Internet capable computer is a requirement for successful completion of the course.

Preparing for Class: Reading, Watching and Participating

Students will be expected to read several research papers or book chapters per class. Additionally, students will be asked to view relevant videos on a number of occasions. Most weeks, students will prepare a one page (approximately 200 words) reflection paper about the readings and/or videos and post it on the course website. The reflection papers should thoughtfully address the guiding questions/comments that are posted by the instructors each week. Class time will be allotted for discussion of these papers.
**Full Inclusion**
We seek to fully include persons with disabilities in this course. Please let us know if you need any special accommodations in the curriculum, instruction, or assessments in this course to enable you to fully participate. We will try to maintain the confidentiality of the information that you share. Please contact us as early in the course as practicable. You may also contact the McBurney Disability Resource Center, 305 Linden Drive (263-2741 or FrontDesk@mcb.wisc.edu) if you have questions about campus policies and services.

**Assignments/Grading**
Grades for the course will be calculated according to the University of Wisconsin grading scale. Students will be responsible for the following:

- **School information** (10% of semester grade). Throughout the semester, students will be asked to bring relevant information and/or artifacts from their school districts in order to ground our class discussions in concrete situations of practice. Students who are not currently working in schools can select any other school of their choosing.

- **Reflection papers** (40% of semester grade). As previously described, these brief papers will address guiding questions that will be posted in the “content” section of the course’s Learn@UW site. Papers should follow APA format (but no need for title pages!) and should be approximately 200 words in length. Each paper will be worth five points. To be awarded the full five points, papers should:
  - Respond to the questions that are asked in a timely, succinct and logical manner;
  - Tie in class readings/discussions in a thoughtful and relevant way;
  - Be framed in a respectful spirit of open/critical dialogue; and
  - Be free of writing/grammatical errors.

  Students should post these reflection papers on the course web-site by 5:00 p.m. on the Sunday before class (points will be deducted for late postings). This will allow the instructors adequate time to read the papers and develop a discussion agenda for class.

- **Group project** (25% of semester grade). Each student will work with two or three class colleagues to develop a research-focused case study that will be used to lead the class’ discussion of pedagogical content knowledge in a given area. Students will be given specific instructions and expectations for this project in mid-October.

- **Class attendance and participation** (25% of semester grade). Students are expected to attend every class session (however, per University instructions, please stay home if you
are experiencing flu-like symptoms) and to participate fully and respectfully each week. Indicators of appropriate attendance and of full and respectful participation include:

- On-time arrival to each class session;
- Attentiveness to instructors and fellow class members;
- Appropriate utilization of course web-site;
- Avoidance of distracting and/or condescending behaviors (cell phone usage, disparaging remarks, etc.);
- Active and informed engagement in class discussions (insightful comments, active listening, etc.); and
- Willingness to collaborate with colleagues on class activities and projects.
# Course Schedule
(Some readings and assignments are subject to change)

<table>
<thead>
<tr>
<th>Date (Session)</th>
<th>Topic</th>
<th>Discussion Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 14 (1)</td>
<td>Operational information, introduction of course topic</td>
<td>• Danielson framework (in class)</td>
<td></td>
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</tbody>
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| Sept 21 (2)    | Teaching/learning in your school, distributed leadership perspective | • School characteristics  
• Spillane, et al. (2004) | Reflection paper  
*(Please remember that reflection papers should be posted by 5:00 p.m. on Sunday before class.)* |
| Sept 28 (3)    | Broad considerations of the teaching situation | • Berliner (2006)  
• Larson (1997)  
• “New Orleans Schools…” (video in class) | Reflection paper |
| Oct 5 (4)      | School and district-level elements of the situation (accountability, etc.) | • Kimball & Milanowski (2009)  
• “Michelle Rhee in DC” (video) | Participation in discussion board |
• New Orleans charter schools (video) | Reflection paper |
| Oct 19 (6)     | Multi-level considerations of social capital | • Coleman (1988)  
• Lin (2000)  
• “Michelle Rhee in DC” (video in class) | Reflection paper |
| Oct 26 (7)     | Multi-level considerations of cultural and economic capital | • Lee & Bowen (2006)  
• Diamond, et al. (2004)  
• Spillane, et al. (2003) | Reflection paper |
| Nov 2 (8)  | Feedback, conflict, and school culture | • Argyris (1991)  
• Ilgen & Davis (2000)  
• Hattie & Timberley (2007)  
““I am a Promise” (video in class) | Reflection paper |
| Nov 9 (9)  | Tools of practice: portfolios and rubrics | • Berliner (2005)  
• Halverson (2005)  
• Schutz & Moss (2004) | |
• Rock, et al. (2009)  
• Dieker, et al. (2009) | Reflection paper |
• Zimmerman & Deckert-Pelton (2003)  
• Kellor (2004)  
““A Radical Fix for Schools?” (video in class) | Group preparation |
| Nov 30 (12)  | Community partnerships for classroom support and growth | • Streelasky (2004)  
• Sheldon (2007) | Reflection paper |
| Dec 7 (13)  | Evaluation and support in specific pedagogical content areas | • Nelson & Sassi (forthcoming)  
• Stodolsky & Grossman (1995) | Student presentations |
| Dec 14 (14)  | Evaluation and support in specific pedagogical content areas  
Course wrap-up | • Burch & Spillane (2003)  
• Boyer & Lee (2001) | Student presentations |