COURSE NUMBER: EDA 6062

COURSE TITLE: School Improvement

CATALOG DESCRIPTION:
3 semester hours. This course will examine current issues in school reform and effective strategies for change from an international perspective. It will study the role of school leaders in school governance, the impact of changing demography on school improvement, accountability issues and the role of school leaders in improving school programs and performance. It will focus on school organization, curriculum, student motivation and support and assessment with the aim of establishing a process of continuous school improvement.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:
As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by collecting information, analyzing and discussing it and documenting their understanding of world-class practices in the structures and strategies of leadership that will lead to improving student achievement in schools.

Required Texts:
Professor will select the text for this course from the Recommended Text list below. Please see the University Book Store for your professor's choice(s).

RECOMMENDED TEXTS:


Students are expected to read Education Week each week of the semester. (Available in the library, through student subscription, and on line at www.edweek.org)
SUGGESTED RESOURCES:

ADDITIONAL REQUIRED READING (Students will choose one of the following):


AUDIO/VISUAL TECHNOLOGY:
Computer: Blackboard Distance Learning (blackboard.fau.edu  Do not type www.
Follow links for Login)
http://www.english.uiuc.edu/cws/wwwworkshop/bibliography/apa/apamenu.htm
http://www.apastyle.org/fifthchanges.html)
Computer: E-mail
Computer: Power Point Presentations
Computer: Word processing
Overhead projector, Computer Projector, VCR
CD-ROM’s, DVD, Laser Disks

**Websites for Departments of Education**

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**
- National Council Accreditation of Teacher Education (NCATE)
- Florida Educational Leadership Examination (FELE)
- Florida Principal Competencies (FPC)
- Educational Leadership Constituent Council (ELCC)

**COURSE OBJECTIVES:**
Students will

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<tr>
<td>1.</td>
<td>Students will demonstrate knowledge of current issues in international school reform and strategies for change. (NCATE Standard 1; ELCC Standard 6)</td>
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<td>2.</td>
<td>Students will develop the analytic and practical skills to lead the improvement of teaching and learning. (ELCC Standard 3; FPC Standard 2, 7; FELE Curriculum B; FELE Technology C, D, F)</td>
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<td>3.</td>
<td>Students will demonstrate understanding of how to create learning communities. (ELCC Standard 2; FELE Leadership B, C, D; )</td>
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<td>4.</td>
<td>Students will demonstrate understanding of what is involved in conducting a needs assessment and program evaluation. (ELCC Standard 6; FELE Mgt B; FELE Curriculum A)</td>
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<td>5.</td>
<td>Students will demonstrate understanding of how to make decisions about curriculum based on research, practice and policy. (ELCC Standard 2; FPC Standard 2; FELE Curriculum C, E and F)</td>
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<td>6.</td>
<td>Students will demonstrate understanding of accountability systems and practice. (ELCC Standard 3; FPC Standard 3; FELE Curriculum F)</td>
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<td>7.</td>
<td>Students will demonstrate understanding of how demography and diversity impacts on student learning. (ELCC Standard 4; FPC Standard 4; FELE Communication F)</td>
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**CONTENT OUTLINE:**
This course is taught as an Executive Program over six consecutive Saturdays from 8.30am until 4.30pm. The program is also supplemented by web-based research and other activity by the students. Students are expected to access information from six international Departments of Education in addition to US sites.
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<thead>
<tr>
<th>Units</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>School Effectiveness and School Improvement</td>
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<tr>
<td>2</td>
<td>The Impact of Diverse Communities on School Improvement Efforts</td>
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<td>3</td>
<td>School Governance and Accountability</td>
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<td>4</td>
<td>The Impact of Leadership on School Improvement</td>
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<td>5</td>
<td>Leadership Training and Development as a strategy for School Improvement</td>
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<td>6</td>
<td>World’s Best Practice - Programs and Processes that have improved Schools</td>
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**COURSE REQUIREMENTS:**

**C-F = Conceptual Framework connection to assignment**

**FPC = Florida Principal Competencies**

**ELCC = Educational Leadership Constituent Council**

**FELE = Florida Educational Leadership Examination**

1. **Annotated bibliography 10%**

   **C-F: As a reflective decision-maker the student makes an appropriate selection of articles and uses reflection in making connections to personal experiences, other course content, and experiences in the field.**

   **ELCC Standard 6**
   **FPC Standard 6**
   **FELE Leadership A, E ; Technology A, F**

   Choose at least two articles, web articles or books from each country being studied and develop an annotated bibliography that provides an overview of the content and a brief personal analysis of what you thought of the material and its benefit for others.

2. **Classroom Presentations 30%**

   **C-F: As a reflective decision-maker the student demonstrates informed, ethical and capable behaviors by using knowledge generated in their own research to inform others and to support the understanding of other students.**

   **ELCC Standard 6**
   **FPC Standard 6**
   **FELE Communication A, C**

   Each week you will be expected to conduct a brief presentation to other students related to the information you have found on the topic of the week and the education system to which you have been assigned. The presentation can be supported by a one or two-page handout or a powerpoint presentation. The presentation should last for ten to fifteen minutes and identify what you found about the system you looked at, what were the strengths and weaknesses that you perceived in this system and what implications were there for how you might improve programs offered in your school, district or state system.

3. **Book critique 10%**
C-F: As a reflective decision-maker the student must review a book and make decisions about its appropriateness to supporting the improvement of schools within the context in which they work.
FPC Standard 2, 3, 5
FELE Management B; Curriculum A, B, E, F

Choose a book from the list provided and write a 1500 word review of the book. What are it’s key points, what are it’s major conclusions and how do these impact on our knowledge about school improvement. Would you recommend this book to others or not? Why?

4. Learning Journal 10%
C-F: The student applies the information they have collected through class interactions and personal research to become an informed reflective decision-maker.
ELCC Standard 5, 6
FPC Standard 9, 6
FELE Communication A, G

Keep a weekly journal during the course to reflect on what you have learned, how it affects your thinking and how you might use what you have learned to support the improvement of student learning in your school.

5. Final reflective essay 40%
C-F: As a reflective decision-maker the student must reflect upon and analyze the information they have collected during the progress of course; then use this information to analyze how this information might support changes that focus on improving student achievement in the context in which they work.
ELCC Standard 2, 4
FPC Standard 6
FELE Communication A, C

Choose one of the following issues and write a 5000-6000 word paper that takes into consideration what you have found during the course. What is the Florida approach to the issue currently and have you found in other parts of the world that either supports what Florida does now, or suggests that another approach might be more productive.

- Literacy and Numeracy achievement
- Charter Schools
- Self-Managing Schools vs School Districts
- National Goals, National Curriculum
- Measuring and Reporting Student Achievement
- International comparisons of student performance
- School Principals: Leaders or Managers?
- Selecting, Recruiting and Developing school leaders
- Diversity and student achievement
Case study of something that you think really works
Student engagement and belonging
Learning Communities
Parental involvement

TEACHING METHODOLOGIES:
Modeling
Research
Lecture
Discussion
Internet communication (use of e-mail, web sites, distance learning)
Power Point presentations by instructor and students
Cooperative Learning Presentations
Use of overhead projector, videos, computer, and other media

ASSESSMENT PROCEDURES:
Presentations
Journal Article Reviews
Book Critique
Meaningful Class Participation
Reflective Journal
Final Essay

FAU GRADING SCALE:

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<th>Grade</th>
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<tr>
<td>A</td>
<td>4.0</td>
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<td>A-</td>
<td>3.67</td>
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<td>B</td>
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ATTENDANCE POLICY:
Regular attendance is expected. Attendance includes active involvement in all class sessions, class discussions, and class activities as well as professional conduct in class.

STUDENTS WITH DISABILITIES:
Reasonable accommodations will be made for students with disabilities. The purpose of the Office for Students with Disabilities “is to provide reasonable accommodations to students with disabilities.”

**BIBLIOGRAPHY:**

**B. JOURNALS:**

**C. INTERNET SITES:**

1. **Search Engines**

Nanyang Technological University Library
http://www.ntu.edu.sg/library/search/tools.htm
2. Organizations

- American Association of School Administrators
- American Educational Research Association
- AERA Division A
- AERA Division L
- Council of Chief State School Officers (CCSSO)
- National Association of Elementary School Principals (NAESP)
- National Association of Secondary School Principals (NASSP)
- National Council of Professors in Educational Administration (NCPEA)
- National Education Association (NEA)
- National Policy Board for Educational Administrators (NPBEA)
- National School Boards Association (NSBA)

3. Government Sites

- U.S. Department of Education
- FELE (Florida Educational Leadership Exam) Home Page [Florida DOE]
- National Center for Educational Statistics
- Office of Educational Research & Improvement

4. Publications

- Leadership Case Studies
- Journal of Cases in Educational Leadership
- Leading Systemic Change
- Chronicle of Higher Education
- AASA Professor
- Education Week
- Education Resources Information Center (ERIC)
- ERIC Clearinghouse on Educational Management