

EEA 532: Instructional Leadership: Curriculum, Instruction and Assessment

School of Education and Leadership

3 Credits

Effective Date: 4/1/2022

Grading Type: Decimal

Pre-requisites: None

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under Faculty online at <https://www.cityuniversity.ca/our-faculty/>

Contact Information

Contact information for instructors is found under Faculty Information online at <https://www.cityuniversity.ca/our-faculty/>

Course Description

Students gain applicable knowledge and skills that lead to an understanding of how school leaders manage instructional processes. Students learn about a leader's view of curriculum, instruction and assessment, and pedagogy that guide teachers along the career continuum. Students build leadership capacity to make a positive impact on teaching, learning, and assessment, as well as review of provincial and territorial government documents.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

In this course, learners:

- Examine social responsibility and sustainability as they are found within the provincial/territorial curriculum, assessment, and instruction documents.
- Evaluate instructional pedagogy utilizing evidence and field-based educational research.
- Evaluate how teaching pedagogy is used to guide provincial/territorial and professional curriculum standards.
- Create effective teaching methodologies for school-wide curriculum, assessment, and instructional practices.
- Design Indigenous approaches to curriculum, assessment, and instructional practices.

Additional Information

Declaration of Inclusion

The CityU Master’s in Educational Leadership program honours human diversity in all its forms and is committed to the principle of universal human dignity. We respectfully acknowledge that our program resides on the ceded and unceded territories of our First Nations and our programming acknowledges the First Nations, & many others whose histories, languages, & cultures continue to influence our vibrant Canadian communities. We further acknowledge that our learning community is greatly enriched through the voices and perspectives of staff, faculty, and students from all intersections of society including LGBTQ+, BIPOC and diversely abled communities.

Indigeneity

City University philosophically and pragmatically supports the First Nations perspective of learning as being rooted in reciprocity, the relational, and the experiential. City University instructors are required to infuse into their curriculum the traditional teachings from many indigenous communities. This blend of indigenous knowledge allows for cultural uniqueness and practices that come from the reflections on the telling of stories, traditional teachings, and the understandings of ceremony.

Sustainable Development Goals

In 2015 the United Nations created 17 goals to achieve a sustainable world by the year 2030 ([THE 17 GOALS | Sustainable Development \(un.org\)](https://www.un.org/sustainabledevelopment/)). City University actively supports these goals and requires that each course syllabus articulate and include as part of its content, at least two of these goals that relate to the course's objectives and outcomes. Through these actions, City University hopes to inspire our students to help create a more inclusive, equitable, and safe world for the future.

Grading Scale

The grades earned for the course will be calculated using CityU's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work to understand how it will be assessed.

Course Assignments and Grading

Overview of Course Grading

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

Overview of Required Assignments	% of Final Grade
Research-Based Instructional Strategies	20%
Project-based Learning Questions and Plan	30%
Analysis of Assessment by Teacher, School, District, Province/Territory	20%
Analysis of Provincial/Territorial Education Plan	20%
Preparation and Participation	10%
TOTAL	100%

Course Assignment Details

Research-Based Instructional Strategies (20% of Final Grade)

Beginning with a focus on K-12 students' learning needs, the student selects two research-based instructional strategies and, for each, will develop and implement a lesson plan in their teaching area. Students are required to examine their own provincial/territorial curriculum standards to assess how these instructional strategies align with their own ministry (provincial/territorial) standards. In a 6–8-page essay the student will outline and reflect on the

strategies utilized as well as how school-based leaders can influence the outcomes of the implementation of selected instructional strategies.

The student will discuss how implementing the strategy in his or her classroom impacted student learning. This discussion may include why these strategies were chosen, what research says about these strategies, benefits to the students, how successfully they were used, the challenges of using these strategies, how learning was assessed, how these strategies impacted student engagement, and perspectives on cultural diversity.

Components	% of Grade
Research Methods	10%
Well planned and implemented	15%
Specific outcomes & assessments	15%
Reflection	15%
Strategies effective for grade and subject	15%
Writing Mechanics	10%
Demonstration and discussion	20%
TOTAL	100%

Project-based Learning Questions and Plan (30% of Final Grade)

Students research project-based learning (PBL), designing a specific plan in their teaching area based on the elements of PBL. The 4–5-page plan outlines the elements of PBL, its strengths and limitations, and offers specifics on how it would be implemented. Students develop questions about PBL and the lesson plan for an oral presentation and discussion with the class.

Components	% of Grade
Oral Presentation	30%
Research	20%
Incorporate PBL design elements	40%
Writing Mechanics	10%
TOTAL	100%

Analysis of Assessment by Teacher, School, District and/or Province/Territory (20% of Final Grade)

Students analyze and reflect on the theories, tools, and use of assessment at the classroom, school, district, and provincial/territorial level. Students are to identify how the assessments compare to those used in other schools, the district, and in the province/territory. At all levels, students are to indicate why were these approaches chosen, what were the challenges and successes in using these approaches, what research guides these approaches, and how the results can be utilized.

Some further queries students should consider: Is assessment truly driving instructional practice? Are there some students' needs that are not being addressed? Are there gaps in what is being assessed? What is your administrator's role in assessment? How effective is the administrator's practice related to assessment? Your paper should include a section addressing recommendations to improve the assessment system.

Students produce a 4-6-page essay with references that focuses on their own assessment practices or assessment practices at the school, district, or provincial/territorial level.

Components	% of Grade
Theories and Tools	30%
Description of assessments	25%
Reflection	35%
Writing Mechanics	10%
TOTAL	100%

Analysis of Provincial/Territorial Education Plan (20% of Final Grade)

Students work in groups to analyze their Provincial/Territorial Education Plan documents. Each group will analyze the principles and guidelines related to the course content areas of curriculum, instructional/pedagogical practice, and assessment. Each group will give a presentation to the class based on their analysis. Each group member shares equally in collaboration, preparation of the plan, and presentation, and will be assessed accordingly.

Components	% of Grade
Analysis of Plan	50%
Group collaboration and presentation	50%
TOTAL	100%

Preparation and Participation (10% of Final Grade)

Students are expected to attend all classes and other program activities, to be punctual, and to participate in a manner that is respectful of the needs of others and helps develop knowledge in a learning community in a collaborative fashion.

Components	% of Grade
Punctual attendance and preparation	30%
Required activities completed	35%
Collaborative discussions	35%
TOTAL	100%

Course Policies

Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor prior to the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

You are responsible for meeting or exceeding the participation requirements as listed in the syllabus and in the LMS classroom.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

Students are responsible for understanding and adhering to all of CityU's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all its education programs and activities do not discriminate based on sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by CityU policy. CityU also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about

noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should always be supportive and respectful of the dignity and self-esteem of individuals.

Discrimination, harassment, and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment, and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the **my.cityu.edu** student portal. Accommodations must be requested by the 20% mark of this course (e.g., day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception, and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance* under *Student Rights & Responsibilities*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.