



## Syllabus

### **School of Education and Leadership**

## EEA 532: Instructional Leadership: Curriculum, Instruction and Assessment

3 Credits  
Effective: Spring 2021

*Access to the Internet is required.  
All written assignments must be in Microsoft-Word-compatible formats.  
See the library's APA 7 Style Guide tutorial for a list of resources that can help you use APA 7 style.*

## FACULTY

**Faculty Name:**

**Contact Information:**

**Email:**

**Telephone:**

## COURSE DESCRIPTION

This course introduces students to the knowledge, skills, and dispositions of school leaders in managing 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 Provincial Ministerial Documents for 21st Century Learners.

## COURSE RESOURCES

Drake, S.M., Reid, J.L., & Kolohon, W. (2014). *Interweaving Curriculum and Classroom Assessment: Engaging the 21st-Century Learner*. Don Mills: Oxford University Press. (ISBN: 9780195447484)

Provincial Ministerial Documents (As determined by the Course Instructor)

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

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 at no cost to students.

Students in Canada will see required resources they need to purchase tagged "Purchase from the Canadian Bookstore." Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Critical thinking and information literacy

## COURSE OUTCOMES

In this course, learners:

- Assess instructional pedagogy utilizing evidence and field-based educational research
- Learners will know how to examine and assess student work.
- Design and implement student learning and teaching pedagogy on the basis of provincial and professional curriculum standards.

## CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Assessment for, of, and as learning
- Provincial Educational Plan
- Curriculum design
- Project based learning
- Research-based "best practice" instructional strategies

## 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:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Research-Based Instructional Strategies	20%
Project-based Learning Questions and Plan	30%
Analysis of Assessment by Teacher, School, and District	20%
Analysis of Provincial Education Plan	20%
Attendance and Participation	10%
<b>TOTAL</b>	<b>100%</b>

## SPECIFICS OF COURSE ASSIGNMENTS

### Research-Based Instructional Strategies

Beginning with a focus on students' learning needs, the candidate selects two research-based instructional strategies and, for each, will develop and implement a lesson plan in their teaching area. In a 6-8 page essay the candidate will outline and reflect on the strategies utilized. The candidate 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, and how

these strategies impacted student engagement.

<i>Components</i>	<i>% of Grade</i>
Well planned and implemented	15%
Specific outcomes & assessments	15%
Reflection	20%
Strategies effective for grade and subject	20%
Writing Mechanics	10%
Demonstration and discussion	20%
<b>TOTAL</b>	<b>100%</b>

### Project-based Learning Questions and Plan

Candidates 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. Candidates develop questions about PBL and the lesson plan for an oral presentation and discussion with the class.

<i>Components</i>	<i>% of Grade</i>
Oral Presentation	30%
Research	20%
Incorporate PBL design elements	40%
Writing Mechanics	10%
<b>TOTAL</b>	<b>100%</b>

### Analysis of Assessment by Teacher, School, District and/or Province

Candidates analyze and reflect on the use of assessment at the classroom, school, district or provincial level. At the classroom level, how are the assessments created/utilized in comparison to school, district and provincial expectations? At all levels, why were these approaches chosen? What were the challenges and successes in using these approaches? What research guides these approaches? How are results utilized? Some further questions candidates 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.

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

<i>Components</i>	<i>% of Grade</i>
Description of assessments	10%
Analysis	50%
Reflection	30%
Writing Mechanics	10%
<b>TOTAL</b>	<b>100%</b>

### Analysis of Provincial Education Plan

Candidates work in groups to analyze the Provincial 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 on the basis of their analysis. Each group member shares equally in collaboration, preparation of the plan, and presentation, and will be assessed accordingly.

<i>Components</i>	<i>% of Grade</i>
Analysis of Plan	50%
Group collaboration and presentation	50%
<b>TOTAL</b>	<b>100%</b>

### Attendance and Participation

Candidates are expected to attend all classes, and/or online Blackboard sessions, 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.

<i>Components</i>	<i>% of Grade</i>
Punctual attendance and preparation	30%
Required activities completed	35%
Collaborative discussions	35%
<b>TOTAL</b>	<b>100%</b>

## **University Policies**

You are responsible for understanding and adhering to all of City University of Seattle'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 Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

### **Non-Discrimination & Prohibition of Sexual Misconduct**

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 of its education programs and activities do not discriminate on the basis of sex/gender. Sex include 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 City University of Seattle policy. City University of Seattle 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 at all times 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 in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

### **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 Assignments 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 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](mailto:disability@cityu.edu) or 206.2369.4752 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 your 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 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.