

## NEW INSTRUCTOR TRAINING GUIDE FOR EDLS 511-12-13

Why is the course set up this particular way?

Response: EDLS 511-12-13 are one hours under one course umbrella - 511.

Unit EDLS 511 - Theories of Instructional Leadership is 16 days

Unit EDLS 512 - Issues Impacting Student Achievement is 16 days

Unit EDLS 513 - Improving Instruction is 17 days.

The design of having all three one hours under one umbrella is to illustrate that the modules in each are really interconnected.

From EDLS 511 *Theories of Leadership* to EDLS 512 *Issues Impacting Student Achievement* to EDLS 513 *Improving Instruction*, the

**Equity-Centered School Leader** goes through the continuous cycle of **Equicentricity**.

This five-step process will be evident through the

Unit and Module learning objectives, readings, viewings, discussion boards, assignments, and SchoolSims Simulations -

as well as in the final group project.

What important information should a new instructor know about the course?

### **Unit EDLS 511 Theories of Instructional Leadership**

Leadership is a concept found in every area of human endeavor. A very generic definition states that leadership is the capability to establish a followership with people or groups. What makes this basic explanation different is the style and strategies the leader selects depending upon the needs found in the environment in which they are leading. There are ever changing influences in every situation, ranging from technologies to personnel issues. And then there is the reason we are leading.

In educational settings, the leadership environment is focused on the learner – the reason we are leading. There are ever changing influences educational leaders must address, from instructional practices to leading and managing human and material resources to measuring effectiveness of our curriculum and instruction to setting a course for improvement in all of the above.

**Theories of Instructional Leadership** is the first of three EDLS 510 Instructional Leadership modules. During the 16 days, students will be learning about or reviewing leadership theories. They will consider the impact of facilitating a shared vision and mission of learning. They will explore the managerial and leadership constructs necessary in educational leadership. They will reflect on the constructs of teaching, learning, and learner focused decision making. They will also grow understanding regarding the importance of continuously renewing their own and others' leadership capacities.

**EDLS 512 Issue Impacting Student Achievement** Education research shows that most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass. Creating the conditions under which that can occur is the job of the principal. (Wallace Foundation, 2011, p. 2.) The principal leads the shaping of a school supports that focuses on the learner and academic success for all. Essential components supporting this vision include attention to professional growth and learning, formative and summative analysis of student achievement and growth, establishing a process to evaluate school progress and resulting planning, and identifying the stakeholders of student achievement and engaging/gaining their support.

**Issues Impacting Student Achievement** is the second of three EDLS 510 Instructional Leadership modules. During the 16 days, students will learn about supports to assure all students are successful. They will consider the importance of a professional growth and learning plan for all adults. They will reflect on best practices for monitoring student achievement and growth as well as how to embed a process for evaluating and planning for

next steps of this achievement focus. They will also grow their understanding regarding the importance of identifying the student achievement stakeholders as well as engaging them in supporting district/school efforts.

Wallace Foundation. (2011). *The school principal as leader: Guiding schools to better teaching and learning*. Retrieved from <http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning.pdf>

### **EDLS 513 Improving Instruction**

“If they can't learn the way we teach, we teach the way they learn.” O. Ivar Lovaas, the originator of this quote, is a world-renowned autism expert who has devoted his career to improving the lives of families whose children have been diagnosed with autism. That quote contains the key component of improving instruction for all, not just those with autism. Every child is unique in the way they perceive and process information.

In improving instruction, leaders should keep in mind that differentiation is for all learners. We do not wait until the end of the learning cycle to measure effectiveness. It is important to assure alignment of teaching and learning as well as curriculum and instruction. Leaders need to establish valuable evaluation practices to help teachers provide this appropriate instructional experience. Throughout this process, team collaboration is important to embed and expect.

**Improving Instruction** is the third of three EDLS 510 Instructional Leadership modules. During the 17 days of this course, students will be learning about what differentiation is as well as what it is not. They will consider the importance of student centered learning. They will reflect on the process of curriculum and instruction as well as providing valuable evaluations to the providers of the instruction. They will also grow in their understanding regarding the importance of embedding and expecting collaboration from the team of educators for whom they are leading. OTES 2.0 and the final group project will provide an opportunity for students to pull together what they have learned in all three one hour units to create their own school and the plan for moving that school forward in improving instruction for all.