1. **Instructor**

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2. **Description/Rationale**

This course is designed for Master of Arts and/or licensure students concentrating their studies in K-4 educational administration. In the class we will examine what is known about class management, learning, motivation, and teaching and apply this knowledge to early childhood/elementary education. The class will include discussion, analysis of cases, examination of your own experiences in schools, cooperative projects, videotapes, and other activities. Our goal is that you go beyond simply participating in these activities and use the experiences to expand your understanding of teaching and learning. Throughout the course we will return to a set of guiding questions:

- **Guiding Questions**
  - What are children learning in schools? How do you know?
  - What would the learning look like if it were really successful?
  - How can teaching support development and learning in classes?
  - How can principals lead for learning in their schools?

According to Standard 2 of the Integrated Education Leadership Constituent Council (ELCC) and the Interstate School Leaders Licensure consortium (ISLLC) Standards, students of educational administration should have the knowledge and ability to encourage the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. This course focuses specifically on standards 2.2 and 2.3.

**ISLLC Standard 2.2 Provide Effective Instructional Program**

**ISLLC Standard 2.3 Apply Best Practice to Student Learning**

3. **Relationship to other Courses**

The Master of Arts and/or licensure program for Educational Administration includes a series of 11 required courses in administrative dynamics, as well as four 4-hour leadership seminars. This course is one of the leadership seminars. The Master of Arts and/or licensure program for Educational Administration is the only one in the university offering courses for licensure for the school superintendent and principal. All courses in the program are specific to school settings.

4. **Student Outcomes: Knowledge, Dispositions, and Performances**

This course addresses the knowledge, dispositions, and performances in Standard 2.2 and 2.3 of the Standards for Advanced Programs for Educational Leaders: Specifically, students will:
• Demonstrate the ability to apply principles of effective instruction to improve instructional practices and curricular materials through class discussion, application of readings, and the analysis of cases.

• Demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners’ diverse needs through the development of portfolio entries, the analysis of cases, and the analysis of data gathered in field experience.

• Demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement by locating and evaluating resources on the Internet and applying these resources to the analysis and solution of problems discussed in class and through cases.

• Demonstrate the ability to use appropriate research strategies to promote an environment for improved student achievement by conducting an analysis of the affordances for and hindrances to student learning and motivation in a school.

• Gain an understanding of and appreciation for student development and diversity that will allow licensure candidates to design learning environments that fit students’ developmental levels and capitalize on student diversity to improve learning by creating portfolio entries that reflect this understanding and appreciation.

• Gain knowledge about theory and research on learning, cognition, and memory, including information processing, cognitive, and constructivist perspectives in order to promote best practices for student learning.

• Produce entries for an administrative portfolio that document knowledge, skills, and dispositions associated with Standards 2.2 and 2.3.

5. **Off-Campus Field Experiences: Approximately 6 hours**

With 2 or 3 other people in your class, design a professional development experience for the teachers in your school or district, based on one of the chapters in our text. This could include a PowerPoint® presentation, set of activities, group work, readings, action research plans, peer coaching, or any effective structure for developing teacher learning in your school. You will include your plan and related materials in your portfolio and share the plan with the class. You will have **ONLY 20 MINUTES TO DESCRIBE THE PLAN AND YOUR RATIONALE FOR WHY IT SHOULD SUPPORT TEACHER LEARNING**—so you can provide only an overview. Make a copy of your plan for every member of the class.

6. **Diversity:**

Through the use of case studies that describe learning, motivation, and teaching problems within actual schools, students will have opportunities to acquire and apply knowledge, dispositions, and performances necessary for assessing learning environments and implementing context-appropriate strategies. These strategies seek to capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic status) of the school community in order to improve school programs.

7. **Technology:**

We will meet for half of each class in a technology lab in order to take advantage of the Internet sources for each topic, as indicated on the schedule. We will use these resources to address cases, work in groups to develop professional portfolios, and identify resources for student and faculty learning.
8. **Topical Outline**

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>6/21</td>
<td>Introductions: Leading for Learning</td>
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<tr>
<td>2</td>
<td>6/23</td>
<td>The Students</td>
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<tr>
<td>3</td>
<td>6/28</td>
<td>Goals and Consequences in Learning</td>
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<td>4</td>
<td>6/30</td>
<td>Cognitive and Constructivist Perspectives</td>
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<td>5</td>
<td>7/5</td>
<td>Field Work</td>
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<tr>
<td>6</td>
<td>7/7</td>
<td>Motivation</td>
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<td>7</td>
<td>7/12</td>
<td>Teaching for Learning</td>
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<tr>
<td>8</td>
<td>7/14</td>
<td>Classroom Management: Creating Places for Learning</td>
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</table>
| 9       | 7/19 | Assessing Student Learning  
|        |      | Draft of Portfolio due |
| 10      | 7/21 | Conclusions: Leading for Learning |

**Schedule**

**Session 1: 6/21 Introductions: Leading for Learning**


**Session 2: 6/23 The Students**


**Session 3: 6/28 Goals and Consequences in Learning**


**Session 4: 6/30 Cognitive and Constructivist Perspectives**


**Session 5: 7/5 Field Work/Professional Development**

The AskERIC Web site [http://ericir.syr.edu](http://ericir.syr.edu)
Session 6: 7/7 Motivation


Session 7: 7/12 Teaching for Learning


Session 8: 7/14 Classroom Management: Creating Places for Learning


Session 9: 7/19 Assessing Student Learning Draft of Portfolios due.


Session 10: 7/21 Conclusions: Leading for Learning

*Final Portfolios due by Friday, July 22 at 4:00 PM to 122 Ramseyer*
9. **Course Requirements/Evaluation**: Your course grade will be determined based upon:

<table>
<thead>
<tr>
<th>1. <strong>Professional Portfolio</strong>: 35% of grade</th>
<th>First draft due in class July 19, Final Portfolio due by Friday, July 22, 4:00 PM (122 Ramseyer)</th>
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<tbody>
<tr>
<td>The major assignment for this class is to begin or expand your principal’s portfolio. At the end of every chapter in your text are ideas for possible entries. We will discuss how to do a portfolio and how they are used today in the schools. Several of your other assignments will become part of your portfolio.</td>
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<th>2. <strong>Field Experience/Professional Development Plan</strong>: 35% of grade. Presentations last half of class sessions</th>
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<td>With 2 or 3 other people in your class, design a professional development experience for the teachers in your school or district, based on one of the chapters in our text. This could include a PowerPoint presentation, set of activities, group work, readings, action research plans, peer coaching, or any effective structure for developing teacher learning in your school. You will include your plan and related materials in your portfolio and share the plan with the class. You will have ONLY 20 MINUTES TO DESCRIBE THE PLAN AND YOUR RATIONALE FOR WHY IT SHOULD SUPPORT TEACHER LEARNING—so you can provide only an overview. Make a copy of your plan for every member of the class.</td>
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<th>3. <strong>Class Assignments</strong>: 15%</th>
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<td>There will be several short assignments based on the readings. These will include case analyses, self-assessments, and drafts of entries for your principal’s portfolio. I will distribute specific assignment sheets that describe these activities.</td>
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<th>4. <strong>Participation in class</strong>: 15%</th>
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<td>The value of the class for everyone will be determined, in part, by the quality of your participation in class discussions. Arrive on time and share your ideas. But make sure reading and reflection inform your ideas.</td>
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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>84-86%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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<td>C+</td>
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<td>C</td>
<td>74-76%</td>
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<td>C-</td>
<td>70-73%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>64-66%</td>
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<tr>
<td>E</td>
<td>63% and below</td>
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10. **Texts/ Reading List/Bibliography**


11. **Statement of Student Rights**:

“Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.” If
students in the class desire any accommodations to make the course learning experiences more accessible or valuable, please contact the instructor.

12.  Bibliography: Additional References

General References


Conceptions of Learning


Academic Work, Motivation, and Classroom Tasks


**Learning Strategies and Self-Regulated Learning**


**Social Processes in Learning**


**The Psychology of Learning Subjects**

Berliner, D., & Calfee, R. (Eds.), *Handbook of educational psychology, Part III, School curriculum and psychology* (pp. 399-672). New York: Macmillan


