

INSTRUCTIONAL LEADERSHIP AND PROFESSIONAL DEVELOPMENT (ILPD)

Courses

ILPD 603 LEGAL AND ETHICAL ISSUES IN EDUCATION (3)

Highlights major legal and ethical issues in education affecting teachers, administrators, students, and parents. Emphasis is placed on gaining a solid foundation of the framework of our U.S. legal system and demonstrating adeptness at applying this legal knowledge through the lens of ethical decision making. Students will study U.S. Supreme Court cases impacting education and propose leadership action plans that model principles of self-awareness, reflective practice, and transparency to resolve common legal and ethical dilemmas that arise during the operation of a school. Prerequisite: program admission.

ILPD 614 CLASSROOM ASSESSMENT FOR INSTRUCTIONAL LEADERS (3)

Focuses on understanding and applying current research-based principles of assessment design, and strategically using formative and summative assessment results to support student and teacher growth. The instructional approach that is used models best practices in professional learning community development.

ILPD 650 EXPLORATION OF HOLOCAUST EDUCATION (3)

Critical exploration of various topics of the Holocaust through art, literature, life stories, and film. Core information about the history of the Holocaust and the context and implications of that history. Examines effective teaching methodologies and challenges each student to prepare and present curricular units utilizing different teaching models.

ILPD 667 CURRICULUM & ASSESSMENT FOR INSTRUCTIONAL DEVELOPMENT (3)

Curriculum & Assessment examines the historical, philosophical, and psychological foundations of the school curriculum from an administrative/supervisory perspective. Students will determine some of the basic forces affecting curriculum development, examine its patterns of organization, and identify school practices in curricular development and assessment. Students will formulate and articulate their own curricular theories (orientations) and views related to current trends. The course addresses several sets of state and national standards. Prerequisites: graduate standing.

ILPD 668 LEADERSHIP & GROUP DYNAMICS (3)

Leadership practices governing organizational behaviors in schools and other professional settings, emphasizing adult development and professional growth, group participation, effective communication, etc. Prerequisite: graduate standing.

ILPD 670 SPECIAL TOPICS IN INSTRUCTIONAL LEADERSHIP (3)

In-depth study of a selected topic in Instructional Leadership. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. Approval by the program director is required. Each topic may be taken as a separate course. May be repeated for up to 9 units provided a different topic is covered. Prerequisites: graduate standing.

ILPD 675 LEADERSHIP AND ACTION RESEARCH (3)

Applications of principles and processes for identifying a school issue and determining an appropriate solution to the problem at the school level. Field-testing of proposed solutions and examination of effectiveness of chosen strategies through data analysis. Prerequisite: graduate standing.

ILPD 676 PROFESSIONAL COMMUNICATIONS FOR SCHOOL LEADERS (3)

This writing-intensive course focuses on helping future school leaders refine and practice strategies and skills needed for clear, compelling, and appropriate communication with the different constituencies that make up a school community. Its goal is to enable school leaders to use written and spoken communication to build healthy, inclusive, and well-informed school cultures, as well as respectful relationships within and beyond school walls. An emphasis on the uses of social media is a particular focus.

ILPD 716 LEADERSHIP OF THE SCHOOLS (3)

Principles of school leadership, roles and responsibilities, change management, curriculum improvement, and organization of the school unit. Aligned with approved state and national leadership standards. Students who have taken ELED 716 or SCED 643 are not eligible to take this course. Prerequisites: three years of teaching experience and teacher certification.

ILPD 739 LEADERSHIP THEORY & PRACTICE FOR EDUCATIONAL LEADERS (3)

Focus on the theoretical and applied foundations of leadership concepts, principles, practices, and competencies; integration of theory and practice to apply these conceptual models of leadership in the education context; and the concept of the school as a learning organization and its implications for the practice of educational leadership. This course is aligned with approved state and national leadership and technology standards.

ILPD 740 EVIDENCE-BASED DECISION MAKING FOR CURRICULUM AND INSTRUCTION (3)

Considers how to collect, analyze, and use a variety of classroom, school-based, state, and national trend data to measure program effectiveness and guide curricular revisions. Students who have taken EDUC 740 are not eligible to take this course. Prerequisites: graduate courses in curriculum and teaching experience.

ILPD 742 TRANSFORMATIONAL LEADERSHIP AND PROFESSIONAL DEVELOPMENT (3)

Addresses the basic considerations affecting professional development at the school and district level, examines patterns of organization, and identifies successful school practices. Students formulate and articulate their own beliefs in relation to current trends and make correlations to approved state and national leadership and professional development standards. Students who have taken EDUC 742 are not eligible to take this course. Prerequisites: one or more courses in educational leadership.

ILPD 743 LEARNING COMMUNITIES AND ORGANIZATIONAL CHANGE (3)

Theoretical underpinnings of individual and organizational learning in an era of rapid change, with emphasis on leaders' roles in shaping schools and districts into learning communities, based on shared values, norms, and ongoing reflective dialogue. Students who have taken EDUC 743 are not eligible to take this course. Prerequisites: 27 graduate credits and advanced standing in graduate programs.

ILPD 745 SCHOOL BUDGETING AND FISCAL PLANNING (3)

Development of a budget on departmental, local school, system-wide and state levels; implementation and evaluation of budgets; long- and short-term fiscal planning. Students who have taken EDUC 745 are not eligible to take this course. Prerequisite: Once course in school leadership.

ILPD 746 CULTURES AND CONTEXTS OF EQUITABLE SCHOOLS (3)

Explores the characteristics of schools that use equity as a guiding principle and the ways leaders incorporate relevant concepts into the cultures of their schools. After identifying a broad operational definition of equity, participants examine components that nurture equitable school cultures, including instructional and interpersonal practices, community engagement, and teacher agency and empowerment. After gathering both survey and interview data pertaining to the culture of their own educational settings, participants focus on an area of concern and observe, describe, and analyze it through an equity lens. They then develop a means of addressing the concern using theory and practices studied in the course. To the degree possible, participants implement their plan, report the results of their action research, and identify the school's next steps to creating a more equitable learning environment for students and staff.

ILPD 747 LEADING SAFE AND SUCCESSFUL SCHOOLS (3)

Focuses on how, using an equity lens, leaders can synthesize instructional, learning supports, and management components to increase the physical and psychological safety for students and staff. Students unpack the various components that make up school safety and analyze the roles that prevention, preparedness, response, and recovery play in everyday school safety and management, as well as how they are applied in crisis and emergency situations. The work of all stakeholders is explored in depth, and students develop plans for how concepts may be applied in their own schools. Prerequisite: ILPD 716.

ILPD 748 LEADING FOR SOCIAL AND EMOTIONAL LEARNING (3)

Provides an overview of research and practitioner-based approaches to creating learning environments dedicated to the social, emotional, and academic well-being of all children. Through a critical inquiry lens, this course introduces essentials of organizational development, diagnosis, and implementation science that will challenge and empower educational leaders to transform the culture of schools by implementing creative and effective ways to serve every student. Prerequisite: ILPD 716.

ILPD 750 UNDERSTANDING ASSETS OF FAMILIES, CHILDREN, AND COMMUNITIES (3)

Students will gain an understanding of the dynamic interactions and relationships among families, children, and communities and the importance of those dynamics to the work of schools that serve low-income students and students of color in which families, communities, and children are too often seen as deficient. In taking an asset-based approach, this course shifts that perception so that there can be a more productive working relationship among schools, families, children, and communities. The course will help participants make sense of the larger context explaining why there is often tension between schools and communities as well as teach students how to shift that dynamic so that schools can serve communities, families, and children better.

ILPD 755 CONTEXT & CONTOURS OF RACE & ETHNICITY IN PUBLIC EDUCATION (3)

Will help students understand the role race and ethnicity play in society and public education. Using critical race theory as the main conceptual framework, the course will explore notions of race and ethnicity as social constructions and the ways in which they have been invoked to create systemic oppression. However, the course will also examine the achievement, success, sophistication, and historical resistance to oppression from communities of color. In the end, students will come away with both an asset-based perspective of the cultural wealth that communities of color hold, as well as an understanding of how to ignite change and disrupt the oppressive practices present in schools set up to maintain power inequities.

ILPD 781 SEMINAR IN SUPERVISION (3)

Roles of the instructional supervisor, supervisory practices and techniques aligned with approved state and national leadership standards. Students who have taken ELED 781 or SCED 683 are not eligible to take this course. Prerequisites: Three years of teaching experience and 9 graduate units.

ILPD 797 INTERNSHIP IN INSTRUCTIONAL LEADERSHIP (3)

Designed as a 300 hours collaborative experience involving the school system, the university, and the candidates in practical applications of the knowledge, skills, and dispositions needed to be successful as emerging instructional leaders. In the internship, candidates enrolled in a formal program for Administrator I Certification are required to interact in multiple educational settings and situations and demonstrate understanding of instructional leadership acquired throughout the professional program. The internship addresses approved state and national leadership standards. Prerequisites: candidates must have completed a minimum of 30 units of graduate course work, passed the comprehensive examination, and have consent of the program adviser.