

INSTRUCTIONAL LEADERSHIP (ILED)

ILED 401 - ASSESSMENT AND DATA ANALYSIS

The course focuses on the skills needed for the alignment of curricular and local assessments to standards and data analysis necessary to determine achievement gaps and improve the learning of all students. Credits: 3

ILED 411 - LEADERSHIP FOR ALL STUDENTS

This course examines and develops instructional leaders who are innovative and inspirational with respect to improving PreK-12 student learning, including meeting the needs of students with special needs, second language backgrounds, and gifted characteristics Credits: 3

ILED 412 - BUILDING SCHOOL CULTURE AND COLLABORATION WITH DIVERSE STAKEHOLDERS

This course prepares instructional leaders to facilitate community understanding of the school's vision, purposes, functions, achievements, and needs. Examination of how instructional leaders can collaborate, partner with and learn from families and communities to improve school programs and P-12 regular and special needs student achievement. Credits: 3

ILED 420 - INSTRUCTIONAL SUPERVISION AND EVALUATION IN AN AGE OF ACCOUNTABILITY

Exploration of the latest trends and best practices in teacher evaluation and supervision, with a focus on how successful educational leaders positively impact school improvement and PreK – 12 students, including special needs students. Credits: 3

ILED 423 - INTRODUCTION TO SPOKEN WORD PEDAGOGY

Provides an introduction to and overview of Spoken Word as pedagogy and its practical applications in the classroom. Credits: 3

ILED 424 - SEMINAR IN SPOKEN WORD EDUCATION I

Within the framework of Spoken Word education, this course develops advanced poetry writing skills and explores methods of effective poetry integration into classroom and co-curricular activities. Introduces and explores poets of color, and emphasizes the role of expressive writing and social-emotional learning in Spoken Word education. Credits: 3

ILED 425 - SEMINAR IN SPOKEN WORD EDUCATION II

This course is the third in a sequence of seminars that advance poetry writing competencies to the level of professional writing and publication. Students will learn program planning and develop the leadership skills necessary to successfully implement Spoken Word programs in a school setting. Credits: 3

ILED 430 - MENTOR COACH & LEAD FRAMEWORKS

Leadership strategies that effectively motivate, guide, support, and organize teachers and other school personnel to achieve individual and group success with all learners, no exceptions. Credits: 3

ILED 435 - ORGANIZING AND DEVELOPING INNOVATIVE CURRICULUM

Current research and 21st century evidence-based teaching practices that align school improvement with the district and school's vision, mission, beliefs, and curriculum to create a systematic process for future-oriented innovation, collaboration and professional development that intentionally align innovation, collaboration and professional development to school improvement. This course target all P-12 students, especially in the areas of literacy and numeracy, including those with special needs. Attention will be given to developing curricula, assessments, and instructional practices that change student learning, creating cultures to amplify the learning of students who have been traditionally marginalized in public schools. Credits: 3

ILED 440 - PLANNING, DELIVERING, AND ASSESSING SCHOOL IMPROVEMENT PROGRAMS

Explores how to plan, deliver, and assess professional development programs and other PreK -12 school improvement activities focused on addressing the needs of all P-12 students, especially in the areas of literacy and numeracy, and including those with special needs. Credits: 3

ILED 451 - SCHOOL MANAGEMENT & BUDGET

Explores the historical, philosophical and political underpinnings of the management and financing of U. S. public education. The focus of analysis is PreK-12 instruction and how to align human resources and budget to improve achievement for all students, including special needs students and English language learners. Examines state and local public school funding systems, including how to prepare and manage district and school budgets. Particular attention will be given to the role of politics and the legal requirements that impact school funding. Credits: 3

ILED 453 - LEGAL ISSUES IN PRE-K TO 12 EDUCATION

Explores the historical, philosophical, political, and instructional foundations of public Pre K-12 education in relation to the legal aspects of school leadership and administration. Examines important legal requirements for the management of public schools, as well as current trends and issues. Credits: 3

ILED 460 - TEACHER LEADER PRACTICUM

This course provides an opportunity for students to engage in field-based experiential learning activities related to teacher leadership under the guidance of a practicing expert/mentor teacher leader. Credits: 3

ILED 463 - PRINCIPAL INTERNSHIP I

In this course the candidate will intern on-site with a school principal in a P-12 public or private school with the support of a university supervisor. The internship includes school leadership experiences in preschool, elementary, middle school and high school through a year-long Internship with regular and special needs students, such as those with Individual Education Plans (IEPs), Individualized Family Service Plan (IFSPs), or Section 504 plans, English Language Learners (ELLs), and students identified as gifted. The faculty supervisor will meet with the mentor principal to collaboratively assess the progress of the candidate in the internship. The faculty supervisor will meet with the candidates individually and in a group to discuss staff development, school/community interactions, planned organizational change, conflict management, administrative roles, the development of problem-solving skills, and the integration of theory and practice. Credits: 3

ILED 464 - PRINCIPAL INTERNSHIP II

In this course the candidate will intern on-site with a school principal in a P-12 public or private school with the support of a faculty supervisor. The internship includes school leadership experiences in preschool, elementary, middle school and high school through a year-long internship with regular and special needs students, such as those with Individual Education Plans (IEPs), Individualized Family Service Plan (IFSPs), or Section 504 plans, English Language Learners (ELLs), and students identified as gifted. The faculty supervisor will meet with the mentor principal to collaboratively assess the progress of the candidate in the internship. The faculty supervisor will meet with the candidates individually and in a group to discuss staff development, school/community interactions, planned organizational change, conflict management, administrative roles, the development of problem-solving skills, and the integration of theory and practice.

Credits: 3