

**COURSE SYLLABUS**  
*Curriculum Leadership Academy:  
Leading a Learning Organization*

**Course Title:** Curriculum Leadership Academy: Leading a Learning Organization

**Instructor/Facilitator:** Megan Grube, Grand Isle SU Director of Curriculum Instruction & Technology **Contact Information:** Megan Grube: mgrube@gisu.org

**Class Location:** CVEDC-ESA 123 Ethan Allen Ave. Colchester, VT 05446

**Dates:** October 14, 2019; November 15, 2019; January 17, 2020; March 20, 2020; May 22, 2020

**Times:** 9:00 a.m. – 3:30 p.m. plus 10 hours of online reflection and discussion

**Credits:** 3 Graduate Credits from Saint Michael’s College (Megan Grube, Instructor of Record)

**Course Description and Rationale:**

In order for all students to learn at high levels, schools must constantly evolve to meet the ever present as well as new demands of the educational landscape. Designing and building dynamic environments for students requires that schools, districts, and Supervisory Unions become learning organizations. Peter Senge defines a learning organization as a place "where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole (reality) together" (Senge 1992).

Curriculum leaders are the shepherds of continual learning in Supervisory Unions and School Districts. We are capacity builders, vision keepers, lead learners, framework builders, innovation catalysts, and more. In collaboration with other key leaders, we are the designers, teachers and stewards of the creation of learning organizations.

This leadership academy is designed to meet the learning needs of both new and aspiring Curriculum Directors. Each session has a similar organizational structure. Each session will include an exploration of the focus area, introduction to a component of the final project, a takeaway tool to support your work *now* and in the future, and a personalized facilitated work session with “experts in the field”. Using the lens of continuous improvement, Fullan’s Coherence framework, tenets of the PLC process, current educational priorities and legislation, and other key resources, we will explore how curriculum leaders support the development of learning organizations and manage organizational change through their major work responsibilities. These include developing, implementing, and monitoring continuous improvement plans, state and federal grants, professional learning plans, articulated curricula, assessment plans, and more.

The major work of the course will be the development of a continuous improvement plan for an individual, a grade band, a school, or an SU as this work is the keystone of learning organizations; defining the why, what, how, and where of innovation efforts.

Major components of this final project include:

- A “living” shared vision
- Development of a comprehensive needs assessment and theories of action
- Development of goals and change ideas
- Resource allocation plan
- Implementation and monitoring plan

Leadership Standards Addressed:

- LEADERSHIP STANDARD 1. MISSION, VISION, AND CORE VALUES
- LEADERSHIP STANDARD 2. CURRICULUM AND INSTRUCTIONAL LEADERSHIP
- LEADERSHIP STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS
- LEADERSHIP STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT
- LEADERSHIP STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS
- LEADERSHIP STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL
- LEADERSHIP STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF
- LEADERSHIP STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY
- LEADERSHIP STANDARD 9. OPERATIONS AND MANAGEMENT
- LEADERSHIP STANDARD 10. SCHOOL IMPROVEMENT

Course Objectives:

- Understand the drivers of continuous improvement, and how to leverage the continuous improvement process to grow a learning organization
- Deepen understanding and competence in the critical roles associated with leading and managing curriculum, instruction, and assessment within a system, including understanding policy and law, developing tools and supports, leading adult learners, and leveraging professional networks
- Understand, reflect on, and strategically respond to implementation challenges, competing timelines, and other problems of practice associated with leading and managing curriculum, instruction, and assessment within a system
- Design a continuous improvement plan that relates to your current role

Required and Recommended Readings and Materials:

- *Coherence: The Right Drivers in Action for Schools, Districts, and Systems* by Michael Fullan and Joanne Quinn
- Recommended readings will vary based on topics
- Participants will be asked to bring or have access to actual work items, documents, and tools from their current jobs

Course Schedule: *Topics, activities, and tools subject to change to respond to the needs and goals of learners.*

- **October 14, 2019 Session 1: What do you stand for and where are you headed?**
  - Focus: Establishing a “living” Shared Mission and Vision
  - Final Project Component: Comprehensive Needs Assessment
  - Takeaway Tool: Fishbone Diagram
  - Personalized, facilitated work session with “experts in the field”
- **November 15, 2019 Session 2: What facilitates and impedes change efforts?**
  - Focus: Organization Change Management and Leading Adult Learning
  - Final Project Component: Goals and Change Ideas
  - Takeaway Tool: Implementation Drivers, Ways of Knowing (Drago-Severson)
  - Personalized, facilitated work session with “experts in the field”
- **January 17, 2020 Session 3: How do you ensure change has “deep roots”?**
  - Focus: Systems that support sustained practice and Grant Management
  - Final Project Component: Resource Allocation Plan
  - Takeaway Tool: Selecting Evidence Based Practices Flowchart
  - Personalized, facilitated work session with “experts in the field”
- **March 20, 2020 Session 4: Are we doing the right thing? Are we doing the thing right?**
  - Focus: Measuring, Communicating, and Celebrating Impact
  - Final Project Component: Implementation and Monitoring Plans
  - Takeaway Tool: Samples of Service Delivery Plans, Investment Evaluations, Implementation Plans
  - Personalized, facilitated work session with “experts in the field”
- **May 22, 2020 Session 5: How will you lead the learning in your organization?**
  - Focus: Final Project Presentations and peer feedback

**Course Requirements:**

Required evidence of learning in the 4 course objectives and target-areas of leadership includes but may not be limited to:

- Attendance at all 5 sessions (virtual via Zoom Room or in-person)
- Completion of a Continuous Improvement Plan
- Completion of all required readings
- 10 hours of online reflection and discussion (outside of class hours)
- 1-2 page culminating reflection attached to your Professional Learning Scales and Evidence Collection
- Presentation of Continuous Improvement Plan

**Evaluation/Grading:**

The course is proficiency-based. Participants will track their progress on professional learning scales based on the course objectives and leadership standards. Participants will track their learning evidence based on these scales. Participants will receive feedback throughout the course, with ample time to incorporate new learning into their work products. Students who provide *timely* evidence of applied/advanced proficiency will receive an A for the course. Proficiency will equate to a B, and if all *required* evidence has not been submitted within a reasonable time period designated by the instructor, B- or below.

\*\*The body of evidence can be leveraged in the peer review or transcript review process for Curriculum Director Licensing.