EDUCATIONAL LEADERSHIP (EDL)

EDL 501. Teacher Leadership to Transform School Culture. 3 Credits.
This course investigates leadership concepts and principles related to the change process. Participants study the application of these theories to the practice of improving the work of the school and the achievement of students. Case studies focus on analysis of curriculum development processes in schools, analysis of achievement data, professional development programming, student assessment systems, and coaching teachers to improve instructional practices.
Prerequisites: Take EDL 501.

EDL 505. Research-Based Literacy Practices. 3 Credits.
This course provides an overview of research-based instructional and assessment strategies in reading and writing, stressing the link between research and practice to improve student learning. Primary genres of educational research in the field of literacy are examined and analyzed for purpose, methodology, and outcomes. As a capstone experience, candidates design and implement action research in their school that involves working closely with peers on a project that is intended to improve the literacy skills of students.
Prerequisites: Take EDL 501.

EDL 509. Leading School Improvement. 6 Credits.
This course analyzes the characteristics of effective schools and the leadership theories and concepts related to the change process. Participants study the application of these theories and concepts to the practice of improving the work of the school and the achievement of students. Case studies focus on analysis of schools in need of improvement, the specific issues facing the school, data analysis techniques, effective leadership practices, strategic planning, financing improvement plans, and evaluation processes. The role of teacher-leaders within the school improvement process is emphasized.

EDL 511. Cycles of Inquiry within the Literacy Classroom. 3 Credits.
This course helps teacher-leaders understand the cycles of inquiry—a systematic approach to teaching and learning that includes: knowing content standards, diagnosing student needs, setting and working toward long- and short-term learning goals, backward planning from standards and assessments, investing students in their goals, teaching effectively and continuously analyzing data to ensure learning goals are being met. This course provides teacher-leaders with training and experience through complete cycles of inquiry within the literacy classroom to further develop their skills as master teachers. Course assignments support each candidate as a reflective practitioner and build capacity for teacher-leaders to make a difference for every learner.
Prerequisites: Take EDL 501.

EDL 513. Coaching Teachers of Literacy. 3 Credits.
This course provides students with training and experience in mentoring colleagues—novice or experienced teachers—through a complete coaching cycle. Students actively participate in a coaching cycle that is designed to provide teachers with support over a period of consecutive days as they develop their teaching practice. Students develop skills necessary to support teachers through modeling lessons, co-planning and co-teaching lessons, conducting classroom observations and providing feedback to those literacy teachers to foster reflection. Ultimately, students explore the best practices in mentoring teachers to improve the teaching of literacy and to develop a peer-to-peer coaching network for inquiry, conversation, collaboration, and support.
Prerequisites: Take EDL 501.

EDL 515. Action Research in Literacy Leadership. 3 Credits.
This course provides an overview of the concepts and principles of conducting action research in an educational setting. Action research conducted in the field of literacy is reviewed and analyzed for purpose, methodology, and outcomes. As a capstone experience, candidates design and implement action research in their school that involves working closely with peers on a project that is intended to improve the literacy skills of students.
Prerequisites: Take EDL 501.

EDL 517. Cycles of Inquiry within the Mathematics Classroom. 3 Credits.
This course helps teacher-leaders understand the cycles of inquiry—a systematic approach to teaching and learning that includes: knowing content standards, diagnosing student needs, setting and working toward long- and short-term learning goals, backward planning from standards and assessments, investing students in their goals, teaching effectively and continuously analyzing data to ensure learning goals are being met. This course provides teacher-leaders with training and experience through complete cycles of inquiry within the mathematics classroom to further develop their skills as master teachers. Course assignments support each candidate as a reflective practitioner and build capacity for teacher-leaders to make a difference for every learner.
Prerequisites: Take EDL 501.

EDL 519. Coaching Teachers of Mathematics. 3 Credits.
This course provides students with training and experience in mentoring colleagues—novice or experienced teachers—through a complete coaching cycle. Students actively participate in a coaching cycle that is designed to provide teachers with support over a period of consecutive days as they develop specific aspects of their teaching practice. Students develop the skills necessary to support those teachers through modeling lessons, co-planning and co-teaching lessons, conducting classroom observations and providing feedback to those mathematics teachers to foster reflective practitioners. Ultimately, students explore the best practices in mentoring teachers to improve the teaching of mathematics and to develop a peer-to-peer coaching network for inquiry, collaboration, and support.
Prerequisites: Take EDL 501.

EDL 521. Action Research in Mathematics Leadership. 3 Credits.
This course provides an overview of the concepts and principles of conducting action research in an educational setting. Action research conducted in the field of mathematics is reviewed and analyzed for purpose, methodology, and outcomes. As a capstone experience, candidates design and implement action research in their school that involves working closely with peers on a project that is intended to improve the mathematics skills of students.
Prerequisites: Take EDL 505 EDL 513.
EDL 523. Leading Organizational Learning. 3 Credits.
This course examines the nature of effective professional learning in schools and how such learning contributes to sound classroom pedagogy, organizational renewal, reform efforts and gains in student achievement. The unique role of teacher-leaders in professional development is examined. Course topics include principles of successful professional development programming, organizational and social contexts that influence teacher learning, and the evaluation of professional development programs. 
Prerequisites: Take EDL 501.

EDL 525. Diversity in the Classroom and School Community. 3 Credits.
This course develops an understanding and commitment to the position that teaching is a social enterprise laden with moral responsibility, and that teacher leaders must be willing to act as agents for social justice in their classrooms and in their schools. This course helps teacher-leaders develop the dispositions, cultural knowledge and competencies to adapt curriculum and instructional skills for culturally responsive classroom practices and to advocate for social justice at the school level.

EDL 527. Financing Program Improvement Initiatives. 3 Credits.
This course is an introduction to preparing and writing grant proposals for funding program improvement projects in schools based on identified needs. It includes specific terminology related to the grant-writing process and how to identify eligibility requirements. The course focuses on how to develop the grant narrative, budget and other components necessary for a successful proposal.
Prerequisites: Take EDL 529.

EDL 529. Educational Program Evaluation. 3 Credits.
This course presents an overview of the concepts and approaches in educational program planning and evaluation, with an emphasis on the responsibilities of school leaders to use program evaluation as a means to improve teaching and learning. The interpretation of data collected through the program evaluation process is emphasized so that decisions may be made to continue, restructure or terminate educational programs. Case studies focus on critiquing program evaluations and students are required to plan and conduct an assessment of an educational program in their school or district.
Offered: Every year, Fall and Spring

The National Research Council’s Next Generation Science Standards provide a vision of what it means to be science literate; it rests on a view of science as both a body of knowledge and an evidence-based model and theory building enterprise that continually extends, refines and revises knowledge. The standards present science learning as three-dimensional: Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts. These three dimensions are the foundation of each NGSS Performance Expectation. Life Science has four overarching topics: 1) From molecules to organisms: structure and process; 2) Ecosystems: Interactions, Energy, and Dynamics; 3) Heredity, Inheritance and Variation of Traits; and 4) Biological Evolution: Unity and Diversity. This course focuses on developing the pre-services teacher’s understanding of each of the life science topics through the Science and Engineering Practices and Crosscutting Concepts.
Prerequisites: Take EDL 501; Course may be waived at the director’s discretion.
Offered: Every year, Summer

EDL 531. Cycles of Inquiry within the Science Classroom. 3 Credits.
This course helps teacher-leaders understand the cycles of inquiry in the data decision-making process. The cycle of inquiry is a systematic approach to teaching and learning that includes the following components: knowing content standards, diagnosing student needs, setting and working toward long- and short-term learning goals, backward planning from standards and assessments, investing students in their goals, teaching effectively, and continuously analyzing data to ensure learning goals are being met. This course provides training and experience through complete cycles of inquiry within the science classroom. As engaged members of the inquiry process, teacher-leaders participate in interconnected conversations to understand student progress and promote student-centered accountability. Course assignments and activities support each candidate as a reflective practitioner and build the capacity for teacher-leaders to make a difference for every learner.
Prerequisites: Take EDL 501.
Offered: Every year, Fall

EDL 532. Coaching Teachers of Science. 3 Credits.
One of the most important roles of a teacher-leader is that of peer coach and mentor. This course provides students with training and experience in mentoring colleagues, novice or experienced teachers, through a complete coaching cycle. Students actively participate in a coaching cycle that is designed to provide teachers with support over a period of consecutive days as they develop specific aspects of their teaching practice. They develop the skills necessary to support those teachers through modeling lessons, co-planning and co-teaching lessons, conducting classroom observations, and providing feedback to those science teachers to foster teachers as reflective practitioners. Ultimately, students explore the best practices in mentoring teachers to improve the teaching of science and to develop a peer-to-peer coaching network for inquiry, conversation, collaboration and support.
Prerequisites: Take EDL 501.
Offered: Every year, Fall

EDL 533. Action Research in Science Leadership. 3 Credits.
This course provides an overview of the concepts and principles of conducting action research in educational settings. Action research conducted in the field of science is reviewed and analyzed for the purpose, methodology and outcomes. Candidates design and implement action research in their school that involves working closely with peers on a project that is intended to improve the science skills of students. Together with their colleagues, students begin a cycle of posing questions, gathering data and deciding on a course of action. As reflective practitioners, candidates continue to examine student achievement outcomes, instructional strategies and reciprocal teacher leadership. Ultimately, this form of collaborative action research allows for the empowerment of all participants, collaboration through participation, acquisition of knowledge, and educational change.
Prerequisites: Take EDL 505 EDL 532.
Offered: Every year, Spring
EDL 601. Leading and Managing the Contemporary School. 6 Credits.
This course is an introduction to leadership and management theories and concepts and how school leaders apply them to address current problems and issues. Case studies focus on the development and analysis of school policies, practices and resources related to contemporary educational issues and the leadership and management styles required to implement them. The course includes a field-based experience involving the analysis of school and district policies, practices and resources related to a contemporary educational issue impacting teaching and learning.
Offered: Every year

EDL 603. Leading and Managing the Instructional Program. 6 Credits.
This course examines current curriculum designs and teaching/learning models and the leadership processes of developing, implementing and supervising instructional programs to improve student learning. Case studies focus on how to improve achievement through analysis of curriculum development processes in schools, professional development programming, student assessment systems and analysis of achievement data, and instructional practices of teachers. Course includes a field-based experience involving classroom supervision of a specific instructional program across multiple grade levels.
Offered: Every year

EDL 605. Leading and Managing School Improvement. 6 Credits.
This course analyzes the characteristics of effective schools and the leadership theories and concepts related to the change process. Emphasis is on application of these theories and concepts to the practice of improving school operations and student achievement. Case studies focus on analysis of schools in need of improvement, the specific issues facing the schools, data analysis techniques, effective leadership practices, strategic planning, financing improvement plans and evaluation processes. Course includes a field-based experience involving the analysis of the school as a professional learning community and the development of a school improvement plan to address identified needs.
Offered: Every year

EDL 607. Internship in Educational Leadership. 3 Credits.
This field-based experience requires students to assume a leadership role and demonstrate application of the standards established by the Educational Leadership Constituent Council. The internship is planned, guided and evaluated cooperatively by the student, the University professor and the field site mentor, who is a licensed, practicing administrator. The course culminates in the development of an electronic portfolio, which represents the work during the internship. This course is graded pass/fail.
Prerequisites: Take EDL 601 EDL 603 EDL 605.
Offered: Every year

EDL 609. Educational Program Evaluation. 3 Credits.
This course is an overview of the concepts and approaches in educational program planning and evaluation, with an emphasis on the responsibilities of school leaders to use program evaluation as a means to improve teaching and learning. The interpretation of data collected through the program evaluation process is emphasized so that decisions may be made to continue, restructure or terminate educational programs. Case studies focus on critiquing program evaluations and students are required to plan and conduct an assessment of an educational program in their school or district.
Offered: Every year

EDL 611. Educational Law. 3 Credits.
This course is a survey of federal and state statutes, regulations, case law, executive agency options and published research with respect to the rights of students and personnel and the corollary responsibilities of school and state agency officials. Case studies focus on actual legal issues brought to the courts by students, parents, teachers, administrators and the public.
Offered: Every year

EDL 613. Public School Finance. 3 Credits.
This course provides a comprehensive, detailed overview of the resource allocation process from the development of planning guidelines to the reporting of the results of school financial operations. Theoretical and practical treatments of the budget process are examined, with a focus on the budget as a tool to accomplish school goals. Case studies focus on how schools can utilize the budgeting process and both competitive and entitlement grants to reallocate and manage resources to improve educational programs and student learning.
Offered: Every year

EDL 700. Connecticut Administrators Test. 0 Credits.