EDL 663  
Seminar IV: School Leader as Instructional Facilitator  
Credit hours: 6  
Prerequisites: EDL 662  

Course Description  
The instructional program will be explored through an analysis and evaluation of curriculum, student assessment, and instruction. Emphasis will be placed upon the supervision of the teaching and learning process as it relates to continuous school improvement.  

Conceptual Framework  
Southeastern Louisiana University  
College of Education  

Conceptual Framework  
The COE’s Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. All aspects of this course are aligned with the Conceptual Framework, including the course objectives, field experiences, and assessments. The four components of the Conceptual Framework are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Running through all of the components are the themes of Diversity (DV) and Technology (TY).  

The following is the link to the conceptual framework on the COE website:  
http://www.selu.edu/acad_research/colleges/edu_hd/about/conceptual_framework/  

Course Objectives: The candidate will be able to:  

1. A school improvement plan that places student and adult learning at the center (SM, CK);  
2. Set high expectations and standards for the academic and social development of all students (PS);  
3. Set high expectations and standards for the performance of all adults (PS);  
4. Examine and implement curriculum content and instruction to ensure student achievement of agreed-upon academic standards (PS, CK, KL);  
5. Design a culture of continuous learning tied to student learning and other school goals for adults (SM);  
6. Use multiple sources of data as diagnostic tools to assess, identify, and apply instructional improvement strategies (SM);  
7. Actively engage the community to create shared responsibility for student and school success (SM, CK).
**Diversity**

Students will be prepared to function in a diverse environment and/or community.

**Technology**

Students will be prepared to utilize technology in their professional environment or practice.

**Methodologies**

Teaching strategies may include but are not limited to discussions, lectures, demonstrations, group work, field experiences, hands-on class activities, guest speakers, case studies, group presentations, simulations, and on-line instruction. Course content will be drawn from theory and research, from student experiences, from practitioner experience, and from discussions in and out of class sessions. Candidates will be required to complete real world, problem-based activities in the K-12 school environment.

**Field Experiences**

Field experiences are required in this course in order to meet the course objectives.

**Course Assessment/Evaluation Method**

Students will be evaluated through a combination of methods including but not limited to written examinations, practical examinations, projects, and class participation. Each instructor reserves the right to establish additional methods of assessment.

**Unit (COE) Assessment**

A school improvement plan will be the major artifact, the evaluation of which candidates must complete and place in their Proficiency Portfolio on PASS-PORT, the unit’s required electronic portfolio system. The Proficiency Portfolio must also contain one example each of a field experience and a professional development completed during EDL 661, 662, or 663. In addition, a Reflective Summary of the courses EDL 661, 662, and 663 must be completed and placed in the Proficiency Portfolio on PASS-PORT.