

**Instructional Leadership I**  
**ASE 668**  
**Fall 2007**

**DEPARTMENT:** Educational Leadership  
**COURSE NUMBER:** ASE 668  
**COURSE TITLE:** Instructional Leadership I

**INSTRUCTOR:**

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Classes will mostly be on-line via the Blackboard Management System; however, some classes will meet in Spring Branch.

**COURSE DESCRIPTION:**

This course addresses the knowledge and skills necessary to provide instructional leadership in the quest for continuous improvement in student learning.

**REQUIRED TEXT:**

Daresh, J.C. (2001). *Supervision as Proactive Leadership* (3<sup>rd</sup> ed.). Prospect Heights:

Brown, G.H., & Irby, B. (2001). *The Principal's Portfolio*. Thousand Oaks, CA: Corwin Press.

**COURSE PERFORMANCE STANDARDS, KNOWLEDGE TAND SKILLS:**

While completing an approved preparation program, all candidates for school principal certification in Texas must demonstrate general knowledge and skill competency related to the eight standards areas established by the State Board of Educator Certification (SBEC):

1. Learner-Centered Values and Ethics of Leadership
2. Learner-Centered Leadership and Campus Culture
3. Learner-Centered Human Resources Leadership and Management
4. Learner-Centered Communications and Community Relations
5. Learner-Centered Organizational Leadership and Management
6. Learner-Centered Curriculum Planning and Development
7. Learner-Centered Instructional Leadership and Management

These standards are assessed with the TExES certification examination for Principals which includes questions around the following nine competencies

**Competency 1:** The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

**Competency 2:** The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

**Competency 3:** The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

**Competency 4:** The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

**Competency 5:** The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

**Competency 6:** The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

**Competency 7:** The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.

**Competency 8:** The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

**Competency 9:** The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment

### **LEARNER OUTCOMES:**

This course emphasizes each of the above standards as each of those is tested at the State level on the Principal TExES test. To accomplish these objectives, this course emphasizes reading, discussions, case studies, applied research, and field-based experience to align with:

1. Learning principals, generalization, and theories
2. Learning to apply course material to improve thinking and problem solving
3. Developing skills and competencies related to the study
4. Developing skills and competencies in using available resources
5. Learning to analyze and evaluate differing points of view

**EXPECATIONS:**

- Students will participate in online classes.
- Students will assume responsibility for their own success in this class, not only in class discussions online, but for assignments and readings both from the text and additional outside assigned readings.
- No make-up assignments will be given; points will be deducted from participation grade and/or assignments turned in late.
- All exercises will be completed in a timely manner, which is necessary for meaningful participation and contribution in class.
- Late assignments will result in a lower participation grade for that assignment since the course syllabus is designed to provide time to share and analyze research assignments.
- This class will require students to meet outside class, develop mini-presentations over assigned topics, to engage in lessons on-line, to conduct field research on topics and to read outside the textbooks and educational field in leadership development.

**COURSE REQUIREMENTS**

**PARTICIPATION:** Participation in all discussions, activities, and assignments is expected. Also, students will be expected to demonstrate the ability to work in collaborative groups. (Tx. Principal Standards: 6.1-6.5; NCATE standards: N: 1.1-1.8; 2.1-2.3, 3/1-3.3, 4.1-4.4)

**WRITTEN WORK:** Written assignments will be based on the readings and the student's own experiences. All written assignments must be written at the graduate level and follow APA format as indicated in the SHSU Education Leadership and Counseling Department Writing Standards. (Tx. Principal Standards: 6.1-6.5; NCATE standards: N: 1.1-1.8; 2.1-2.3, 3/1-3.3, 4.1-4.4)

**DISCUSSION**

**THREADS:** Students are expected to participate in discussion threads on-line via the Blackboard system.

***Criteria for Evaluation and Determination of Grade***

1. Attendance will be taken during each session. Absences not only effect large and small group participation, but essential material, daily presentations, and learning experiences are missed which cannot be duplicated. Because of the participatory nature of the class, even excused absences will result in point deductions in participation.

2. Participation in and on-line class activities will be observed. Attendance affects participation. Because this is a graduate course, part of high quality participation is volunteering and leadership that is insightful and well thought out. (This includes large

and small CLG discussions, written reflections on topics, and other research/field components.)

The professor reserves the right to alter course requirements and/or the class schedule to better address the learning needs of the students.

### **Disability Statement**

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

### **RELIGIOUS HOLIDAYS:**

An institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. A student who plans to miss a class or required activity to observe a religious holy day should inform the professor in writing prior to planned absence.

## COURSE OUTLINE

Course is scheduled for Wednesdays. The classes where we will be meeting in person are noted below. Otherwise, the syllabus is set up as a “Wednesday” class. When you complete the assignments is entirely up to you, as long as they are turned in via Blackboard on the assigned date.

- On-line discussion threads will be on-going throughout the syllabus. Please be sure you are checking Blackboard at least 2-3 times a week to watch for announcements an/or new discussion threads. Everyone must participate by making a relevant comment regarding the posting.

Dates	Reading Assignments	Related Assignment/Due
8/22	<ul style="list-style-type: none"> <li>• <b>First day of class- Meet in SBISD</b></li> <li>• Logistics of Class</li> <li>• Explanation of Assignments</li> <li>• Group Activity</li> <li>• The TEXES Guide</li> </ul>	
8/29	<ul style="list-style-type: none"> <li>• Chapters 1: In Search of a Definition</li> <li>• Chapter 2: Personal Assumptions Guiding Supervisory Practice</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reflection #1 Due</b></li> </ul>
9/5	<ul style="list-style-type: none"> <li>• Chapter 3: Role of Theory in Improving Supervisory Practice</li> <li>• Chapter 4: Analyzing the Structure of Schools</li> </ul>	
9/12	<ul style="list-style-type: none"> <li>• Chapter 5: Leadership</li> </ul>	
9/19	<ul style="list-style-type: none"> <li>• Chapter 6: Motivation</li> </ul>	
9/26	<ul style="list-style-type: none"> <li>• <b>Class in SBISD</b></li> <li>• Chapter 7: Communication</li> <li>• Book Review Presentations in Class</li> <li>• Case Review Activity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reflection #2 Due</b></li> <li>• <b>Book Review Presentations (In Class)</b></li> </ul>
10/3	<ul style="list-style-type: none"> <li>• Chapter 8: Managing Change</li> </ul>	
10/10	<ul style="list-style-type: none"> <li>• Chapter 9: Power and Authority</li> </ul>	
10/17	<ul style="list-style-type: none"> <li>• <b>Class in SBISD</b></li> <li>• Chapter 10: Dealing with Conflict</li> <li>• Reality versus Personal Feelings</li> <li>• Changing Practice: A Case Study using an AEIS report</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reflection #3 Due</b></li> </ul>
10/31	<ul style="list-style-type: none"> <li>• Chapter 11: Working in Groups</li> </ul>	<ul style="list-style-type: none"> <li>• <b>In-Baskets Due</b></li> </ul>

11/7	<ul style="list-style-type: none"> <li>• <b>Class in SBISD</b></li> <li>• Chapter 12: World of Teachers</li> <li>• What do teachers really want from a leader?</li> <li>• Case Study Activities</li> </ul>	
11/14	<ul style="list-style-type: none"> <li>• Chapter 13: Curriculum Leadership</li> <li>• Chapter 14: Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Case Study Due</b></li> </ul>
11/21	Thanksgiving Week	
11/28	<ul style="list-style-type: none"> <li>• Chapters 15: Clinical Supervision and Other Models</li> <li>• Chapter 16: Leadership for Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Final Performance Projects Due</b></li> </ul>
12/5	<ul style="list-style-type: none"> <li>• <b>Last Class- In SBISD</b></li> <li>• <b>Group Presentations will take the entire class</b></li> <li>• <b>Wrap-up</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Group Presentation of Final Performance Projects (In Class)</b></li> </ul>
12/12	<ul style="list-style-type: none"> <li>• <b>End of the Semester</b></li> </ul>	

### Point Values

300-280 Points      A

279-259 Points      B

258-238 Points      C

237 – Below      F

Total Points: \_\_\_\_\_

## Course Activities and Assignments

### Participation (in class and on-line discussion threads): 35 Points

- Students are expected to participate in class as well as on-line via discussion threads.

### Chapter Reflections: (30 Points; 3 @ 10 points each)

- Each student will select three chapter(s) to do a written reflection using the Irby and Brown Reflection model as indicated in *The Principal Portfolio*-Brown and Irby (page 28)
- Reflections should not be longer than two pages, typed, single spaced
- The student should ensure that at least a third of the reflection is dedicated to the Appraise and Transform portion of the reflection cycle (Brown and Irby book)

### Book Review: (50 Points)

- Students will select a professional book for review
- The book should be about leadership in general. It does not have to be tied to education or instruction
- Rubric will be included

### Case Study: (50 Points)

- Students will work in groups to complete each case study
- Students will analyze the case study and provide a written response and plan of action
- Rubric will be included

### In Basket Exercises: (1 set of in-basket = 35 points)

- Students will be given in-basket exercises to complete individually
- Students will write a complete summary of how they will handle/deal with each scenario, in the order that they should be handled
- Rubric will be included

### Final Performance Project: 100 Points

You are the newly appointed administrative team of Success Elementary/Middle School. As a group, you need to define your educational platform for all aspects of operating a school. In your platform, you will need to address what your school will look like, as well as feel like with respect to:

- Leadership
- Organizational design and infrastructure
- Goal setting and planning
- Curriculum and Instruction
- Culture
- Staff motivation
- Decision making patterns
- Student Management
- Human Resources Management
- Finance Management

A Rubric will be included.