



A Member of the Texas State University System

A. INSTRUCTOR

Name: Dr. Shirley Johnson Phone: 936 449 5483 (Houston Metro Number)
Address: 3044 Bentwater Drive West Cell: 936 525 7289
Montgomery, Texas 77356 SHSU: 936 294 1144
E-Mail: elc_saj@shsu.edu

B. COURSE DESCRIPTION

This web-enhanced course focuses on leadership for the improvement of instruction and includes current research on school and teaching effectiveness. Students work to transform theories into practical application for instructional supervision and leadership within the school setting.

Prerequisite: ASE 532 or concurrent enrollment. Since the Charter program is exclusively designed, the order of course sequence has been changed to accommodate the philosophy of the grant.

C. SBEC COMPETENCIES

While completing an approved preparation program, all candidates for school principal certification in Texas must demonstrate general knowledge and skill competency related to the following standard 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.

D. STUDENT EVALUATION OF INSTRUCTOR EFFECTIVENESS (IDEA OBJECTIVES)

Students will be asked to evaluate the instructor's teaching effectiveness related to course objectives and general effective teaching practices at the end of the course using the IDEA instrument. Students will be invited to provide feedback during the course which will be used to make needed adjustments. Students will also evaluate their learning in these specific objectives:

Course Essential Objectives:

1. Learning fundamental principles, generalizations, or theories.
2. Learning to apply course materials to improve thinking, problem solving, and decisions.

Course Important Objectives:

3. Learning how to find and use resources for answering questions or solving problems.
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
5. Learning to analyze and critically evaluate ideas, arguments, and points of view.

E. ELCC STANDARDS/NCATE ALIGNMENT

Students will be assessed with regards to the following standards for advanced programs in educational leadership. See complete report at http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf.

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

F. MATERIALS

1. Required Text:

Glickman, C., Gordon, S., & Ross-Gordon, J. (2007). *Supervision and instructional leadership: A developmental approach*. 7th ed. Boston, MA: Pearson. ISBN 0-205-48953-2.

Daresh, J. (2001). *Supervision as Proactive Leadership*. 3rd ed. Long Grove, IL: Waveland. ISBN 1-57766-161-3.

2. Required Tools

a. Students should have access to a reliable Internet connection and be familiar with basic Microsoft software programs including Word, PowerPoint, and Excel. In addition, students will need to establish a SHSU student email account (see http://www.shsu.edu/~ucs_www/) in order to utilize the reference collections and SPSS software via a remote connection.

b. Blackboard: Students will be expected to utilize Blackboard. Please visit <http://www.shsu.edu/administrative/training/guides/blackboard.html> for training guides and on-line tutorials.

c. Please become familiar with the resources managed by the Newton Gresham Library by visiting the website: <http://library.shsu.edu/>

G. SHSU POLICIES SEE ALSO: [HTTP://WWW.SHSU.EDU/SYLLABUS/](http://www.shsu.edu/syllabus/)

1. Academic Honesty: Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work alone and referenced in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as your own work is unacceptable. Moreover, you shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Violation of these academic standards may result in removal or failure. Please see the *SHSU Graduate Catalog* and the *Publication Manual of the American Psychological Association*. Students are expected to use conventions noted in the APA Publication Manual, 5th edition, for citing sources. Academic Policy Statement 810213

2. Attendance: Attendance is taken for all class meetings. Please notify me in advance if you will be absent or tardy. According to the university policy, regular and punctual class attendance is expected of each student at SHSU. It is expected that each faculty member will keep a record of student attendance. Each faculty member will announce to his/her classes the policies for accepting late work [*stated above*]. Students are expected to show appropriate cause for missing or delaying major assignments or examinations. A student shall not be penalized for three or fewer hours of absences [*one class period*] when examinations or other assigned class work have not been missed; however, a student may be penalized for more than three hours of absences at the discretion of the instructor. Academic Policy Statement 800401

Assignments and quizzes are due as stated, regardless of class attendance. Work will not be credited beyond one week. More than one absence may result in a reduced participation grade.

3. Student Conduct: All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

4. Dropping the Class/Withdrawing from the University: If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. If you fail to officially drop the class, a failing grade shall be assigned at the end of the course.

Academic Policy Statement 990407. If a student resigns between the 1st class day and the 12th class day (4th class day in the summer) no record of the resignation will appear on the student's academic record. If a student resigns after the 12th class day (4th class day in summer) but before mid-semester, a record of the resignation will appear on the student's academic record. If a student resigns after eight weeks in the fall or spring or after the first two weeks of a summer session the mark of WP (withdrew passing) or WF (withdrew failing) will be recorded on the student's academic record for each course for which the student was enrolled. To resign (officially withdraw) from the university, a student must either report to the Registrar's Office to complete a Resignation Request or submit a letter stating his or her intent to resign.

5. Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center at 936.294.1720

6. Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work.

7. University Policies: Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc. should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations. Also see http://www.shsu.edu/~vaf_www/aps/stualpha.html

8. The Sam Houston Writing Center provides one-on-one help with your writing assignments. The Center is open from 8 a.m. to 7 p.m. Monday through Thursday, 8 a.m. to 3 p.m. Friday, and 2-7 p.m. on Sunday. The new location is in Farrington 111. It is not necessary to schedule an appointment; however, you may call 936-294-3680, twenty-four hours in advance to schedule an appointment.

H. ASSESSMENT AND EVALUATION OF LEARNING OBJECTIVES

A. Assessments will form the majority of the student's earned course grade. The instructor will assign the final grade based on the student's demonstrated performance, attitudes, and abilities related to the goals and objectives of the class (detailed in Section H).

B. Grading Scale

A = Exceeds Standards and demonstrates learning beyond the course and stated expectations. "A" work is earned by learners who extend learning beyond the minimum presented in class and demonstrate developed written and verbal communication skills.

B = Meets Standards and demonstrates mastery of objectives assessed. "B" work is earned by learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earn passing grades on assessments. Most graduate students demonstrate proficiency related to the course objectives and earn Bs.

C or F= Failure to meet Standards

Grading Scale

Assessment	#	Value	Total
Papers	5	14	70
Projects	2	30	60
Discussion Board	7	10	70
Professional Development Draft	1	25	25
Action Research	1	75	75
Grand Total			300

270 - 300 points	A
240 - 269 points	B
210 - 239 points	C
0 - 209 points	F

Course objectives will be assessed using discussions, research, research activities, and written homework assignments.

C. Written work should:

- be clear, well organized, and concise.
- be free from grammatical and spelling errors.
- be Typed (12 point) and double space with 1 inch margins on left and right, with name, date, course in upper right hand corner. Paginate with page number in upper right hand.
- demonstrate a thorough analysis.
- include supporting evidence from course readings and additional resources (citations must be provided).
- adhere to the conventions delineated in the 5th Edition of the APA Manual, including the use of bias-free language.

D. Forms of Assessment Assignments

Assignments are provided in the syllabus and in the following summary. Papers are to be concisely written with emphasis on quality and not length. *No late papers will be accepted.* Please note the due dates.

Projects

There are two projects during this semester to be completed. They are not lengthy, but will require planning, execution, and management. It would be important to read the syllabus ahead of time and begin to plan for each of these projects. *Late work will not be accepted.*

Exams

There are two exams during this course. The first will be administered mid-semester. The second exam will be the Action Research Project that is to be turned in during the last week of class.

I. ON-LINE PARTICIPATION GUIDELINES

1. Students are expected to log in regularly and consistently during the week and are expected to post substantive contributions to the discussion. Participation points accumulate through leading and participating in online threaded discussions and participation in small group discussion sessions.
2. Students should plan to spend a minimum of three hours each week participating online, in addition to time needed to read and write assignments. Blackboard course statistics and review of content in the discussions will be used to monitor student activity on the course website. Grades will be awarded based on consistent postings and the overall quality of their content.
3. There will be no make-up work or extra credit opportunities. Students who fail to log on and interact by providing input to the discussion within the time scheduled will have missed the opportunity to earn these points.
4. Academic honesty is expected in all work. Violations will result in course failure. Please note that SHSU policy regarding academic honesty specifically addresses appropriate use of electronic files and media. The department regularly monitors student work through a university purchased service entitled "Turn-it-in.com". In this program student work is compared to previous published work and a comparison (by percentage) is made of students' work to that of the original authors'. Plagiarism (putting someone else's work down as your own with no citation) is a serious violation of this policy.
5. Use of good "Netiquette" is essential in an online environment. Please observe common courtesies. Remember the people you "meet online" today may be the people you interview with tomorrow.

J. CLASS SCHEDULE AND EXPECTATIONS

Instructional Arrangement Expectations

A combined approach of classroom time, field projects, and Web-based instruction will be used to achieve the objectives of the course. The allotment of instructional time will meet the minimum requirement of 45 hours for the 3-credit hour course.

Discussion Board: The Discussion Board is an opportunity to share ideas and thoughts with your peers as concepts are explored from the course. Students are expected to regularly participate in each week's Discussion Board work. Please note that the contribution placed on the Board must have substance and be contributory to the discussion. It is not appropriate for your remarks to simply be, "I agree with you. Good thoughts." Such remarks do not contribute thoughtfully and do not help develop the ideas and concepts.

Weekend Seminars: Students will be expected to attend the three weekend seminars that are provided beginning in September and ending in November. The seminars will all be face-to-face classes in a more traditional setting.

Schedule and Assessment Summary

Schedule and Assessment Summary			
Dates	Units & Topics	Readings	Assessments

Wk 1 8/20 – 8/24	Components of the Supervisory Process	Glickman 1-3 Daresh 1,3	#1 Paper: Supervisor Observation
Wk 2 8/27 – 8/31	The Adult Learner	Glickman 4 Daresh 12	#2 Paper: Adult Learning and Its Impact on Teacher Development
Wk 3 9/3 – 9/7	Leadership Styles, Beliefs, and Strengths	Glickman 5, 7 – 11 Daresh 2	#3 Paper: Analysis of Leadership Style and Supervisory Behavior
Wk 4 9/13 – 9/14	Supervisory Framework Seminar	Glickman 1 – 5 Daresh 1 - 3	#4 Paper: Supervisory Framework Present framework during seminar
Wk 5 9/17 – 9/21	Planning and Management Techniques	Glickman 13	#1 Project: Personal Time Usage
Wk 6 9/24 – 9/28	Motivation, Power, Authority, and Trust	Daresh 6, 7, 9	#5 Paper: Trust and Supervision
Wk 7 10/1 – 10/5	School Improvement Planning	Glickman 13	#2 Project: School Data Analysis
Wk 8 10/11 – 10/12	Professional Development Seminar		Draft: Professional Development Expectations
Wk 9 10/15 – 10/19	Groups and the Supervisory Process	Glickman 17	None
Wk 10 10/22 – 10/26	Managing Conflict	Glickman 17	None
Wk 11 10/29 – 11/2	Independent Study Complete Action Research		Action Research Project
Wk 12 11/8 – 11/9	Independent Study Seminar		None
Wk 13 11/12 – 12/16	Independent Study Complete Action Research		None
Wk 14 11/26 – 11/30	Independent Study Complete Action Research		None
WK 15 12/6 – 12/7	Presentation of Research Project Seminar		Action Research Project Presentation

H. TOPIC OUTLINE, ASSESSMENTS, AND SCORING GUIDES

COURSE OBJECTIVE:

Improve the instructional delivery of your school through an action research project using awareness of personal behaviors and successful supervisory processes.

WEEK 1: The Components of the Supervisory Process and the Action Research Project 8/20 – 8/24

Describe the basic components of the supervisory process.
Describe the expectations of the Action Research Project.

Activities:

1. Review the course syllabus found in the Course Documents section of Blackboard (BB).
2. Read the Action Research Project assignment located in the Assignments section of BB. Recognize that the Action Research Project is the exhibition for course completion.
3. Review the two projects you will need to plan and implement throughout the course. These projects are located in Week 5 and Week 7. It is important to begin planning these at the beginning of the course and implementing while finishing other assignments.
4. Read Chapters 1-3 of Glickman and Chapters 1 and 3 of Daresh.

Assignments:

1. **Discussion Board #1:** What is a supervisory process? What are the components of a good supervisory process? What is the theory supporting the supervisory process? Check the Discussion Board for the discussion material for the week. **All discussion to be completed by Friday, August 24, 2007.**
2. **Assignment #1:** Observe an administrator or supervisor who is able to balance task and human needs effectively. Write a brief summary of your observations, including a description of the knowledge, skills, and procedures the supervisor draws on in meeting both organizational goals and teacher needs. Post on the Discussion Board for all to read. **#1 Paper: Supervisor Observation**
Due: August 24, 2007

WEEK 2: Developing the Adult Learner in the Supervisory Process 8/27 – 8/31

Analyze the needs of adult learners and explain how adult learning theory should impact teacher development.

Activities:

1. Read Chapter 4 (Glickman), *Adult and Teacher Development within the Context of the School: Clues for Supervisory Practice*. Also read Chapter 12 (Daresh), *The World of Teachers*.
2. Find other resources and links that address adult learning. Post all of your links in the Discussion Board for peers to review as well. Please complete these postings during the beginning of the week.

Assignments:

1. **Discussion Board #2:** Describe who the teachers are that occupy your building. Use Daresh, Chapter 12, to think about who is teaching in your building. Based on who you think your teachers are, what do they need to continue their professional development. Discuss Glickman, Chapter 4. Use the Discussion Board to discuss the development of teachers as well as the ideas from all of the links regarding this topic that you and peers have discovered. **All discussion to be completed by Friday, August 31, 2007.**
2. **Assignment #2:** Thinking about your faculty, explain how adult learning theory should impact the development of teachers. Present your results in a brief paper. **#2 Paper: Adult Learning and Its Impact on Teacher Development**
Due: August 31, 2007

WEEK 3: Leadership Styles, Beliefs, and Strengths 9/3 – 9/7

Create a profile of your supervisory behaviors to include your strengths and areas of caution.

Activities:

1. Read Chapters 5, 7 – 11 of Glickman and Chapter 2 of Daresh.
2. Read the principles of supervision and information on personal assumptions about supervision.
3. Review your Leadership Profile. Pay particular attention to the behavioral clusters of Building Relationships, Organizational Behaviors, Decision-Making, and Goal Achievement.
4. Complete the “Checking Your Own Educational Philosophy and Supervisory Beliefs” assessment found in Assignment section of Blackboard. Score your responses and determine your preferred style.

5. Complete the two questionnaires on pages 104 and 105 of Glickman.

Assignments:

1. Using all of the assessments that you have completed, please analyze your supervisory behavior according to the following:
 - a. When working with individuals, what supervisory behavior do you prefer and why? When you are in stress, how do you think your supervisory behavior is affected? Answer the same questions for your supervisory behavior when you work with groups.
 - b. Based on your Leadership Profile, what strengths do you bring to the process? What behaviors will you need to be aware of in order to continue to be productive in your supervisory process?
2. **Assignment #3: Write a brief explanation of your analysis of your leadership style and supervisory behavior. #3 Paper: Analysis of Leadership Style and Supervisory Behavior**
Due: September 7, 2007
3. **No Discussion Board Activity this week.**

WEEK 4: Construct the Supervisory Framework 9/13 – 9/14 (Seminar)

Construct a supervisory framework that will support Section 4 of the School Design Plan.

Activities:

1. Review Chapters 1-5 of Glickman and Chapters 1-3 of Daresh as well as other theorists that you have discovered.
2. Reflect on your philosophy and beliefs and on your discoveries regarding your supervisory behavior.

Assignments:

1. **Assignment #4: Construct your supervisory framework.** Please be sure to include the following:
 - Include a rationale for your framework.
 - Describe the relationship of your philosophy to the school and how it will effect your improvement plans or your intended school.
 - Include how you will pay attention to adult learning and supervisory theory.
 - Discuss how you will make teachers aware of your philosophy.
 - Prepare to present your framework during our time together in the seminar. You will only have five minutes to present so be sure that you fulfill all of the requirements and be concise.
 - **Paper: Supervisory Framework – you will present your framework during the seminar.****Due: Presentation due during the Seminar.**
2. **Discussion Board #4: No discussion board for this week.**

WEEK 5: Planning and Management Techniques 9/17 – 9/21

Analyze your personal time management in regard to observing and monitoring the instructional delivery program in your school.

Activities:

1. Review your Leadership Profile. Look carefully at your Structure, Authority, Challenge, Advantage, Empathy and Thought scores. Reflect on how these particular scores impact your planning and management strategies in your building? Think about these specifically.
2. Read Chapter 13 of Glickman. Note the divisions of the chapter: *Personal Planning/Assessing Time* and *Assessing and Planning within the Organization*.

3. Prepare *Assessing and Planning with the Organization* for next week's work.

Assignments:

1. **Assignment #5:** Using the material in *Personal Plans/Assessing Time*, pp. 211 – 215, analyze your personal time usage on your campus. For those of you that are teachers, analyze this activity in terms of interacting with other teachers and observing their work. Select five days that you will conduct your analysis. Use the instructions and charts found on pp. 212 – 215. After completing your analysis, prepare the following paper to include:
 - a. All charts that record your time usage (five days)
 - b. The comparative analysis of Preferred Time to Actual Time
 - c. Conclusions about your time usage and your plans for revision or change.

#5 Project: Personal Time Usage

Due: October 5, 2007

2. **Discussion Board #5:** Using this opportunity to visit with peers on the Discussion Board, share the results of your analysis and share ways to improve the use of your time and how can you improve the time spent getting into classrooms, looking at lesson plans/curriculum, and effectively using the supervisory process.

Discussion Board to be completed by September 21, 2007.

WEEK 6: Motivation, Power, Authority and Trust 9/24 - 9/28

Describe the impact of motivation, power, authority and trust in your supervisory and leadership skills.

Activities:

1. Read Chapters 6, 7 and 9 of Daresh.
2. Using Google, read about these topics: Intrinsic and extrinsic motivation, Needs & Motivation (Maslow, Self-determination) and Attribution Theory, Beliefs about ability and self-efficacy.
3. Review website to learn about several motivation theories. Read about applying the theories in the workplace. http://www.accel-team.com/motivation/theory_01.html
4. Role of Trust in the workplace: Read <http://www.buzzle.com/editorials/10-27-2005-79983.asp> or http://www.articlealley.com/article_13435_22.html
5. Explore trust behaviors at <http://extension.osu.edu/~ptd/FSTrust.htm>
6. Read Covey's trust deposits and withdrawals. Read Taproot of Trust at http://www.franklincovey.com/fc/library_and_resources/article_library/general/taproot_of_trust
7. Bryk's forms of social trust, see: <http://www.smallschoolsworkshop.org/ffreform080802dtgordon.html>
8. Explore the concept of power and influence at <http://www.refresher.com!/influence.html> and at <http://www.peak.ca/articles/power.html>

Assignment:

1. **Discussion Board #6:** In Discussion Board, explore the questions: How does motivation relate to power and influence? How do I use power and influence in my supervision to improve instruction? What does my Leadership Profile point out regarding my use of power and influence? Trust is important. In my leadership style, how might I have a tendency to "trust bust"?

Discussion Board to be completed by September 28, 2007.

2. **Assignment #6:** What are you learning about trust? How trustworthy are you? How can you improve your trustworthiness? Prepare a brief paper describing how trust figures into supervision and the improvement of instruction. **Paper: Trust and Supervision**

Due: September 28, 2007.

WEEK 7: School Improvement Planning 10/1 – 10/5

Critique the posted data analysis to support the goal development, needs assessment, and strategies for your research project.

Activities:

1. Review *Assessing and Planning with the Organization* in Chapter 13 of Glickman.
2. In your review, pay special attention to all of the special populations and supporting programs for those population.

3. Study the accountability reports for your school on the web, <http://www.tea.state.tx.us/perfreport/aeis/2005/campus.srch.html>
4. Learn about TEA website for performance reporting at <http://www.tea.state.tx.us/perfreport/>
5. Learn about the Academic Indicators at <http://www.tea.state.tx.us/perfreport/aeis/about.aeis.html>
6. Learn key terms in Glossary: <http://www.tea.state.tx.us/perfreport/aeis/2005/glossary.html>. Review the Frequently asked questions.

Assignments:

1. **Assignment #7:** Review your campus report and analyze the following:
 - a. Benefits of the AEIS report,
 - b. State 10 conclusions from the data listed in your report.
 - c. Analyze the data and select your highest priority areas for improvement.
 - d. Discuss additional sources of information needed to develop specific strategies to improve selected areas.
 - e. Review the staff information section and discuss needs related to recruitment, selection, and retention of qualified staff.
 - f. Review the program information listed on the AEIS report and discuss the strengths and weaknesses of special programs.
 - g. Use these data in your needs assessment for your Action Research Project.
 - h. **Post a draft of your results for review and comment by your peers.**

Project: School Data Analysis
Due: October 26, 2007.
2. **Discussion Board #7:** Review the results of your peers' analysis. Critique the data analyzed and offer suggestions or questions regarding the work. Discuss the supervisory behaviors that will contribute to improved student learning according to your research.
Discussion Board to be completed by October 5, 2007.

WEEK 8: Professional Development 10/11 - 10/12 (Seminar)

Determine the important components of professional development for development of professional faculty.

Activities:

1. Read Chapter 18 of Glickman and Chapter 16 of Daresh.
2. Review all of the instructional expectations that you are developing for your school; review the data that you have analyzed in regard to the performance of your school (if available); and, think about the professional development needs of your faculty.
3. Think about the professional development that will develop the culture, the instructional expectations, and the necessary differentiation for your students.

Assignments:

1. **Guest Speakers.**
2. **Assignment:** Draft your professional development expectations for your School Design Plan.
Draft: Professional Development Expectations
Due: November 8, 2007

WEEK 9: Working with Groups in the Supervisory Process 10/15 – 10/19

Describe the effective management of groups to promote improved instruction.

Activities:

1. Read Chapter 17 of Glickman and Chapter 11 of Daresh.
2. Explore the dimensions of an effective group. Use the following to aid your exploration.
<http://med.fsu.edu/education/FacultyDevelopment/PDF/What%20Makes%20A%20Group%20Effective.pdf>
and http://www.modern.nhs.uk/improvementguides/groups/1_2.htm.
3. Review concept of Groupthink at website: <http://en.wikipedia.org/wiki/Groupthink>
4. Learn about the Stages of Team Development (Tuckman). <http://www.infed.org/thinkers/tuckman.htm> and <http://www.chimaeraconsulting.com/tuckman.htm>

5. Read article about leading effective meetings by Garmston at <http://www.nsd.org/library/publications/jsd/garmston231.cfm>
Also read Glickman's *Preparing for Group Meetings* p. 338.
6. Read matching leadership style to the readiness of the group found in Glickman p 328.
7. Think about how you prefer and need to work with groups as reflected in your Leadership Profile.

Assignments:

1. **Discussion Board #9:** Discuss the two roles of group members, according to Glickman, and discuss why it is important to be aware of these roles. What might be dysfunctional roles in a group and how are they handled? What effective techniques can be used to provide effective group meetings? **Discussion Board to be completed by October 16, 2007.**
2. How is the supervisory process affected by using Hersey and Blanchard's situational leadership theory? What is the different between developmental supervision and situational leadership? How must the supervisory manage groups differently from individuals to improve instruction? **Discussion Board to be completed by October 19, 2007.**

WEEK 10: Managing Conflict in Supervising Instruction 10/22 – 10/26

Determine effective strategies to manage conflict within groups.

Activities:

1. Read Chapter 17 of Glickman, p. 334 and Chapter 10 of Daresh.
2. Learn about the causes or roots of conflict and learn strategies for managing differences at: http://humanresources.about.com/od/managementtips/a/conflict_solue.htm
3. Learn about 5 conflict styles <http://peace.mennolink.org/resources/conflictstyle/styles.html>
4. Find out your style at <http://conflict911.com/cgi-bin/links/jump.cgi?ID=5008>
5. Assume positive intent or non-negative intent. Read about positive intent at <http://www.stableadership.com/articles/5-6-05.pdf>
6. Read about "blaming work cultures". <http://www.chacocanyon.com/pointlookout/050216.shtml>
7. Learn about difficult conversations and strategies. Review the website article "A Step-By-Step Checklist for Difficult Conversations" <http://www.hodu.com/checklist.shtml>.

Assignments:

1. **Discussion Board #10:** Discuss why understanding your tendencies toward resolving conflict is so important in improving instruction within your school. What are the ramifications of not managing conflict on your leadership in the school, on your relationships with your faculty, and on improving instruction among students? What have I discovered about my views of conflict that will help me as I lead in my school?
Discussion Board to be completed by October 26, 2007.

WEEK 11: Independent Study 10/29 – 11/2

Implement the action plan of your Action Research.

WEEK 12: Independent Study 11/8 – 11/9 (Seminar)

Implement the action plan of your Action Research.

WEEK 13: Independent Study 11/12 – 11/16

Implement the action plan of your Action Research.

WEEK 14: Independent Study 11/26 – 11/30

Implement the action plan of your Action Research.

WEEK 15: Presentation of Action Research 12/6 – 12/7 (Seminar)

Present the results of your Action Research in the Discussion Board for review by peers and professor evaluation. Please follow the directions in the Assignment section of BB.

