ASE 668
Instructional Leadership I Online
Fall 2007

INSTRUCTOR

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TEXTS

Daresh, J. C. (2007). *Supervision as proactive leadership* (4th ed.). Prospect
    Heights, IL: Waveland Press.

Brown, G. H., & Irby, B. (2001). *The principal portfolio* (2nd ed.). Thousand Oaks,
    CA: Corwin Press.

ONLINE OFFICE HOURS

Wednesday: 4:00 – 5:00 P.M.
Other: By Appointment

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. This course is intended to bridge supervision theory and research with practice. The course format will provide for ongoing exchange of ideas, and will include readings, discussions, case studies, applied research, and field-based experiences.
Prerequisite: ASE 532 or concurrent enrollment.

COURSE PERFORMANCE STANDARDS, KNOWLEDGE AND SKILLS

While completing an approved preparation program, all candidates for the principal certification in Texas must demonstrate general knowledge and skill competency related to the 7 proficiency areas established by the State Board of Educator Certification (SBEC).

These seven proficiency areas are:
    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 an 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 exam 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.

COURSE RATIONALE
This course is consistent with the mission of Sam Houston State University, the College of Education and Applied Science, and the Educational Leadership Program.
1. Sam Houston State University's mission: "…enable its students to become informed, thoughtful, and productive citizens."
2. College of Education and Applied Science: "…provides students with opportunities to develop knowledge, skills, strategies, and experiences which allow

them to serve in diverse roles and function productively in society."
3. Educational Leadership Program: "To prepare educational leaders for real-world challenges and opportunities."

NOTICE-AMERICANS WITH DISABILITIES ACT
The University adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. 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

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 a planned absence.

PERFORMANCE AND ASSESSMENT
The student's performance of knowledge and skills as set forth in this syllabus must be at an 80% level or better to assure successful completion of the program.

You **must have a Sam e-mail account** and be able to access Blackboard to participate in this class. To successfully complete this course, students should actively use Blackboard **minimally three- four times per week**. Send an initial e-mail to me at jlk031@shsu.edu to confirm your Sam e-mail account and that you have successfully accessed Blackboard. Alternative e-mails will be used only in an emergency and will be included on the Student Information Card.

LEARNER OBJECTIVES
In this course, the major emphasis is placed on the following objectives:
IDEA Essential Objectives:
- Learning fundamental principles, generalizations, or theories. (2-E)
- Learning to *apply* course materials (to improve thinking, problem solving, and decisions.) (3-E)
  IDEA Important Objectives:
- Learning how to find and use resources for answering questions or solving problems. (9-I)
- Developing specific skills, competencies, and points of view needed by

professionals in the field most closely related to this course. (4-I)
- Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view. (11-I)

COURSE REQUIREMENTS/POINT VALUES

REQUIREMENTS	POINTS
ASSIGNMENTS: 10 @ 10 PTS. EACH	100
DISCUSSIONS: 7 @ 10 PTS. EACH	70
REFLECTIONS: 8 @ 10 PTS. EACH	80
TExES EXAM PRACTICE QUESTIONS	10
CLINICAL OBSERVATION	30
PORTFOLIO (REQUIRED OF ALL CANDIDATES IN ASE 532 AND 668)	30
PARTCIPATION-COLLABORATIVE INTERACTION; RESPONSE TO E-MAILS, QUERIES, OR OTHER POSTS MADE BY THE INSTRUCTOR AND OTHER STUDENTS	30
TOTAL PTS	350

Course Grading: A=315-350   B=280-314   C=245-279

ON-LINE PARTICIPATION GUIDELINES
- **Students are expected to log in regularly during the week** and are expected to post contributions to the assigned discussion and/or any queries sent by the instructor or other students.

- **Students should plan to spend a minimum four to six hours online** in addition to time required to do the reading and writing assignments.

- **There will be no make-up work in the Discussion Board.** Students who fail to log on and interact within the time scheduled will have missed the opportunity to earn the points. Make up of written work will only be accepted with prior approval from the instructor.

- **Discussion Grades** will be based on the following criteria: Students are expected to respond to the discussion prompt with **one original and substantive** response and **three replies** to other responses, a total of four responses.

- **Discussions will be assigned as either Whole Class or CLT Groups.**   For each assigned discussion, you will be directed to participate through the main Discussion Board for whole class discussions, or through the Group Pages for CLT group discussions.

- **Discussion DUE dates are for seven days so that a weekend is available,** usually Thursday through Wednesday of the following week.

- **Academic honesty is expected in all work.** Violations will result in course failure. Please note that the 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 student work to that of the original author(s). Plagiarism (writing someone else's work as your own with no citation) is a serious violation of this policy.

- **'Written" Assignments (those that require you to write a paper to turn in)** will be graded (marked) online and returned online. For some assignments a page minimum or maximum is given. For those that do not have a page minimum or maximum, use your judgment. For reflections, one page is almost always sufficient for this course. For other assignments, one to two pages will usually be sufficient. Your papers will be assessed for both content and mechanics. An explanation of how papers are marked and scored appears under Course Information. Also, a sample reflection paper is available for your reference under Course Information.

- **Turn in assignments through Assignment Manager by 11:59 P.M.** on the date they are due. Please do not send assignments in before the week they are due as this will make it more difficult to process assignments in a timely manner. Assignments should be saved in Rich Text Format (RTF) or Word 2003 format and attached to the assignment manager. (Most of you will likely have Word 2003. If your computer is very new, with Word 2007, please save all documents in RTF or Word 2003 so that they may be easily accessed from Blackboard. Thank you!)

- **Use of good "Netiquette" is essential in an online environment**. Please observe common courtesies. Be mindful to phrase your comments and any criticisms that are relevant to the discussions in a constructive manner. Remember the people you "meet" online today may be the people you interview with tomorrow.

NOTE: Items in this syllabus may change. If changes are made during the semester, you will be notified in writing.

TENTATIVE COURSE CALENDAR/ASSIGNMENTS
ASE 668 Fall 2007

All assignments must be turned in by 11:59 P.M. on the due date, using Assignment Manager in Blackboard (Bb), unless otherwise posted by the Instructor.

NOTE: Assignments may be changed as the semester progresses. You will be notified of any changes by e-mail and/or Announcements in Blackboard.

Preliminary Assignment for Acclimation to Online Learning
DUE by Aug. 31

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1. Make sure you set up your Sam e-mail account and get acclimated to Blackboard. Use the Blackboard Tutorial, if needed.
2. Acquire textbooks.
3. Complete and send in a **Student Information Card** found in Course Information. Send it to the instructor as an attachment
4. In Blackboard, locate the following items:
   - Announcements
   - Course Information
   - Assignments
   - Communication
   - Discussion Board
   - My Grades (in Tools). You will use this to view your personal grade information after assignments have been submitted and graded.
5. Please become familiar with resources managed by the Newton Gresham Library by visiting the website: http://library.shsu.edu/

Most Memorable Moment in Education   **Assignment #1**
DUE: Aug. 31

Go to the Discussion Board, click on "Most Memorable Moment" and respond to the question.   You will earn 10 points for this introductory assignment designed to familiarize you with the Discussion Board.

Collaborative Learning Teams & Class Introductions   **Assignment #2**
DUE: Aug. 31

You have been assigned to a Collaborative Learning Team (CLT). The group assignments can be found in **Course Information.**   Once you have located your team, do the following:
- Go to Communications, click on Group Pages, find your group, click on it.
- Begin posting messages to the other members of your **assigned** CLT to introduce yourself to them. Share any experiences you have with online courses or with technology in general.
- Tell a little about yourself either personally or professionally, or both.

- Find at least 4 things you have in common, as a group.
- Select a group leader and a group name. (Suggestion: If through sharing, you have found some common attributes or interests, perhaps your group name could reflect those common interests.)
- The group leader will need to send the name of the group, and his or her name, to the instructor via e-mail.
- Your group members may hold their own personal discussions in addition to assigned discussions in **Communications--Group Pages.**

NOTE: From this point, assignments are grouped into two-week blocks. Due dates for assignments other than discussions are extended to the final Sunday of each two-week block, unless otherwise noted.

August 27 – September 8
DUE: Sept. 9 (EXCEPT for Discussion; see separate due date below.)

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1. **Read Chapter 1** (Daresh) "In Search of a Definition"
2. **Read Chapter 2** (Daresh) "Personal Assumptions Guiding Supervisory Practice"
3. **Assignment #3: Field-Based Interview** Informally inverview at least two teachers to determine how they view the supervisory process. You might ask each how he or she defines supervision, defines leadership, and what each expects from the supervisory process. Report your findings in a **one to two page doubled-spaced** summary.
4. **Read Chapters 1 & 2** (Brown & Irby).
5. **Assignment #4: Preliminary Leadership Framework** Examine the model of a Leadership Framework in Brown & Irby, pp. 20-21. Using that model as a guide, develop two to three sentences for each category. You will more fully develop your personal Leadership Framework later in the semester. Structure the format of your paper as the model.
6. **Assignment #5: Compare/Contrast Models** Compare and contrast the Educational Platform described in Daresh, Chapter 2, pp. 37-45, to the Leadership Framework in Brown & Irby. Discuss specific differences in format, content and purpose. Use **no more than two double-spaced** pages.
7. **Discussion #1 (Whole Class, not CLT): Chapters 1 & 2** Participate in this whole-class discussion. **DUE: Aug. 30- Sept. 5 Extended Due Date: Sept. 9**

September 10 - 22
DUE: Sept. 23 (EXCEPT for Discussion; see separate due date below.)

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1. **Read Chapter 3 (Daresh)** "The Role of Theory in Improving Supervisory Practice"
2. **Read Chapter 4 (Daresh)** "Analyzing the Structure of Schools"
3. **Read Chapter 5 (Daresh)** " Leadership"
4. **Discussion #2: Chapters 3, 4, 5 (In CLT)** Participate with your CLT only for this discussion. **DUE: Sept. 13-19**

5. **Assignment #6: Field-Based Interview**   Interview an administrator or supervisor to discover his or her perspectives on the purpose of supervision, the definition of leadership, and his or her approach to supervision.
6. **Reflection #1:**   Using the Brown and Irby Reflection Cycle, share what you learned/experienced regarding different views of supervision and leadership. Draw upon your interviews, assigned reading and online discussions as you develop this reflection. (Artifacts: Daresh, Chapters 1 & 2, threaded discussion, any interview notes you may have taken for ==Assignments 3 & 6==.) A sample reflection is posted under Course Information.
7. **Reflection #2:** Reflect upon what it means to be an effective instructional leader. (==NOTE: Do not submit Reflection #2 until you have received and examined your graded Reflection #1.)== Rev. 9-17-07

September 24 – October 6
DUE: Oct. 7 (EXCEPT for Discussion; see separate due date below.)

1. **Read Chapter 7 (Daresh)** "Communication"
2. **Read Chapter 9 (Daresh)** "Managing Change"
3. **Discussion # 3: Chapters 7 & 9 (Whole Group)** Participate in the discussion. **DUE: Sept. 27-Oct. 3**
4. **Assignment # 7: Case Study**   Choose one of the case studies at the end of Chapter 7, pp. 158-159. Respond to the bulleted questions on page 158 regarding the case study.
5. **Reflection # 3:** Reflect on what you have learned about managing change and how you might apply that learning to your own leadership style.
6. **Practice TExES Exam Questions** (format and procedures, TBA)

October 8 – 20
DUE: Oct. 21 (EXCEPT for Discussion; see separate due date below.)

1. **Read Chapter 10 (Daresh)** "Exercising Power and Authority"
2. **Read Chapter 11 (Daresh)** "Dealing with Conflict"
3. **Discussion #4: Chapter 11 (CLT)** Participate in your CLT only for this discussion. Identify types of conflicts that are found in schools or school districts, perhaps from your own personal experience or from what has been covered in the media. Consider and discuss whether the sources of the conflicts come from within the organization, without the organization, or within an individual. Discuss ways that you, as a supervisor or leader might handle the conflicts. **DUE: 11-17**
4. **Reflection # 4:** Reflect on what you have learned about dealing with conflict and on what implications that may have for school leaders.
5. There is no written requirement for the following activities. **Learn about the TEA Web site for performance reporting at:**

http://www.tea.state.tx.us/perfreport/
- Learn about the Academic Indicators at
  http://www.tea.state.tx.us/perfreport/aeis/about.aeis.html
- Learn key terms in Glossary:
  http://www.tea.state.tx.us/perfreport/aeis/2005/glossary.html.
- Review the Frequently asked questions (FAQs).
- Review the AEIS campus report for a selected school
  http://www.tea.state.tx.us/perfreport/aeis/
- Review a Multi-year reports for a given school
  http://www.tea.state.tx.us/perfreport/aeis/hist/camp.srch.html
- Review a Comparable Improvement Report. How are campus groups
  determined? http://www.tea.state.tx.us/perfreport/ci/2005/index.html
- Explore the reports and resources available at
  http://www.just4kids.org/jftk/index.cfm?st=US&loc=home. Compare and
  contrast the data reports offered by TEA and Just 4 kids.

October 22 – November 3
DUE: Nov. 4

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1. **Read Chapter 12 (Daresh)** "Working with Groups"
2. **Read Chapter 13 (Daresh)** "The World of Teachers"
3. **Assignment # 8: Groups** Identify any group (at school or in your personal life) in which you are a member. Analyze whether that group conforms to the characteristics of groups described in Chapter 12.
4. **Discussion # 5: Chapters 12 & 13 (Whole Group)** Read through the case studies at the ends of the chapters in preparation for the discussion.
   DUE: Oct. 25-31
5. **Reflection # 5:** Reflect on the characteristics of groups in and outside of school and describe how they can affect instruction.
6. **Assignment # 9: Field-Based Review of a Campus Report Card** Review a selected Academic Excellence Indicator System (AEIS) campus report. Analyze how the AEIS data impacts curriculum and instruction for all learners. Summarize your review in a written report. Include 3 of the following:
   - Benefits of the AEIS report
   - Conclusions from the data listed in the report
   - Your selected highest priority area(s) for improvement
   - A discussion of additional sources of information needed to develop specific strategies to improve the selected area(s)
   - A review of the staff information section and a discussion of needs related to recruitment, selection, and retention of qualified staff
7. **Reflection # 6:** Reflect on what you have learned regarding the AEIS report. Which areas were new to you? What data surprised you? How can you use data such as this to improve schools?

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November 5 – 17
DUE: Nov. 18
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1. **Read Chapter 15 (Daresh**) "Evaluation"
2. **Read Chapter 16 (Daresh)** "Clinical Supervision and Other Models"
3. **Field-Based Clinical Observation** (Supervision Cycle)   Using the Goldhammer, Anderson & Krajewski (1993) five-stage model (see pages 320-327), conduct a clinical observation of a teacher. Develop and write a report of how you implemented each step. <mark>(30 pts.)</mark> **[NOTE: This assignment will become part of your Internship Portfolio.]**
4. **Discussion # 6: Chapters 15 & 16 OR Clinical Observation (CLT)** Participate in your CLT. **DUE: Nov. 8 – extended through the 18ᵗʰ**
5. **Reflection # 7**: Reflect on what you have learned through the clinical observation cycle. What aspect was most difficult for you? What processes might you change or adapt in your own supervisory practice?

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Thanksgiving Holiday – Online Break – November 19 – 23
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November 26 – December 7
DUE: Dec. 7 (Portfolio CD also DUE December 7, or earlier)
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1. **Read Chapter 17 (Daresh)** "Leadership for Professional Development"
2. **Read Chapter 18 (Daresh)** "Future Trends in Proactive Leadership"
3. **Assignment # 10: Leadership Framework**   Review the first and preliminary draft of your Leadership Framework (See Assignment # 3). Reflect upon all your readings and discussions, and more fully develop your personal Leadership Framework. Follow the model in Brown & Irby, pp. 20-21.
4. **Portfolio Development**   Five items from this course will be placed in your Internship Portfolio. Those items are:
   - The Leadership Framework
   - The AEIS Report Review
   - The AEIS Reflection
   - The Clinical Observation
   - The Clinical Observation Reflection

   Each item should be filed according to the ELCC standard that applies.
   In addition, you will include ASE 532 field-based activities, Five-Year Goals, and resume.
   - An Electronic Academic Portfolio will be created in PowerPoint and burned to CD-ROM to be mailed in to the professor for the final performance event. Instructions for creating the portfolio are posted on Blackboard.
   - The portfolio must be reviewed for a final admission decision for

candidacy in the Educational Leadership program.

5. **Reflection # 8** Reflect upon your overall experience of the course in terms of new perspectives or insights, field-based exercises, reflections, discussions and the development of your portfolio. How have your perspectives changed? In what ways has your leadership style been shaped or influenced?   Feel free to include other perspectives applicable to the coursework and your developing leadership beliefs and practices.
6. **Discussion # 7** (Whole Group) Topic TBA **DUE: Nov. 29-Dec. 5**

December 10 – 13 FINALS

In lieu of a final exam, the professor will "meet" with each student, individually by phone or face-to-face, to review progress in the course. The portfolio will be used as a vehicle for discussion. Students will be asked to consider:

    a. what they have learned in the course to prepare them for being a leader;
    b. what additional skills they feel they need;
    c. how their views of leadership have changed over the semester course.

Discussions will be conducted the week of final exams. This discussion is part of the portfolio grade.