

ASE 694: Instructional Leadership
Fall Semester, 2007
Course Syllabus

Location: Online
Sam Houston State University, Educational Leadership Program

Dates and Times: August 27, 2007 – December 13, 2007

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Course Description:

This course is designed to certify individuals as having completed Instructional Leadership Development (ILD). The professional development opportunities that ILD provides for new administrators have the potential to significantly impact the ability to continue the State's progress toward increased student achievement. Emphasis is also placed on the improvement of instruction through research findings, the demonstration of instructional improvement in various curricular offerings, and the development of leaders who can facilitate the process of educational change.

Required Text:

1. There is not a traditional textbook for this course. The Texas Educational Agency's approved ILD Curriculum/Workbook Manual Online with selected hard copy resources, including DVD's of video clips, Lone Star Middle School document booklet all serve as the required resources. The manual and other course materials are copyrighted and, unless otherwise specified, materials may not be duplicated or distributed to others. Each participant is to pay a **40.00** fee for materials, handouts, and supplies. Please make checks payable to **SHSU**. Mail payment to:

Sam Houston State University (attn: Lauren Klecka)
Educational Leadership and Counseling, College of Education
Box 2119,
Huntsville, TX 77340-9972.

Course Objectives:

Participants will be able to:

- Recognize that all decisions should lead to quality learning for all students to support student achievement and a vision that assures "learning for all."
- Recognize the importance of utilizing systems thinking to make decisions.
- Understand the role as an instructional leader in the system.
- Apply a framework for continuous improvement to school organizations and individuals in order to promote student success.
- Identifying and utilizing four critical elements in understanding and making decisions about Teaching and Learning.

Course Requirements and Evaluation Criteria:

Participants are expected to participate in all online and offline activities, including assignments, discussions and field-based experiences. Thirty-six hours of participation is required for the ILD

certification. An absence of more than one week of communication and online activity will result in failure to receive full credit for the ILD certification. Attendance must be made up at another provider site or the next semester during the time corresponding to the unit missed (This may or may not be online, depending on availability of space.)

Course Performance Standards, Knowledge, and 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 proficiency 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

(All the specific indicators for each of the proficiencies are under separate cover.)

Learner Outcomes:

This course emphasizes each of the above proficiencies as each of those is tested at the State level on the Principal TExES test. To accomplish these objectives, this course emphasizes readings, discussion, case study, applied research, and field-based experiences.

Measurement Codes for Performance:

- P/D= Participation/Discussion
- CLT= Cooperative Learning Team
- I= Interview
- SH= Shadowing
- CS= Case Study

Course Matrix:

Topic	Proficiencies and Standards Texas Principal = TP NCATE Standard = N TExES = TX ELCC = E	Field-Based Component	Measurement including Performance-Based
1. Foundation to Instructional Leadership	TX 1.1.a TP 1.3 N 1.1 E = 1.1 TX I.3.a TP 2.5 N 1.7 TX I.3.c TP 1-7 N 3.1 TX I.3.g TP N 4.1 TX I.3.h N 5.1 TX I.3.i N 5.3 TX II. 6.g	Observation Research	CLT RF PL
2. Campus Improvement Planning Process Data Driven Decisions	TX I.3.i N 2.2 TX I.3.d N 2.3 TX II.5.a TX II.7.b	Observation Analysis Research	CLT RF CS

3. Learner-Centered Curriculum, Instruction, and Assessment	TX II.4.a TX II.4.b TX II.4.b TX II.4.d TX II.5.e	TP 6.1 TP 6.2 TP 6.3 TP 6.4 TP 6.5	N 2.2 N 2.3	Observation Interview	CLT PL CS
4. Cognitive Levels	TX II.4.e TX II.4.g		N 2.2 N2.3	Interview	ART CLT PL
5. Learner Needs and Student Progress	TX II.4.e TX II.5.j	TP 6.1	N 2.2	Observation	CLT ART CSE
6. Curriculum Alignment	TX II.4.e TX II.5.k TX II.7.b	TP 6.4	N 2.2	Interview	CSE PL CS RF
7. Lesson Design and Learning Objectives	TX I.3.h TX I.3.i		N 2.2 N 2.3	Observation	IP PL CLT RF
8. Supervision	TX I.2.b TX II.7.c TX II.7d	TP 3.1 TP 3.2 TP 3.5 TP 3.6	N 2.3 E=1.4	Observation	PL CLT CS
9. Formal Observation Process	TX II.5.i TX II.6.e		N 7.3	Observation Data Collection	CLT PL RF
10. Conferencing	TX II.6.e TX II.7.e TX II.7.f		N 2.2 N 2.3	Observation Field Practice	CLT IP RF
11. Professional Development	TX II.5.g TX II.5.i TX II.6.a TX II.6.b TX II.6.c	TP 7.1 - 8 N 2.4	E=1.2	Interview Observation	CLT PL CS RF
12. Communication and Community Partnerships	TX I.2.g TX I.2.h	TP 2.1-11 TP 4.1-8 TP 2	N 3.2 N 4.1 N 6.1 N 6.3	Interview Data Collection	CLT PL RF
13. Organizational Management	TX I.2.b TX II.5.b TX II.5.d TX II.5.i TX II.7.c	TP 7.1-8 TP 2.1-11	N 3.1 E=3.1 N 3.3	Interview Building Tours	CLT RF
14. Onsite Classroom Observations	TX II.5.i TX II.5.j TX II.5.k		N 7.1 N 7.2 N 7.4	Observation	CSE IP EQ

Disability Statement:

Students with a disability which affects their academic performance are expected to arrange for a conference with the instructor so that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. Students are advised of the existence of the Committee for Continuing Assistance for Disabled Students and may request this organization's services by calling (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 planned absence.

Writing Standards:

Students often find writing at the graduate level challenging. Two resources from the SHSU Writing Center that can assist you in turning in papers that meet the Educational Leadership and Counseling Department Writing Standards

http://www.shsu.edu/~wctr/DistanceTutoring_files/index.html.

http://www.shsu.edu/~wctr/handouts/APA_references.pdf

Ethical Behavior Expectations:

1. 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, Chapter VI, Student Services and Activities, Section 5 Student Conduct and Discipline. Those rules may be found at: http://www.tsus.edu/pubs/Pubs/rules/rules_regs.html . Particular attention should be paid to the sections on plagiarism and theft of library materials. Academic honesty is expected.
2. Courtesy should be extended to all students both on and off line. Appropriate online etiquette when expressing thoughts, responding to other comments or when corresponding about the course in any format.
3. All work is due on the date specified. Late work will NOT be accepted or awarded credit unless arrangements are made with the professor BEFORE the assignment is due.
4. Student attitudes and behaviors are reviewed by professors when reviewing students for candidacy for either instructional leadership or the principalship.

GRADING:

The student's performance of knowledge and skills described in the attached Course Outline must be at an **80% level or better** to assure successful completion of the course. Quality, Masters level written work is expected. Students are to turn in written work only after it has been proofread for spelling and grammar errors. Fragments and multiple errors may result in NO CREDIT ("0").

The grade for the course will be based upon a distribution of points for assignments as well as the general dispositions and behaviors expected of any future school leader:

Participation in Units

A. Includes online discussions (whole group, small group and written assignments). Instructor reviews Course Statistics and individual responses in Blackboard Discussions and Group Pages for quality and quantity of responses online which includes:

- Both responding and initiated dialogue,
- Comments are on topic,
- Comments contribute to higher level discussions--- no “dittos” without follow-up, and
- Comments contain specific connections to both the course content and others’ comments

B. Papers must be well written--free from grammar and spelling errors and must answer the question or prompt at a high level (application or above) of thinking with connections to the unit content.

The grade for the course will be based upon the following distribution of points:

Assignment	Points
1. Written Assignments (10)	150
2. Participation: online discussions (15)	75
3. Power Point presentation over assigned topic	50
4. Reflection Journal and Evaluation	25
TOTAL PTS.	300

Grades are computed on the following point scale:

A = 270-300

B = 240-269

C = 210-239

**Course Outline for ASE 694 Online
Fall, 2006**

Unit I: Foundation to Instructional Leadership

1. Introduction to Foundation of Instructional Leadership
2. Effective School Research
3. Texas as Educational Leader for the 21st Century
4. Instructional Leadership Development Framework
5. Lone Star Middle School Simulation

Unit II: Curriculum/Instruction/Assessment

1. Introduction
2. Thinking at High Cognitive Levels and Making Connections
3. Varied Needs and Characteristics of All Learners
4. Assessing Student Progress
5. Alignment of Learning Objectives

Unit III: Supervision

1. Introduction/Overview
2. Supervisory Styles
3. Process for Formal Observation
4. Application
5. Reflection

Unit IV: Professional Development

1. Introduction
2. Key Concepts
3. Strategies
4. Application and Closure

Unit V: Communication and Community Partnerships

1. Introduction
2. Communication and Conflict Management
3. Creating, Maintaining, and Supporting Partnerships
4. Reflection and Closure

Unit VI: Organizational Management

1. Introduction
2. Lone Star Middle School Simulation
3. Reflection and Closure