

INSTRUCTIONAL LEADERSHIP II

ASE 694
Spring 2008

INSTRUCTOR

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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.

TEXT AND WORKBOOK

Instructional Leadership Development: Moving Texas Forward. Texas Education Agency. February 2002.
Austin, Texas.

NOTE: This workbook is copyrighted by the Texas Education Agency and provided to students at a cost of \$55 that includes materials, handouts, and supplies. Checks are to be made payable to SHSU and given to the professor.

A Taxonomy for Learning, Teaching, and Assessing, Lorin W. Anderson and David R. Krathwohl,
Editors.

COURSE RATIONALE

The purpose of 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 Mission: "...enable it's students to become informed, thoughtful and productive citizens."
2. College of Education and Applied Science Mission: "...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 Mission: "To prepare educational leaders for real world challenges and opportunities."

COURSE KNOWLEDGE AND SKILLS, GOALS, AND OBJECTIVES

The Educational Leadership Program at Sam Houston State University is accredited by the Texas State Board of Educator Certification (SBEC) and the National Council for the Accreditation of Teacher Education (NCATE). While completing an approved preparation program, all candidates for the school principal certificate in Texas must demonstrate general knowledge and skill competency related to the seven proficiency areas for principals established by the SBEC. Also, all candidates must demonstrate performance in the twelve program standard areas for educational leadership programs established through NCATE.

The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice. Outcomes: Upon successful completion of this course, students will be able to:

Course Goals

1. Recognize that all decisions should lead to quality learning for all students to support student achievement and a vision that assures "Learning for All."
2. Recognize the importance of utilizing systems thinking to make decisions.
3. Understand the role as an instructional leader in the system.

4. Apply a framework for continuous improvement to school organization and individuals in order to promote student success.
5. Identify and utilize four critical elements in understanding and making decisions about teaching and Learning.

IDEA Objectives

Course ESSENTIAL Objectives

1. Learning fundamental principles, generalizations, or theories.
2. Learning to apply course material (to improve thinking, problem solving, and decisions).
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Course IMPORTANT Objective

1. Learning to analyze and critically evaluate ideas,, arguments, and points of view.

Course Objectives

- Use multiple data sources to analyze and make decisions about curriculum, instruction, and assessment to support continuous improvement.
- Develop an understanding of learner-centered curriculum, Instruction, and assessment and be able to articulate it
- Recognize learner-centered instructional decisions that address four critical elements:
 - Thinking at high cognitive levels and making connections
 - Varied needs and characteristics of all levels
 - Assessing student progress
 - Alignment of learning objectives
- Develop a toolbox of multiple instructional strategies to meet the various needs of all learners
- Understand and apply developmental supervision concepts:
 - Make informed decisions
 - Provide quality feedback
 - Provide sustained support
- Understand and utilize a variety of supervisory tools
- Understand the purpose of professional development in providing sustained support for teachers
- Become aware of the major shifts in professional development
- Recognize the variety of professional development strategies
- Be aware of multiple strategies for effective communication with various stakeholders
- Understand an effective way to manage conflict in communication
- Understand the rationale for creating authentic community partnerships
- Understand the concept of organizational management for increased student performance
- Recognize the impact of organizational management on student performance
- Recognize the need for a systemic process for making organizational decisions
- Recognize the role of organizational management in the Continuous Improvement Process

Learner Outcomes

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

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 eight proficiency areas established by the State Board of Educator Certification (SBEC).

Measurement Code:

ART	Assigned research topics (instructional leader)	CSE	certification standards exercise
CLT	cooperative learning team (discussion, participation, presentations)	IP	individual presentations
CS	case studies	QE	quizzes, examinations
RF	reflections	GS	guest lecture

COURSE MATRIX:

Topic	Proficiencies and Standards Texas Principal = TP NCATE Standard = N TExES = TX	Field-Based Component	Measurement including Performance-Based
1. Foundation to Instructional Leadership	TX 1.1.a TP 1.3 N 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 TP 6.1 N 2.2 TX II.4.b TP 6.2 N 2.3 TX II.4.c TP 6.3 TX II.4.d TP 6.4 TX II.5.e TP 6.5	Observation Interview	CLT PL CS
4. Cognitive Levels	TX II.4.e N 2.2 TX II.4.g N2.3	Interview	ART CLT PL
5. Learner Needs and Student Progress	TX II.4.e TP 6.1 N 2.2 TX II.5.j	Observation	CLT ART CSE
6. Curriculum Alignment	TX II.4.e TP 6.4 N 2.2 TX II.5.k TX II.7.b	Interview	CSE PL CS RF
7. Lesson Design and Learning Objectives	TX I.3.h N 2.2 TX I.3.i N 2.3	Observation	IP PL CLT RF
8. Supervision	TX I.2.b TP 3.1 N 2.3 TX II.7.c TP 3.2 TX II.7d TP 3.5 TP 3.6	Observation	PL CLT CS
9. Formal Observation Process	TX II.5.i N 7.3 TX II.6.e	Observation Data Collection	CLT PL RF
10. Conferencing	TX II.6.e N 2.2 TX II.7.e N 2.3 TX II.7.f	Observation Field Practice	CLT IP RF
11. Professional Development	TX II.5.g TP 7.1 - 8 TX II.5.i N 2.4 TX II.6.a TX II.6.b TX II.6.c	Interview Observation	CLT PL CS RF
12. Communication and Community Partnerships	TX I.2.g TP 2.1-11 N 3.2 TX I.2.h TP 4.1-8 N 4.1 TP 2 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 N 3.1 TP 2.1-11 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

While completing an approved preparation program, all candidates for school principal and/or superintendent certification in Texas must demonstrate general knowledge and skill competency related to the seven proficiency areas established by the State Board of Education 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 communication and community relations
5. Learner-centered organizational leadership and management
6. Learner-centered curriculum planning and development
7. Learner-centered instructional leadership and management

SHSU POLICIES

STUDENT CODE OF CONDUCT

All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc. should review the Graduate Catalogue and Student Code of Conduct. Also, students should practice self-discipline in classes. Courtesy should be extended to all graduate students. Thought should be given to the value of all conversation in class and to all the students in the class. Classes will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals.

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 program removal or failure.

Academic Policy Statement 810213

1. Students are expected to use conventions noted in the Publication Manual of the American Psychological Association, 5th edition, for citing sources.
2. Papers and reports will be submitted electronically and may be evaluated for originality of content and accuracy of quotes and paraphrasing. Plagiarized work will automatically receive a failing grade.

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.

See also <http://www.shsu.edu/syllabus>

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. See also <http://www.shsu.edu/syllabus>

LEARNING ACTIVITIES

1. Papers or reports will be submitted on three different topics as specified in the course outline.
2. Attendance and discussion will be an important aspect of this course.
3. Two examinations will be given as scheduled in the course outline.
4. Three individual projects will be required on pertinent topics related to instructional leadership.
5. Students will complete actual classroom observations conducted during the school day.

ATTENDANCE

Students are expected to attend each class session without fail. An absence of more **than three hours of class time** will result in failure to receive full credit for the class. This class is required for the ILD certification mandated by the TEA; therefore, you must attend every session. Each student must sign the attendance roster at the beginning of each class. Prompt attendance is also required. The amount of time you are late to class will be deducted from the three hour allowance.

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 (officially withdraws) 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.

WRITING ASSISTANCE

The Sam Houston Writing Center provides writing and editing assistance. 936 294 3680

PERFORMANCE ASSESSMENT

The students' performance of knowledge and skills as describe in the attached Course Outline must be at an 80% level or better to assure successful completion of the course.

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

1. Mid-term Examination 100 points
2. Final Exhibition 100 points

The letter grades will be based on total points earned by the student.

No late work will be accepted.

175 - 200 points	A
150 - 174 points	B
125 - 149 points	C
0 - 124 points	F

Course Outline for ASE 694 Spring 2008

Session 1 January 17, 2008

Unit I: Foundation to Instructional Leadership

1. Introduction
 - A. Effective Schools
 - B. Texas: 21st Century Leader
 - C. Instructional Leadership Development Framework
 - D. Culture and Climate in Schools
2. **Assignment:** Read Anderson, Ch. 1-5
Project: *Select the name of the school with whom you will work this semester.*
Due: January 24, 2008
Arrange to conduct three classroom observations. Use the attached instructions to complete your work.(Used in Section II of the Exhibition)
Due: January 31, 2008

Session 2 January 24, 2008

Unit I: Foundation to Instructional Leadership

1. Lone Star Middle School
 - A. Lone Star Simulation
 - B. Campus Improvement Planning Process
 - C. Using Data to Support Improvement
2. **Assignment:** Review Anderson, particularly the Cognitive and Knowledge Dimensions

Session 3 January 31, 2008

Unit II: Curriculum/Instruction/Assessment

1. Learner-Centered Curriculum, Instruction, and Assessment
 - A. Four Critical Elements
 - B. Toolbox of Instructional Strategies
2. **Assignment:** Review the Cognitive and Knowledge Dimensions
Paper: *Submit a draft of the Final Exhibition Introduction and Section I*
Due: February 14, 2008

Session 4 February 7, 2008

Unit II: Curriculum/Instruction/Assessment

1. Thinking at High Cognitive Levels and Making Connections
 - A. Curriculum, Instruction, and Assessment
 - B. The Dimensions
 - C. TEKS/TAKS
 - D. Cognition and Knowledge
2. **Assignment:** Prepare to apply the Dimensions in lesson planning

Session 5 February 14, 2008

Unit II: Curriculum/Instruction/Assessment

1. Learner Needs and Student Progress
 - A. Identifying Student Needs
 - B. Assessing Student Progress

2. **Assignment:** Review alignment processes used in your building.
Paper: *Submit a draft of Section III*
Due: February 28, 2008

Session 6 February 21, 2008

Unit II: Curriculum/Instruction/Assessment

1. Curriculum Alignment
 - A. Components of Alignment
 - B. Aligning TEKS and Instruction
 - C. Curriculum, Instruction, Assessment
2. **Assignment:** Review curriculum alignment processes

Session 7 February 28, 2008

Unit II: Curriculum/Instruction/Assessment

1. Lesson Design and Learning Objectives
 - A. Objective Components
 - B. Lesson Design
 - C. Lesson Relevance
2. **Assignments:** Analyze your instructional unit

Session 8 March 6, 2008

Examination I over Sessions 1-7

Session 9 March 20, 2008

Unit III - Supervision

1. Supervision Definition
 - A. Purpose, Theory and Practice
 - B. Instructional Supervision
 - C. Supervisory Styles
 - D. Process for Formal Observation
2. **Assignment:** Complete the Supervisory Style assessment

Session 10 March 27, 2008

Unit III - Supervision

1. Process for Formal Observation
 - A. Components of the Process
 - B. Data Collection
 - C. Observations
2. **Assignment:**

Session 11 April 3, 2008

Unit III - Supervision

1. Conferencing
 - A. Planning
 - B. Giving Feedback
 - C. Practicum

2. **Assignment:** Practice preparing conferences
Paper: *Submit a draft of Section III*
Due: April 10, 2008

Session 12 April 10, 2008

Unit IV - Professional Development

1. Professional Development as Sustained Support
 - A. Major Shifts in Professional Development
 - B. Professional Development Strategies
2. **Assignment:** Complete professional development assignment

Session 13 April 17, 2008

Unit V – Organizational Management

1. Communication and Community Partnerships
 - A. Communication
 - B. Conflict Management
2. Organizational Management

Session 14 April 24, 2008

Unit VI – Classroom Observations

1. Observations
 - A. Observing
 - B. Conference Planning
 - C. Feedback
2. **Assignment:** Prepare for Examination

Session 15 May 1, 2008

Examination II Presentation of Exhibitions

Course Outline for ASE 694 – Charter Schools Spring 2008

Session 1 January 24-25, 2008

Day 1: Foundation to Instructional Leadership

1. Introduction
 - A. Effective Schools
 - B. Texas: 21st Century Leader
 - C. Instructional Leadership Development Framework
 - D. Culture and Climate in Schools
2. Systems Thinking
 - A. State Level
 - B. Central Level
 - C. Campus Level
 - D. Classroom
3. Lone Star Middle School
 - A. Lone Star Simulation
 - B. Campus Improvement Planning Process
 - C. Using Data to Support Improvement

Day 2: Foundation to Instructional Leadership

1. School Findings
 - A. Discovering the school and its culture and climate
 - B. Prepare analysis for presentation
2. Continuous Improvement Cycle
 - A. Instructional Delivery Components
 - B. Best Practices
 - C. Lesson Attributes
3. **Assignment:** Read Anderson, Ch. 1-5
Project: *Bring all instruments and documents used to observe and/or assess teachers in your school. Bring explanations of and examples of promising practices. Submit Introduction and Section I*
Due: February 21, 2008

Session 2 February 21-22, 2008

Day 1: Curriculum/Instruction/Assessment

1. Learner Needs and Student Progress
 - A. Identifying Student Needs
 - B. Assessing Student Progress
2. Learner-Centered Curriculum, Instruction, and Assessment
 - A. Four Critical Elements
 - B. Toolbox of Instructional Strategies
 - C. Promising Practices
3. Thinking at High Cognitive Levels and Making Connections
 - A. Curriculum, Instruction, and Assessment
 - B. The Dimensions
 - C. TEKS/TAKS
 - D. Cognition and Knowledge

Day 2: Curriculum/Instruction/Assessment

1. Alignment and Relationships
 - A. Standards
 - B. Scope/Sequence

- C. Lesson Plan Development
- 2. Lesson Analysis
 - A. Lesson Plan Protocol
 - B. Relevancy
 - C. Assessment
- 3. **Assignment:** Review Supervision Cycle
Paper: *Submit Curriculum/Instruction/Assessment*
Due: March 13, 2008

Session 3 March 13-14, 2008

Day 1: Supervision

- 1. Supervision Definition
 - A. Purpose, Theory and Practice
 - B. Instructional Supervision
 - C. Supervisory Styles
 - D. Process for Formal Observation

Day 2: Supervision

- 1. Process for Formal Observation
 - A. Components of the Process
 - B. Data Collection
 - C. Observations
- 2. Conferencing
 - A. Planning
 - B. Giving Feedback
 - C. Practicum
- 3. **Assignment:** Bring examples of professional development from your campus
Paper: *Submit supervision*
Due: April 10, 2008

Session 4 April 10-11, 2008

Day 1: Professional Development

- 1. Professional Development as Sustained Support
 - A. Major Shifts in Professional Development
 - B. Professional Development Strategies from Charter Schools

Day 2: Organizational Management

- 1. Communication and Community Partnerships
 - A. Communication
 - B. Conflict Management
- 2. Organizational Management
- 3. **Assignment:**
Paper: *Submit Professional Development and Organizational Management*
Due: May 1, 2008

Session 5 To be announced for May

