

ASE 668
Instructional Leadership I
Spring 2008
Syllabus

DEPARTMENT: EDUCATIONAL LEADERSHIP AND COUNSELING

COURSE NUMBER: ASE 668

COURSE TITLE: INSTRUCTIONAL LEADERSHIP I

INSTRUCTOR: DR. JOHN BURKE

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REQUIRED TEXTS: DARESH, J. C. (2007) SUPERVISION AS PROACTIVE LEADERSHIP, 4th Edition. WAVELAND PRESS. PROSPECT HEIGHTS, IL

BROWN, G.H. & IRBY, B. (2001) THE PRINCIPAL'S PORTFOLIO, 2nd Edition, CORWIN PRESS, THOUSAND OAKS, CA

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.

COURSE DESCRIPTION: This course deals with supervision of instructional leadership. Students work to transform theories into practical application for instructional supervision and leadership within the school setting.

COURSE RATIONAL: This course is consistent with the mission of the 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."

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 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

Additionally, the candidates demonstrate general knowledge and skill competency related to the seven standard areas established by the Educational Leadership Constituent Council (ELCC).

1. 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.
2. 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 practices to student learning, and designing comprehensive professional growth plans for staff.
3. Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

4. Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. 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.
6. Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
7. Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in a real setting, planned and guided cooperatively by the institution and school district personnel for graduate credit.

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 readings, discussion, case study, applied research, and field-based experiences using a mixed delivery system of face-to-face environments.

PERFORMANCE AND ASSESSMENT: The students' performance of knowledge and skills as set forth in the attached schedule must be at 85 percent or better to assure successful completion of the course. All written assignments are due on the next date listed after the field assignment description.

**Course Requirements: A=510-479 B=478-433 C=432-382
 D=381-331 F=Below 331**

Participation/ Attendance:	250 Points
Activities (10 @ 10 Points Each):	100 Points
Case Studies (6 @ 10 Points Each) :	60 Points
Clinical Observation Reflection:	20 Points
Portfolio Review:	30 Points
Final Presentation:	30 Points
AEIS Reflection:	20 Points
Total Points:	510 Points

Attendance and Participation Policy:

1. Students must attend all classes to receive full credit for participation and attendance. Your attendance is required for this class. If a class session is missed, points will be deducted from the participation score and from attendance. For a class that is participative and that allows time in the field for work, it is imperative that students attend and participate in all class meeting activities and participate in discussions.
2. Students are expected to make substantive contributions to class discussions. While one collaborative learning team will be expected to lead the discussion each week, all class members have a responsibility to make the discussion one that is worthwhile and informed on an ongoing basis. Participation points accumulate through leading and participating in intra-group discussion and participation in class.
3. Participation in discussions is required to pass the class.
4. Students will be asked to comment on and provide feedback to one another on their work in collaborative learning teams during the course of the semester.
5. There will be no make-up work. Academic honesty is expected in all work.
6. Students are expected to submit all assignments by the date indicated in the course outline and syllabus.

NOTICE:

A student with a problem which handicaps his/her performance is expected to arrange for a conference with the instructor in order that appropriate strategies are considered to assure 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 their services by calling (936) 294-1720.

Americans with Disabilities Act

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

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. As 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.

SAM HOUSTON STATE UNIVERSITY
Educational Leadership and Counseling

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Assignments

University Center

Thursdays: 6:00 to 8:50 p.m.

1. **January 17** – Course Orientation & Organize Groups
2. **January 24** – **Assignment #1**: Interview two supervisors to determine the predominant view(s) of supervision regarding teachers as discussed in Chapter 1 of your Daresh text. Report your findings in a one-page double-spaced summary. (10 points) Chapters 1 & 2 presentations and case studies.
3. **January 31** – **Assignment #2**: Compare the Educational Platform described in the Daresh text to the Leadership Framework in Brown & Irby. Discuss specific differences in format, content and purpose. Use no more than two typed double-spaced pages. (10 points) Chapters 3 & 4 presentations and case studies.
4. **February 7** - **Assignment #3**: Develop your Leadership Framework. (Use Brown & Irby, Chapter 2.) (10 points) Chapter 5 presentation and case study.
5. **February 14** – **Assignment #4**: Interview two teachers who currently work at the same school, using an interview protocol that reflects one of the perspectives on organizational analysis discussed in the text. (See Chapter 4 in Daresh.) Determine how the theory applies to practice in the school of the teachers you interview. Write the review in a typed two-page double-spaced paper. (10 points) Chapter 8 presentations and case study.

6. **February 21 - Assignment #5:** Perform the steps described in Activity 2, Page 126 of the Daresh text. Ask a member of your group to review your scale prior to using it. Then, administer the scale to two administrators in your district. Write an analysis of your findings in no more than two typed pages and submit with your scale. (10 points) Chapter 9 presentation and case study.
7. **February 28 - Assignment #6:** Using a school/district at which you intend to apply for an administrative position, explore the school/district website in writing your two page critique, and apply what you've learned about communication theory from your text to determine how effectively communication with parents, students, community members, and other constituencies is being carried out. (10 points) Chapter 11 presentation and case study.
8. **March 6 - Assignment #7:** Identify three examples of conflict that occurred at your school in the last year. Classify these conflicts according to typologies in Chapter 10. Use no more than one double-spaced page to discuss. (10 points) Chapter 10 presentation and case study.
9. **March 7 - Assignment #8:** Analyze any group of which you are a member to determine how it conforms to the characteristics of groups described throughout the chapter (see activity 1, page 232 in Daresh). Use no more than one double-spaced page (10 points) Chapter 7 presentation and case study.
10. **March 13 – SPRING RECESS**

11. **March 20 - Assignment #9:** Using the Texas Education Agency website, locate and print the AEIS data for the school or district you focused on in Assignment #6. Analyze how the AEIS impacts the curriculum and instruction for all learners in no more than two-typed pages. (10 points)
Reflection #1 (20 points) Chapters 13 presentation and case study.
12. **March 27 - Assignment #10:** Conduct a clinical observation of one teacher. The Goldhammer, Anderson & Krajewski (1993) five-page model must be conducted (see page 310). For this two-part assignment, develop and write a report and a reflection of this experience. (10 points)
Reflection #2 (20 points) Chapter 14 presentation and case study.
13. **April 3 - Assignment #11:** Portfolio Development – All activities conducted in this class should be placed in your Academic Portfolio, each filed according to the Texas Standard that applies, with a reflection that explores your learning from the assignment. The portfolio and reflections will 1) guide your preparation of the Final Performance Event, 2) be submitted for class grade on the last day of class, and 3) be reviewed for admission to the Educational Leadership program. (30 points) For reflection cycle information, see Brown, G. & Irby, B. D. (2001) The Principal's Portfolio. (30 points) Chapter 15 presentation and case study.
14. **April 10** – Chapter 12 presentation and case study.
15. **April 17** – Chapter 16 presentation and case study.
16. **April 24** – Chapter 17 presentation and case study.
17. **May 1** – Chapter 6 & 18 presentations and case studies.

18. **May 8 – Final Presentation & Submission of Portfolio**
– **Final Presentation:** Create a power-point presentation which outlines the learning from this course which were most meaningful to you. (No more than 10 slides.) (10 points)

19. **May 15 - Final Exam**