

SAM HOUSTON STATE UNIVERSITY  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING

ASE 668  
Instructional Leadership I Spring 2007  
On-line

A. Instructor

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**REQUIRED TEXTS:**

Daresh, J.C. (2001). *Supervision As Proactive Leadership*, 3<sup>rd</sup> ed. Prospect Heights, IL: Waveland Press.  
Brown, G.H. & Irby, B. (2001). *The Principal's Portfolio*, Thousand Oaks, CA: Corwin Press.

**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 diverse learners.

**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.

**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 and web-based environments.

### **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 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 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 the University, the College of Education, 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 "...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:**

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. 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 may be 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. 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. 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 students' performance of knowledge and skills as set forth in the attached schedule must be at an 80% level or better to assure successful completion of the program.

You **must have a Sam Email Account** (not to be forwarded to other email) and be able to access Blackboard to participate in this class. To successfully complete this course, students must actively use Blackboard **minimally three times week**.

## **COURSE REQUIREMENTS**

<b>ACTIVITY</b>	<b>POINTS</b>
DISCUSSIONS- 6 X 10 PTS EACH	60
ASSIGNMENTS: 11 X 10 PTS EACH	110
CLINICAL OBSERVATION: 20 PTS	20
PORTFOLIO: 30 PTS <b>*REQUIRED OF ALL CANDIDATES IN ASE 532 AND 668</b>	30
REFLECTIONS: 10 X 10 PTS EACH	100
PARTICIPATION-COLLABORATIVE GROUP INTERACTION; RESPONSE TO EMAILS AND OTHER QUERIES MADE BY INSTRUCTOR AND OTHER STUDENTS	30
<b>TOTAL PTS</b>	<b>350</b>

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

### **D. On-Line Participation Guidelines:**

**Students are expected to log in regularly during the week and are expected to post substantive contributions to the discussion at those times.**

While one collaborative learning team will be expected to lead a discussion over one of the chapters in the textbook, all class members have a responsibility to make the discussion one that is worthwhile, informative and at a high level of discourse. Participation points accumulate through leading and participating in online threaded discussions and participation in intra-group discussion sessions.

**Students should plan to spend a minimum of three hours each week participating online in addition** to time required to read and write assignments. Blackboard Discussion Grader and review of content in the discussions, along with Bb Course Statistics will be used to monitor student activity on the course website. Grades will be awarded based on consistent postings and the overall quality of content.

**There will be no make-up work for missed threaded discussions in the Discussion Board.** 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.

**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.

**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. Make a good impression now—It’s a small world and you just don’t know who you are going to see again!

**Turning in Assignments:**

**Send your assignments through Assignment (Manager) by 11:30 pm on the date they are due.** Assignments are considered late if sent to the professor after that. 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 sent as attachments and saved in **Rich Text Format (RTF)**.

## ASE 668 COURSE OUTLINE-Spring 2008

**All assignments will be turned in by 11:30 pm on the date they are due using Assignment Manager in Blackboard (Bb), unless otherwise posted by the Instructor.**

**Introductory Unit #1 (January 23-30) Acclimation to Online Learning Week – All Assignments due to be completed by January 30.**

### Get ready for the course by taking care of these tasks

1. Make sure your Sam email account is operational, and get acclimated to Blackboard.
2. Acquire textbooks.
3. Complete and send in a **Student Information Card** found in Course Documents.  
Send it to the instructor as an assignment through Course Docs---Due January 30th.
4. In Blackboard, locate the following items:
  - a. Announcements,
  - b. Course Information,
  - c. Discussion Board,
  - d. Communication,
  - e. Course Documents. You will use this to view the assignment, attach and view your completed assignment
  - f. Gradebook (in Tools). You will use this to view your grades.

### Assignment #1. BB Class Introductions

Post email messages to the other members of your **assigned** Cooperative Learning Team (CLT). The group assignments can be found in Course Documents.

Once you have found your team, do the following:

- a) Introduce yourself and share your experiences with online courses and technology.
- b) Find at least 5 things you have in common.
- c) Create a group name based on your group's members' common attributes.
- d) Select a group leader and have the Group Leader and have this person send the name of your group and the leader's name to the instructor.

Your group name and group members will find their own personal discussion area to chat (synchronously and asynchronously) in COMMUNICATIONS-->GROUP PAGES

**Unit #2 (January 30-February 13) Written Assignments Due by February 13.**

- 1. Read Chapter 1 (Daresh) “In search of a definition”**
- 2. Written Assignment #2 (Field-based): Interview one supervisor/administrator** to determine the predominant view(s) regarding supervision and teachers as discussed in Chapter 1 of Daresh. **Report your findings in a one page doubled-spaced summary. (10 points) (DUE February 13).** Interviews may be conducted in person, on the phone or via email.
- 3. Read Chapter 2 (Daresh) “Personal Assumptions Guiding Supervisory Practice”**
- 4. Participate in Group Discussion #1 over Chapters 1 & 2 (Daresh). (10 pts).** Discussion should be continuous—you cannot respond to your other group members’ discussion on the last day (for example) and receive credit.
- 5. Study the Brown and Irby Model for Reflections in the *Principal Portfolio*.** Review the model paper in Brown and Irby. Ask questions in BB if clarification is needed.
- 6. Write Reflection #1:** Using the Brown and Irby Reflection Cycle, share what you learned/experienced on your interviews and in reading and discussing the different views of supervision (Artifacts – Daresh, **Chapter 1 & 2**, the discussion over Assignment #1, your interview notes). **(10 pts)**

**Unit # 3 (February 13-February 27) Written Assignments Due by February 27.**

- 1. Read Brown and Irby, Chapter 2.**
- 2. Written Assignment #3:** Develop your own personal Leadership Framework using the Brown & Irby model in Chapter 2). **(10 points)**
- 3. Written Assignment #4:** Compare and contrast the Educational Platform described in the Daresh, Chapter 2, to the Leadership Framework described in Brown & Irby, Chapter 2. Discuss specific differences in format, content and purpose. Use no more than **two typed double-spaced pages. (10 points)**
- 4. Read Chapter 3, Daresh:** “The role of theory in improving supervisory practice”. Review your Leadership Framework and compare the ways values and beliefs about education can effect supervisory practice.

**5. Participate in Discussion #2 over Chapter 3 (Daresh) led by Cooperative Learning Team 1. (10 pts).**

**6. Write Reflection #2:** Reflect upon the importance of understanding the theory behind your own and others' supervisory practices. **(10 pts)**

**Unit # 4 (February 27-March 26) Written Assignments Due by March 26.**

**1. Read Chapter 4 (Daresh):** "Analyzing the structure of schools"

**2. Participate in Discussion #3, Chapter 4 (Daresh), led by Cooperative Learning Team # 2. (10 pts)**

**3. Written Assignment #5:** 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. Determine how the theory applies to practice in the school of the teachers you interview. Write this review in a typed **two-page** paper, double-spaced. **(10 pts)**

**4. Write Reflection # 3:** Reflect on which theory in Chapter 4 (Daresh) best describes the structure of your school or organization. Include examples from your interviews. **(10 pts)**

**5. Read Chapter 5 (Daresh) Leadership Styles**

**6. Written Assignment #6:** Perform the steps described in Chapter 5, Activity 2, Page 127 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 pts)**

**7. Participate in Discussion #4, Chapter 5 (Daresh), led by Cooperative Learning Team 3. (10 pts)**

**8. Write Reflection #4:** Reflect on the different styles of leadership you observed and the type of leader you are. Include readings and discussions related to Chapter 5 **(10 pts)**

**Unit # 5 (March 26-April 9) Written Assignments Due by April 9**

**1. Read Chapter 11 (Daresh):** Working with groups

**2. Written Assignment #7:** Analyze any group of which you are a member to determine how it conforms to the characteristics of groups described throughout Chapter 11 (see activity 1, pg. 232 in Daresh). Use no more than one double-spaced page. **(10 pts)**



**3. Write Reflection #5:** Reflect on the characteristics of groups in and outside of your school and describe how they can affect instruction. **(10 pts)**

**4. Read Chapter 7 (Daresh):** Communication

**5. Written Assignment #8 (Field-based)** Using a school/district at which you intend to apply for an administrative position, explore the school/district website. Write a **critique** of the website and apply what you've learned about communication theory from your text to determine how effective the website is as a communication tool for parents, students, community members, and other constituencies. Is this tool working? How do you know? Include a link to the website in your paper. **(10 points)**

**6. Participate in Discussion #5, Chapter 7 (Daresh), lead by Cooperative Learning Team 4.** **(10 pts)**

**7. Write Reflection #6:** Reflect on what you have learned concerning communication theory and communication in the district where you currently work. **(10 pts)**

<b>Unit #6 ( April 9-April 23) Written Assignments Due April 23</b>
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**1. Read Chapter 8 (Daresh): “Managing Change”**

**2. Read Chapter 10 (Daresh): “Dealing with Conflict”**

**3. Written Assignment #9:** 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)**

**4. Participate in Discussion #6, Chapters 8 &10 (Daresh) lead by Cooperative Learning Team 5.** **(10 pts)**

**5. Write Reflection #7:** Reflect on the effects of conflict in your school and what you have learned about dealing with conflict. **(10 pts)**

**6. Learn about the TEA website 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/2007/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.

**Written Assignment #10 (Field-based):** Review a selected AEIS campus report and analyze how the AEIS data impacts the curriculum and instruction for all learners. Summarize your review in a written report in no more than two-typed pages. **(10 pts)**.

Include in your report 3 of the following:

- a. benefits of the AEIS report,
- b. 8 conclusions from the data listed in the report,
- c. 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.

**7. Write Reflection # 8:** Reflect on what you learned regarding AEIS report. Which areas were new to you? What areas surprised you? **(10 pts)**

**8. Assignment #11 (Field-based): Conduct a clinical observation** of one teacher. The entire Goldhammer, Anderson & Krajewski (1993) five-stage model must be conducted (see p. 310, Daresh). Develop and write a report of how you implemented each step **(20 pts)**.

**9. Write Reflection # 9:** Reflect on what you learned in your clinical observation. What aspects of the observation gave you the most difficulty? **(10 pts)**

**Unit #7 (April 23-May 7) Portfolio Conference and Reflection. CD Due May 7 (or earlier)**

**1. Portfolio Development**-All assignments conducted in this class should be placed in your Electronic Academic Portfolio, each filed according to the Texas Standard that applies. **(30 pts)**

- An Electronic Academic Portfolio will be created in Power Point and burned to CD-ROM to be mailed in to the professor for the final performance event. Instructions for creating the portfolio will be posted.
- The portfolio must be reviewed for final admission decision for candidacy in the

Educational Leadership program.

**2. Write Reflection #10:** Write about your overall experience of the course in terms of the assignments, the reflections and the development of your portfolio. **(10 pts).**

**FINALS—Portfolio Review— (May 12-15)**