

INSTRUCTIONAL LEADERSHIP II**ASE 694**

Spring 2008

A. INSTRUCTOR

Name: *Dr. Steve Busch* Home: 281-358-2040
Address: 1906 Crystal Springs Dr. Cell: 713-502-5823
Kingwood, Texas 77339 SHSU: 936 294-3420
E-Mail: sbusch@shsu.edu

B. 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. 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.

C. 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."

D. 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.

E. COURSE KNOWLEDGE AND SKILLS 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.

F. 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.

G. 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).

H. OBJECTIVES USED TO EVALUATE COURSE EFFECTIVENESS

The following objectives will be used by the students to evaluate the effectiveness of this course. It is important to know these objectives as we begin the course so that formative evaluation can occur throughout the course of study.

Essential Objectives:

2. Learning fundamental principles, generalizations, or theories. Focus is to connect facts and understand relationships.
3. Learning to apply course material (to improve thinking, problem-solving, and decisions). Focus is on applying what you have learned in this class to clarify thinking or solve problems.
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important Objectives:

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

I. COURSE MATRIX:

Topic	Proficiencies and Standards Texas Principal = TP NCATE Standard = N	Field-Based Component	Learning Activity and Measurement
1. Foundation to Instructional Leadership	TP I.1.a N 1.1 – TP I.3.a N 1.7 TP I.3.c N 3.1 TP I.3.g N 4.1 TP I.3.h N 5.1 – TP I.3.i N 5.3 TP II. 6.g	Observation Pre-Assessment Instrument	Group Work Reflection Lecture
2. Campus Improvement Planning Process Data Driven Decisions	TP I.3.i N 2.2 TP I.3.d N 2.3 TP II.5.a TP II.7.b	Observation Analysis	Data Analysis Reflection Case Studies
3. Learner-Centered Curriculum, Instruction, and Assessment	TP II.4.a N 2.2 TP II.4.b N 2.3 TP II.4.b TP II.4.d TP II.5.e	Observation Interview	Group Interaction Lecture Case Study
4. Cognitive Levels	TP II.4.e N 2.2 TP II.4.g N2.3	Interview	Group Project TEKS Analysis Study of Cognition and Knowledge
5. Learner Needs and Student Progress	TP II.4.e N 2.2 TP II.5.j	Observation	Data Analysis Group Interaction Assessing Student Progress
6. Curriculum Alignment	TP II.4.e N 2.2 TP II.5.k TP II.7.b	Interview	Group Project Lecture Case Study Reflection
7. Lesson Design and Learning Objectives	TP I.3.h N 2.2 TP I.3.i N 2.3	Observation	Individual Project Lecture Performance Reflection

8. Supervision	TP I.2.b TP II.7.c TP II.7d	N 2.3	Observation	Lecture Group Interaction Observations
9. Formal Observation Process	TP II.5.i TP II.6.e	N 7.3	Observation	Data Collection Group Interaction Lecture Reflection
10. Conferencing	TP II.6.e TP II.7.e TP II.7.f	N 2.2 N 2.3	Observation	Group Project Performance Modeling Reflection
11. Professional Development	TP II.5.g TP II.5.i TP II.6.a TP II.6.b TP II.6.c	N 2.4	Interview Observation	Group Interaction Lecture Case Study Reflection
12. Communication and Community Partnerships	TP I.2.g TP I.2.h	N 3.2 N 4.1 N 6.1 N 6.3	Interview	Group Interaction Lecture Data Analysis Reflection
13. Organizational Management	TP I.2.b TP II.5.b TP II.5.d TP II.5.i TP II.7.c	N 3.1 N 3.3	Interview	
14. Onsite Classroom Observations	TP II.5.i TP II.5.j TP II.5.k	N 7.1 N 7.2 N 7.4	Observation	Observations Data Analysis Conferencing Feedback Sessions

ASE 694		
ELCC Standards	Course Activities	TEXES Competencies
1.1 Develop the Vision 1.2 Articulate the Vision 1.3 Implement the Vision 1.4 Steward for the Vision 3.1 Manage the Organization	1. Examine a variety of types of data from all components of a school system to determine needs of the campus for each of the following areas: Curriculum Instruction & Assessment, Professional Development, Supervision and Communication and Community Relations/Organizational Management. (Reflection Journal/Data Sources sheets) 2. Analyze goals, objectives, activities, resources and assessment strategies for improving student performance based on the needs of the students. 3. Conduct a teacher observation (video) using the developmental supervision process, including: a) Conduct Pre-observation b) Observe/Collect Data c) Analyze Data d) Conduct Feedback e) Develop Growth Plan Ideas	1.1 Create Campus Culture that Promotes Learning 1.6 Involve Stakeholders 1.8 Align Resources to Implement the Vision 1.9 Assess/Modify Plans

J. STUDENT CODE OF CONDUCT

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. Particular attention should be paid to the sections on plagiarism and theft or mutilation of library materials.

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.

Students with a disability, which affects their academic performance, are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the committee for Continuing Assistance for Disabled Students by telephone (936 294 1720).

K. LEARNING ACTIVITIES

1. Papers will be submitted on three different topics as specified in the course outline.
2. Attendance and discussion will be an important requirement of this course.
3. One final examination will be given as scheduled in the course outline.
4. Students will complete actual classroom observations conducted during the school day.

L. 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.

M. 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. Three papers | 60 points |
| 2. Final Examination | 50 points |
| 3. Classroom Observations | 50 points |
| 4. Attendance and Class Participation | 75 points |

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

211- 235 points	A
188-210 points	B
165-187 points	C
0-164 points	F

N. Course Assignments:

1. **Paper: *Article review*:** Analyze an article that is no more than two years old which addresses the school leader's behavior that impacts building climate and student performance. Be sure to discuss the leader's behavior and the ways in which it impacts the learning climate. **Review must not be more than three pages (APA style).** Include a copy of the article.
Due: Feb. 19, 2008
2. **Paper:** Describe the principal as an instructional leader. What are major barriers to effective instructional leadership? What must you pay attention to in order to become an effective instructional leader? **(5 pages max; APA style).**
Due: March 18, 2008
3. **Paper:** Discuss in detail what you believe to be your supervisory style. Discuss both positive and negative implications of your style and give examples. How will your style affect the instructional program in the school **(5 page max APA style).** **Hint – go back and look at Leadership Profile.**
Due: April 1, 2008
4. **Classroom Observations:** Conduct three live classroom observations. The observation must last at least 20 minutes and will include a scripting of the teacher's lesson.
Due: April 15, 2008
5. **Final Exam – May 6, 2008**

**Course Outline for ASE 694
Aldine Area Cohort 4
Spring 2008**

January 22, 2008

Unit I: Foundation to Instructional Leadership

1. Introduction
 - A. Effective Schools
 - B. Texas: 21st Century Leader
 - C. Instructional Leadership Development Framework

January 29, 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

February 5, 2008

Unit II: Curriculum/Instruction/Assessment

1. Learner-Centered Curriculum, Instruction, and Assessment
 - A. Four Critical Elements
 - B. Toolbox of Instructional Strategies
2. Review the Cognitive and Knowledge Dimensions

February 12, 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. Prepare to apply the Dimensions

February 19, 2008

Unit II: Curriculum/Instruction/Assessment

1. Learner Needs and Student Progress
 - A. Identifying Student Needs
 - B. Assessing Student Progress
2. *Article Review Due*

February 26, 2008

Unit II: Curriculum/Instruction/Assessment

1. Curriculum Alignment
 - A. Components of Alignment
 - B. Aligning TEKS and Instruction
 - C. Curriculum, Instruction, Assessment

March 4, 2008

Unit II: Curriculum/Instruction/Assessment

1. Lesson Design and Learning Objectives
 - A. Objective Components
 - B. Lesson Design
 - C. Lesson Relevance

March 18, 2008

Unit II: Curriculum/Instruction/Assessment

1. Lesson Design and Learning Objectives
 - A. Objective Components
 - B. Lesson Design
 - C. Lesson Relevance
- 2. Paper Due: *Principal as Instructional Leader***

March 25, 2008

Unit III - Supervision

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

April 1, 2008

Unit III - Supervision

1. Process for Formal Observation
 - A. Components of the Process
 - B. Data Collection
 - C. Observations
- 2. Paper Due: *Supervision Style***

April 8, 2008

Unit III - Supervision

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

April 15, 2008

Unit IV - Professional Development

1. Professional Development as Sustained Support
 - A. Major Shifts in Professional Development
 - B. Professional Development Strategies
2. *Classroom Observations Due*

April 22, 2008

Unit V – Organizational Management

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

April 29, 2008

Unit VI – Classroom Observations

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

May 6, 2008**Final Examination over Units I-VI**

