

**ASE 668**  
**Instructional Leadership I Online**  
**Spring 2008 Syllabus**

**DEPARTMENT:** EDUCATIONAL LEADERSHIP AND COUNSELING

**COURSE NUMBER:** ASE 668, CID 4337

**COURSE TITLE:** INSTRUCTIONAL LEADERSHIP I

**INSTRUCTOR:**

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**OFFICE HRS:** I will be readily available to answer questions and discuss concerns during the following times:

Tuesday: 1:00 - 6:00 PM

Wednesday: 4:00-5:00 PM (on-site, before class)

Thursday: 9:00 - 1:00 PM

E-mail any time: I respond to all emails within a 24-hr. period, unless otherwise communicated.

**REQUIRED TEXT (S):**

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.

American Psychological Association (2001). *Publication Manual of the American Psychological Association*, 5<sup>th</sup> ed., Washington DC.

**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.

**LEARNER OUTCOMES:** This course emphasizes each of the ELCC standards. To accomplish these objectives, this course emphasizes readings, discussion, written assignments, case studies, applied research, and field-based experiences using a mixed delivery system of face-to-face and web-based environments.

**IDEA OBJECTIVES:** The effectiveness of the professor as an instructor is measured partly by how well students learn specific objectives selected for the course. These objectives are selected from a set of objectives standardized across all courses--across all universities using the IDEA evaluation system. The objectives selected for this course include the following:

### **Course Essential Objectives**

1. Learning fundamental principles, generalizations, or theories.
2. Learning to apply course materials to improve thinking, problem solving, and decisions.

### **Course Important Objectives**

3. Learning how to find and use resources for answering questions or solving problems.
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
5. Learning to analyze and critically evaluate ideas, arguments, and points of view.

**COURSE PERFORMANCE STANDARDS, KNOWLEDGE, AND SKILLS:** All leadership candidates must demonstrate general knowledge and skill competency related to the following standard areas established by the Educational Leadership Constituents Council (ELCC) Standards 1-7 below.

*Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by:*

#### **Standard 1: Vision**

*...facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.*

#### **Standard 2: Culture**

*...promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.*

#### **Standard 3: Organizational Management**

*...managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.*

#### **Standard 4: Community Collaboration**

*...collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.*

#### **Standard 5: Ethical Leadership**

*...acting with integrity, fairly, and in an ethical manner.*

#### **Standard 6: Political, Social, Legal.. Influences**

*...understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.*

#### **Standard 7: Internship/Practicum**

*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 real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.*

### **Principal Candidates Only**

**These standards are also 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 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."

**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 entire program.

**EMAIL AND BLACKBOARD USE:** You **must have a Sam Email Account** (not to be forwarded to other email) and be able to access Blackboard and their Sam-mail account to participate in this class. Students should check Blackboard frequently for announcements. Alternative emails will be used only in an emergency and only if included on the Student Information Card.

## COURSE REQUIREMENTS:

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ACTIVITY	POINTS
<b>DISCUSSIONS-</b> 7 X 10 PTS EACH	<b>70</b>
<b>WRITTEN ASSIGNMENTS:</b> 10 X 10 PTS EACH	<b>100</b>
<b>CLINICAL OBSERVATION:</b> 20 PTS	<b>20</b>
<b>PORTFOLIO:</b> 30 PTS *REQUIRED OF ALL CANDIDATES IN ASE 532 AND 668	<b>30</b>
<b>FINAL:</b> 20 PTS	<b>20</b>
<b>REFLECTIONS:</b> 7 X 10 PTS EACH	<b>70</b>
<b>PARTICIPATION-</b> COLLABORATIVE GROUP INTERACTION; INDIVIDUAL CONTRIBUTIONS	<b>30</b>
<b>TOTAL PTS</b>	<b>340</b>

**Course Grading:    A= 306-340    B= 272-305    C= 238-271**

Lesson Distribution Across Three Structures		
Face-to-Face	Field-based	Online
Jan. 16	Feb. 7-13	Jan. 30
Jan. 23	Feb. 21-27	Feb. 6
April 2	Feb. 28-Mar. 5	Feb. 20
April 16	Mar. 17-20	Mar. 26
April 23	May 1-6	Apr. 9
April 30		
May 7		

## COURSE EXPECTATIONS:

- 1. Students are expected to make substantive contributions to discussions.** 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 both leading and participating in both in-class and online discussions.
- 2. Textbooks** are required course material and must be brought to class as announced.
- 3. There will be no make-up work** for missed in-class or online discussions.
- 4. Late assignments are accepted only at the discretion of the professor.** Students should take the initiative to contact the professor regarding any late work prior to the date the assignment is due.

5. **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.

6. **Use of good “Netiquette” is essential when corresponding electronically.** Always include a salutation at the beginning of your email (i.e. Hi, Mark!, Dr. Polnick, Dear classmates) and your first and last name at the end of the email. (This can be done with a signature section from your email.)

7. **Maintain professional, polite decorum** both inside and outside of class when interacting with classmates. Remember the people in your class today may be the people you interview for a job 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!

8. **Dispositions and attitudes** are important in education positions, especially leadership positions. Leaders must demonstrate a tolerance for diversity and an appreciation of ideas and opinions of others, including those from other cultures and lifestyles different from their own. It is expected that educational leadership candidates will demonstrate appropriate dispositions and attitudes. Failing to do so may result in removal from the program.

## ASE 668 COURSE OUTLINE-Spring 2008-Revised. 1.19.08

All assignments must be electronically submitted by 11:30 pm on the date due, unless otherwise posted. Students will use the Assignment component of Blackboard to submit assignments.

### Unit 1 INTRODUCTIONS

JAN. 16

#### Syllabus Overview

#### Course and Student Expectations

Make sure your email account is working by clicking on [How to Set up your E-mail Account](#). Learn how to access/utilize the following components of Blackboard by exploring and taking the [Blackboard Tutorial](#).

#### Q & A

#### Blackboard:

Make sure your email account is working by clicking on [How to Set up your E-mail Account](#). Learn how to access/utilize the following components of Blackboard by exploring and taking the [Blackboard Tutorial](#).

#### Blackboard Components used in the course:

- a. Announcements,
- b. Course Information,
- c. Discussion Board,
- d. Communication,
- e. Roster in Communication (Used to view Personal Web Pages of classmates),
- f. Assignments (Used to view and attach completed assignments),
- g. Gradebook (in Tools--used to view grades after assignments have been submitted and graded).

Complete the **Student Information Card** found in Course Information in Blackboard and using your Sam-mail, email it to the professor **as an attachment BEFORE JAN. 22.**

**Read Chapter 1 (Daresh) “In search of a definition” AND Chapter 2 (Daresh) “Personal Assumptions Guiding Supervisory Practice”. Prepare (with notes) to participate in Discussion #1 over Chapters 1 & 2 (Daresh) on JAN. 23.**

### UNIT 2-- LEADERSHIP DEFINED

JAN. 23

#### Practice Blackboard Components used in the course:

- h. Announcements,
- i. Course Information,
- j. Discussion Board,
- k. Communication,
- l. Roster in Communication (Used to view Personal Web Pages of classmates),
- m. Assignments (Used to view and attach completed assignments),
- n. Gradebook (in Tools--used to view grades after assignments have been submitted and graded).

**Discussion over Chapters 1 & 2 (Daresh) and Clarify assignments from syllabus.**

**Review the Brown and Irby Model for Reflections** in the *Principal Portfolio*. Review the model paper posted in Course Information of Blackboard.

**UNIT 3 (Field-based)-- VIEWS OF SUPERVISION****JAN. 30**

**Interview one supervisor/administrator** to determine the predominant view(s) regarding supervision and teachers as *discussed in Chapter 1 of Daresh*.

**Written Assignment # 1: Report your findings in a one page doubled-spaced summary. (DUE JAN. 29) (10 PTS)**

**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 threaded discussion over Assignment #1, your interview notes). **(DUE JAN. 29) (10 pts)**

**UNIT 4 (Field-based)-- LEADERSHIP FRAMEWORK****FEB. 6**

**Read Brown and Irby, Chapter 2.**

**Written Assignment # 2:** Develop your own personal **Leadership Framework** using the model in Chapter 2 (Brown & Irby). **(DUE FEB. 6) (10 pts)**

**Written Assignment # 3:** Compare and contrast the Educational Platform described in the Chapter 2 (Daresh), to the Leadership Framework described in, Chapter 2 (Brown & Irby). Discuss specific differences in format, content and purpose. Use no more than **two typed double-spaced pages**. **(DUE FEB. 6) (10 pts)**

**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.

**UNIT 5 (Online)-- LEADERSHIP THEORY/ORGANIZATIONAL STRUCTURE FEB. 7-13**

**Participate in Threaded Discussion # 1: Chapter 3 (Daresh) lead by Cooperative Learning Team 1. (FEB. 7-8)**

**Write Reflection #2:** Reflect upon the importance of understanding the theory behind your own and others’ supervisory practices. **(DUE FEB. 11)**

**Read Chapter 4 (Daresh):** “Analyzing the structure of schools”

**Participate in Threaded Discussion # 2: Chapter 4 (Daresh), lead by Cooperative Learning Team #2. (FEB. 12-13)**



**UNIT 6 (Field-based)--ORGANIZATIONAL STRUCTURE (cont'd.)****FEB. 20**

**FIELD-BASED Assignment** -- 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.

**Written Assignment #4:** Write up this interview in a typed **two-page** paper, double-spaced, including interview questions. **(DUE FEB. 19) (10 PTS)**

**Write Reflection #3:** Reflect on which theory in Chapter 4 (Daresh) best describes the structure of your school/organization. Include examples from your interviews. **(DUE FEB. 19)**

**UNIT 7 (Online)-- LEADERSHIP STYLES****FEB. 21-27****Read Chapter 5 (Daresh) Leadership**

**Written Assignment #5:** Perform the steps described in Chapter 5, 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. **(DUE FEB 22)**

**Participate in Threaded Discussion #3: Chapter 5 (Daresh), lead by Cooperative Learning Team #3. (DUE FEB 25-26)**

**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. **(DUE FEB. 26) (10 pts)**

**UNIT 8 (Online)-- POWER, AUTHORITY AND INFLUENCE****FEB. 28-MAR. 5**

**Read Chapter 10 (Daresh):** Exercising Power and Authority  
Check your understanding with #1-3, p. 211-212

**Participate in Threaded Discussion #4:** Read Case Study 10.1 "It Was Supposed to be Easier!".  
Answer the 3 questions on p. 208:

- What are the critical issues raised in the cases as they relate to the concepts of power and authority in educational supervision and leadership,
- How does each case relate to the development of proactive leadership?
- In what ways might you suggest a resolution of the issues raised?

**Read Chapter 12 (Daresh):** Working with groups

**UNIT 9 (Online)-- GROUPS****MAR. 17--MAR.20**

**Written Assignment #6:** Analyze any group of which you are a member to determine how it conforms to the characteristics of groups described throughout Chapter 12 (see Activity 1, pg. 244 in Daresh). Use no more than one double-spaced page.

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

**Participate in Threaded Discussion #5: Chapter 8 "Groups" (Daresh), lead by Cooperative Learning Team 1. See assignments in Course Information.**

**Read Chapter 7 (Daresh): "Communication"**

**UNIT 10 (Field-based)-- COMMUNICATION****MAR. 26**

**Written Assignment #7: (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.

**Field-based Activity: 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/2005/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 #8:(Field-based)** Demonstrate your understanding and skill maneuvering through the TEA website by **completing the TEA Scavenger Hunt**.

**Read Chapter 8 (Daresh) "Addressing Accountability"**

**UNIT 11-- ACCOUNTABILITY/REPORTING DATA****APRIL 2**

**Lecture/Discussion of Chapter 8 "Addressing Accountability"-NCLB**

**Jigsaw ASCD article on accountability issues.**

**Lecture - Read the AEIS campus reports.**

**UNIT 12 (Field-based)-- ACADEMIC EXCELLENCE INDICATOR SYSTEM (AEIS) APRIL 9**

**Written Assignment #9 (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.

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.

**Participate in Threaded Discussion #6: Accountability in Texas Schools, lead by Cooperative Learning Team 2.**

**Read Chapter 9 (Daresh): “Managing Change”**--prepare for discussion

**UNIT 13-- IMPLEMENTING AND MANAGING CHANGE**

**APRIL 16**

**Lecture/Discussion Chapter 9 (Daresh): “Managing Change”**

**Discussion Concerns-based Adoption Model (CBAM)**

**Participate in Threaded Discussion #7: Change and School Reform, lead by Cooperative Learning Team 3. (APRIL 17-18)**

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

**UNIT 14-- UTILIZING/RESOLVING CONFLICT**

**APRIL 23**

**Discussion: Chapter 10 (Daresh): “Dealing with Conflict”**

**Written Assignment #10:** 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. **(DUE APRIL 22) (10 PTS)**

**Write Reflection #6:** Reflect on the effects of conflict in your school and what you have learned about dealing with conflict. **(DUE APRIL 23) (10 pts)**

**Read Chapter 16 (Daresh): "Clinical Supervision and Other Models".**

**UNIT 15-- MODELS OF SUPERVISION****APRIL 30**

**Lecture/Discuss** Chapter 16 (Daresh) "Clinical Supervision and Other Models".

**Review Goldhammer, Anderson, and Krajewski (1993) model--Clinical Supervision, p. 320-327.**

**Revisit Portfolio Requirements (Course Information). 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.

- The 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.

**UNIT 16 (Online)-- CONDUCT CLINICAL OBSERVATION****MAY 1-6**

**Assignment (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 (**DUE MAY 5**) (10 pts)

**Write Reflection #7:** Reflect on what you learned in your clinical observation. What aspects of the observation gave you the most difficulty? (**DUE MAY 6**) (10 pts)

Prepare portfolio and presentation. Study for final exam.

**UNIT 17-- FINAL PERFORMANCE EVENTS****MAY 7****Portfolio Presentations/Final**

*The portfolio will be presented to the rest of the class and should include answers/responses to the following in the presentation:*

- a. what they have learned in the course to prepare them for being a leader*
- b. what additional skills they feel they need;*
- c. how their views of leadership have changed over the semester course.*

**Final Exam**