Sam Houston STATE UNIVERSITY

A Member of The Texas State University System

Center for Research and Doctoral Studies in Educational Leadership

ASE 668.05 INSTRUCTIONAL LEADERSHIP I

COURSE/TITLE: **ASE 668.05** INSTRUCTIONAL LEADERSHIP I **(Online.Spring 2008)**
COLLEGE: SAM HOUSTON STATE UNIVERSITY
DEPARTMENT: EDUCATIONAL LEADERSHIP AND COUNSELING

PROFESSOR: Dr. Bernnell Peltier-Glaze

E-MAIL: bmp011@shsu.edu

PHONE: 832-724-8288 (Please leave your name and number where you can be reached).

ELECTRONIC OFFICE HOURS: M – TH: 11: 00 a.m.- 1:00 p.m..

REQUIRED MATERIALS & TOOLS:

This course will be web-based and field-based. You must be able to access blackboard.
http://blackboard.shsu.edu/webapps/login. Additionally, all communications to and from the professor will be
through your **SHSU email account**.

- Daresh, J. (2001). *Supervision as Proactive Leadership*, (4th ed.). Long Grove, IL: Waveland Press, Inc.
- Brown, G., & Irby, B. (1998). *Principal Portfolio*. (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc.
- American Psychological Association. (2001). *Publication manual of the American psychological association* (5th ed.). Washington, D.C: American Psychological Association.
- Please become familiar with the resources managed by the Newton Gresham Library by visiting the website: http://library.shsu.edu/

Students should have access to a reliable Internet connection and be familiar with basic Microsoft software
programs including Word and Powerpoint.

Below you will find orientation information that should be helpful as you prepare for the course over the
next few days. You should read and follow the instructions.

1. Pay for your coursework as soon as possible. Until you have paid, you will not be able to access the course website on Blackboard.
2. Create a SHSU Computer Account by going to www.shsu.edu, and then scroll down the "University Fast Links" until you find Computer Account Creation. Follow the steps there to obtain your username and password. These will be used to access Blackboard and SHSU email. Hereafter, your professor will **ALWAYS** use your **SHSU email address** to initiate contact with you.
3. Go to Blackboard and login. Locate ASE 668.05 (whichever is your section) and select the link to the course website.
4. Download and review the syllabus and assignment sheet under Course Documents.
5. Purchase your textbooks. The University Bookstore telephone number is 936-294-1862.
6. Download *Academic Portfolio Guidelines* and the *Writing Standards* from the Educational Leadership web page- http://www.shsu.edu/~edu_elc/leadership/programs.html

COURSE DESCRIPTION:

This field-based (classroom) and web-enhanced (online) 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. Class will be student driven; the professor will serve as a
facilitator and guide in this course. (Some classes will be held via Blackboard).
Prerequisite: ASE 532 or concurrent enrollment. Credit 3. *(SHSU 2005-07 Graduate Catalog)*

COURSE RATIONALE: This course is consistent with the mission of the University, the College of Education and Applied Science, and the Educational Leadership Program.

- Sam Houston State University's: "…enable its students to become informed, thoughtful, and productive citizens."
- 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."
- Educational Leadership Program: "…to prepare educational leaders for real-world challenges and opportunities."

Students have RESPECT from the College of Education

Responding to the needs of others
Expecting the best for students, faculty, staff and programs
Serving other above self
Planning and promoting quality
Engaging in academic inquiry
Caring for students, faculty and staff
Teaching and leading as a mission that changes lives

EXPECTATIONS:

- Students will participate in web-enhanced (online) classes with field-based activities.
- Students will assume responsibility for their own success in this class through online class discussions (discussion board/chat room) and participation in a team arrangement to learn what they missed when late or unavoidably absent from the online discussions.
- Threads must be posted by the due date, which is the end of each week (Fridays) by 10:00 p.m. Posting after the due date is considered late and will not be accepted. After the second late posting, the student's overall final course grade will be reduced by at least one letter grade.
- No make-up assignments will be given.
- No late work will be accepted. (If a late assignment is approved by the professor, points will be deducted from the assignment grade as well as from the class participation grade. After the second late assignment, the student's overall final course grade will be reduced by at least one letter grade).
- All exercises will be completed in a timely manner, which is necessary for meaningful participation and contribution to the class.
- Students will visit the library at SHSU on line to supplement their readings on the various methodologies and will share these accounts during class discussions.
  - o **For BlackBoard Assignments**
    - ▪ Students will make postings on blackboard as assigned. This posting should be related to what you are learning in the course or what we have discussed. You may post questions for responses. Some of the postings will result from group-led discussions. All responses must have a citation from the textbook.

COURSE REQUIREMENTS:

PARTICIPATION: Attendance is required on a weekly basis or as assigned on blackboard. Participation in all discussions, activities, and assignments is expected. Also, students will be expected to demonstrate the ability to work in collaborative groups. (Tx. Principal Standards: 6.1-6.5; NCATE standards: N: 1.1-1.8; 2.1-2.3, 3/1-3.3, 4.1-4.4)

WRITTEN WORK: Written assignments will be based on the readings and the student's own experiences. All written assignments must be written at the graduate level and follow APA format as indicated in the SHSU Education Leadership and Counseling Department Writing Standards. (Tx. Principal Standards: 6.1-6.5; NCATE standards: N: 1.1-1.8; 2.1-2.3, 3/1-3.3, 4.1-4.4)

READINGS: Students will be prepared to answer the following questions based on the reading assignment:
  1. What key points is the author making?

2. What issues or concerns does this information generate?
3. How can I use this information in my role as educational leader in curriculum planning, implementation and evaluation?
4. Any other questions presented by the professor…

Evaluation of the student readings may include any or all of the following:
1. One-page reflection following the Reflection cycle as illustrated in Brown & Irby.
2. Written assignments or reflections.

(Tx. Principal Standards:: 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8; NCATE Standards: N: 1.1-1.8; 2.1-2.3; 3.1-3.3; 4.1-4.4)

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 course

Blackboard Assignments
Assignments are due by 10:00 pm on the due date and will be considered late if emailed to the professor after the due date. No late assignments will be accepted and no make-up work will be given. Email all assignments to bmp011@shsu.edu (unless otherwise specified)! You must have a SHSU Email Account (not to be forwarded to other email) [see http://www.shsu.edu/~ucs_www/] and be able to access Blackboard (http://www.shsu.edu/administrative/training/guides/blackboard.html) to participate in this class. To successfully complete this course, students must use Blackboard when assigned. If students fail to do so points will not be given for the assignment.
Send an initial email to me at bmp011@shsu.edu to confirm your SHSU Email Account and that you have successfully accessed Blackboard. Also, please complete the student information card.

BLACKBOARD DISCUSSION OBJECTIVES:
- Form Cooperative Learning Groups (CLG) to facilitate learning for chapter readings
  - Each group will be given assignments/projects/activities on a weekly basis.
- Opportunity for students to share ideas and experiences with others whose background and viewpoints differ from their own
- Opportunity for peer assistance to help each other understand ideas or concepts
- Use professional language during discussions

ASSIGNMENTS OBJECTIVES
- Opportunity to stay up to date in their work by using a variety of resources (Field-based assignments, interviews, internet research, analyzing curriculum, etc)
- Opportunity for students to extend their intellectual effort beyond that which is required by most courses (NCLB requirements, second language learners, parent involvement, paraprofessional, staff development, interviews, etc)
- Related to real life situations (Major project, weekly assignments, class and on line discussions).

STUDENT/INSTRUCTOR INTERACTION/COMMUNICATION OBJECTIVES:
- Display a personal interest in students and their learning
- Assist students in ways to find answers to their own questions
- Provide feedback of academic performance
- Clarify course material
- Share ideas about the course content
- Provide timely and frequent feedback
- Provide student-faculty interaction via email, phone calls, etc.

Please adhere to proper protocol. As listed on the first page of this syllabus, my electronic office hours are M-TH from 11:00 a.m. to 1:00 p.m. Any questions or concerns relating to this course need to be directly addressed with me through email or telephone. Unless it is an emergency, I will respond to you within 48 hours.

PROGRAM STANDARDS: TEXES, NCATE, IDEA, AND PRINCIPAL STANDARDS AS ALIGNED BY EDL AT SAM HOUSTON STATE UNIVERSITY

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): http://www.tepsa.org/SC/PrincipalStandards.pdf

STATUTORY AUTHORITY: Texas Education Code, Chapter 21, Subchapter B, Certification of Educators.
http://www.tea.state.tx.us/sboe/schedule/9809/ch241-ltr.html.
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.

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 all in an online environment.

ELCC Standards/NCATE Alignment

Students will be assessed with regards to the following standards for advanced programs in educational leadership. See complete report at http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

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.

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 practice to student learning, and designing comprehensive professional growth plans for staff.

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.

NCATE online P. 12: http://www.ncate.org/standard/new%20program%20standards/elcc.pdf

Student Evaluation of Instructor Effectiveness (IDEA Objectives)

Students will be asked to evaluate the instructor's teaching effectiveness related to course objectives and general effective teaching practices at the end of the course using the IDEA instrument. Students will be invited to provide feedback during the course which will be used to make needed adjustments. Students will also evaluate their learning in these specific objectives:

Course Objectives (**IDEA objectives for this course: http://www.idea.ksu.edu/**):

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

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.

SHSU POLICIES (see also: http://www.shsu.edu/syllabus/):

Academic Honesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. Academic work submitted by you (such as papers, assignments, reports, test) 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 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. Students are expected to use conventions noted in the APA Publication Manual, 5th edition, for citing sources. Violation of these academic standards may result in removal of failure. Academy Policy Statement 810213.For a complete listing of the university policy, see:
http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty

Attendance is taken for all class meetings. Please notify me in advance if you will be absent or tardy. According to the university policy, regular and punctual class attendance is expected of each student at SHSU. It is expected that each faculty member will keep a record of student attendance. Each faculty member will announce to his/her classes the policies for accepting late work *[stated above]*. Students are expected to show appropriate cause for missing or delaying major assignments or examinations. A student

shall not be penalized for three or fewer hours of absences *[one class period]* when examinations or other assigned class work have not been missed; however, a student may be penalized for more than three hours of absences at the discretion of the instructor. Academic Policy Statement 800401

(Refer to Expectation and Performance and Assessment Section of the Syllabus)

Student Conduct: All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

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 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.

Student Absences on Religious Holy Days Policy: Section 51.911(b) of the Texas Education Code requires that an institution of higher education 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. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20…." 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.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

Students with Disability Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

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. For a complete listing of the University policy, see:
http://www.shsu.edu/~vaf_www/aps/811006.html

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

University Policies: Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc. should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations. Also see http://www.shsu.edu/~vaf_www/aps/stualpha.html

The Sam Houston Writing Center provides one-on-one help with your writing assignments. The Center is open from 8 a.m. to 7 p.m. Monday through Thursday, 8 a.m. to 3 p.m. Friday, and 2-7 p.m. on Sunday. Currently, we are located in Wilson 114. Look for signs on campus announcing our new location in Farrington 111, when we are open in that location. It is not necessary to schedule an appointment; however, you may call 936-294-3680, twenty-four hours in advance to schedule one.

Course Outline and Assignments

Topic/Date	Assignments Field-based Component/Reflections	Knowledge & Skills/ Standards	IDEA Objectives

Week #1
January 16, 2008
 	
Practice Rflection
1/18/08.
 	
WA 1 DUE 1/18/08
 	
Introduction to
graduate school &
Instructional
Leadership/Principal
Certification Program
	<u>Get ready for the course by taking care of these tasks</u>
	1. Go to the "Masters Degree in Instructional Leadership" webpage at http://www.shsu.edu/~elc_miil/ and make sure you set up your email account and get acclimated to Blackboard by clicking on How to Setup your E-mail Account and Blackboard Tutorial on that page.
	2. Acquire textbooks.
	3. In Blackboard, locate the following items:
	   a. Announcements,
	   b. Course Information,
	   c. Discussion Board,
	   d. Communication, and
	4. In "Tools" locate the Gradebook. You will use this to view your personal grade information after assignments have been submitted and graded.
	
	<u>Class Introductions</u>
	5. Introduction of self – Post to BB/DB
	6. Review entire syllabus
	7. Academic Writing & APA, 5th edition (style manual used in College of Education), sentence, paragraph, pre-writing, APA and helpful sites Review:
	http://owl.english.purdue.edu/owl/resource/560/01/, citing references:
	http://www.lib.usm.edu/research/guides/apa.html
	7.Review the Standards for Advanced Programs in Educational Leadership found at
	http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf
	8.Learn about hyperlinks at:
	http://rci.rutgers.edu/~routledg/powerpoint/19cd.htm
	
	9. Post a Personal Web Page. You must attach your picture, biography, introduction, and favorite websites.
	10.Complete the attached Student Information Card and email to bmp011@shsu.edu to confirm your SHSU email account
	11.Post messages to five class members. Explore group tools available in BB.
	12.Create a folder on your desktop and call it "Lastname ASE 668.05." You will put all assignments in this folder. All assignments must be emailed to me and must have your last name, assignment #, and date in the file name, i.e. Peltier.WA1.5.30.07
	13. Academic Portfolio-Create a PowerPoint document and place in your course folder that includes frames for the following: Your title page, table of contents, resume, 5-year goals, leadership framework, and one frame for each of the 7 ELCC standards (include a full description of the standard on each slide). The final project will consist of this document with hyperlinks to various documents completed in this class and in ASE 532. Your academic portfolio is used throughout the graduate program and will be reviewed at the end of this course and the end of the program. You will need to purchase a CD that can be copied and saved to numerous times (rewriteable), as you will add to the PowerPoint and continue
		TExES
		4.1 Facilitate Curriculum
		    Planning
		5.1 Research Best
		    Practices for
		    Instruction
		5.5 Use student
		assessment data
			1

Supervision, Organizational Behavior, Ethical Leadership	to link Word documents. 30 POINTS **Study the Brown and Irby** Model for Reflection. Refer to page 34 in *The Principal Portfolio* by Irby and Brown. [**All reflections must be submitted in this format. Failure to follow and submit using this format, will result in a grade of zero (0)]** -- **Written Assignment = WA (min. 2 double-spaced pages)** **Reflection= R (1 page/Reflection Format)** **Internship Activity= IA** **Email= EM** **Discussion Board= DB** **Blackboard= BB** **Threaded Discussion= TD** **(Practice Reflection): Describe an outstanding leader that you have worked with. Present your reflection of leadership using the Brown & Irby Cycle format (p. 34).** **Written Assignment #1:** After **reading chapter 1 (Daresh)** "In Search of a Definition." Write your own definition of supervisory leadership. Additionally, **Interview two supervisors/administrators** to determine the predominant view(s) of supervision regarding teachers as *discussed in Chapter 1 of your text*. **(Field-based) 10 POINTS**		
Week #2 January 21, 2008 WA 2 & 3 AND R 1 ARE DUE Jan. 25, 2008 Leadership Framework	• **Read Chapter 2 (Daresh)** "Personal Assumptions Guiding Supervisory Practice" • **Study the Brown and Irby** Model for Reflection. Refer to page 34 in *The Principal Portfolio* by Irby and Brown. • **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 (i.e. Artifacts – Daresh, **Chapters 1 & 2**, and your interview notes) **10 POINTS** 1. **Written Assignment #2:** 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 2. **Written Assignment #3/Internship Activity:** Develop your own personal Leadership Framework using the Brown & Irby model in Chapter 2). *[This assignment will be included in your academic portfolio]*15 POINTS	ELCC standards 1.2 Articulate the Vision 1.4 Steward for the Vision 2.2 Instructional Programs	1 & 3
Week #3 January 28, 2008 R 2 DUE Feb. 1, 2008 Theory and Practice	• **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. • **Write Reflection #2:** Reflect upon the importance of understanding the theory behind your own and others' supervisory practices. **10 POINTS**	ELCC standards 1.2 Articulate the Vision 1.4 Steward for the Vision 2.2 Instructional Programs	2

Week #4 Feb. 4, 2008 WA 4 & R 3 DUE Feb. 8, 2008 Organizational Behavior	• **Read Chapter 4 (Daresh)**: "Analyzing the structure of schools" • **Written Assignment #4:** Interview two teachers who currently work at the same school, using an interview protocol that reflects <u>one</u> 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 POINTS • **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 POINTS		2
Week #5 Feb. 11, 2008 WA 5& R 4 DUE Feb. 15, 2008 Leadership, Leadership Styles, Leading with Strengths	• **Read Chapter 5 (Daresh) Leadership Styles** • **Written Assignment #5:** Perform the steps described in Chapter 5, **Activity 2, and 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. 1O POINTS • **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 POINTS		1 & 3
Week #6 Feb. 18, 2008 WA 6 DUE Feb. 22, 2008 Motivation	• **Read Chapter 6 Motivation** • **Written Assignment #6: Interview three teachers on your campus to determine what motivates them to stay on their campus. 10 POINTS**		1 & 3
Week # 7 Feb. 25, 2008 WA 7 & R 5 DUE Feb. 29, 2008 Communication	• **Read Chapter 7 (Daresh)**: Communication • **Field-based/Written Assignment #7**: 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** • **Write Reflection #5:** Reflect on what you have learned concerning communication theory and communication in the district where you currently work. 10 POINTS		1 2
Week #8 Mar. 3, 2008 WA 8 DUE , Mar. 7, 2008 Accountability	• **Read Chapter 8** Addressing Accountability • **Written Assignment #8: Discuss the No Child Left Behind and how it either addresses or does not address accountability. 10 POINTS**		
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Week #9 Mar. 18, 2008 WA 9 & DUE Mar. 20, 2008 Change	• **Read Chapter 9 (Daresh):** Managing Change • **Written Assignment #9:** Read the article "Big School Change in Small Town" and write a 1 page to outline the critical points. (See course documents) **-10 POINTS**	ELCC standards 1.2 Articulate the Vision 1.4 Steward for the Vision 2.2 Instructional Programs	1 & 3
Week #10 Mar. 25, 2008 WA 10 DUE Mar. 28, 2008 Power and Authority	• **Read Chapter 10** Exercising Power and Authority • **Written Assignment #10**: As a future or current principal/administrator, how would/will you help your staff transition into your leadership style? How will you handle it when your lead team states, Last year, Mrs/Mr…. did it like this and it worked, but yet you want to do it differently. 10 POINTS		3
Week #11 Mar. 31, 2008 WA 11& 12 R 6 & 7 DUE Apr. 4, 2008 Conflict	• **Read Chapter 11 (Daresh): "Dealing with Conflict"** • **Written Assignment #11: 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** • **Write Reflection #6: Reflect on the effects of conflict in your school and what you have learned about dealing with conflict. 10 POINTS** • **Read Chapter 12 (Daresh):** Working with groups • **Written Assignment #12**: Analyze any group of which you are a member to determine how it conforms to the characteristics of groups described throughout Chapter 11 (see activities 1 &2, p. 244 in Daresh). Use no more than one double-spaced page**. 1O POINTS** • **Write Reflection #7:** Reflect on the characteristics of groups in and outside of your school and describe how they can affect instruction. 10 POINTS		3
Week #12 Apr. 7, 2008 WA 13 DUE Apr. 11, 2008	• **Read Chapter 13** The World of Teachers • **Written Assignment #13** Activities 1 & 2 (p. 266); Case 13.2: Why Aren't They Interested pp. 268-69. • Use the questions on p. 267. 10 POINTS		1
Week #13 Apr. 14, 2008 WA 14; R8 DUE Apr. 18, 2008	• **Read Chapter 14** Curriculum Leadership • **Field-based/Written Assignment #14/Internship Activity:** Using the Texas Education Agency website, locate and print the AEIS data for the school or district you focused on in WA11. Analyze how the AEIS impacts the curriculum and instruction for all learners. Review the selected campus report and discuss: benefits of the AEIS report, state 10 conclusions from the data listed in the report. Analyze the data and select your highest priority areas for improvement. Discuss additional sources of information needed to develop specific strategies to improve selected areas. Review the staff information section and discuss needs related to recruitment, selection, and retention of qualified staff. Review the program information listed on the AEIS report and discuss the strengths and weaknesses of special programs. Discuss how you will use data to improve		1 & 3

Week	Content	ELCC standards	
	instruction for all learners. **25 POINTS** *(Academic Portfolio)* • **Write Reflection # 8**: Reflect on what you learned regarding AEIS report. Which areas were new to you? What areas surprised you? 10 POINTS *(Academic Portfolio)*		
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Week # 14 Apr. 21, 2008 WA 15 & R 9 DUE Apr. 25, 2008	• **Read Chapter 16** Clinical Supervision and other Models • **Field-based/Written # 15 Assignment/Internship Activity:** **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. 25 POINTS *(Academic Portfolio)* • **Write Reflection # 9**: Reflect on what you learned in your clinical observation. What aspects of the observation gave you the most difficulty? 10 POINTS *(Academic Portfolio)*	ELCC standards 1.2 Articulate the Vision 1.4 Steward for the Vision 2.2 Instructional Programs	1 & 3
Week # 15 Apr. 28, 2008 WA16 DUE May 2, 2008	• Read Chapter 15- Evaluation • WA 16- Discuss the process of your own personal evaluation.		
Week #16 May 4, 2008 R10 May 9, 2008 Week #17 May 11, 2008 Final Exam DUE May 15, 2008	• Turn in Reflection #10 Write about your overall experience of the course in terms of the assignments, the reflections and the portfolio development. • Academic Portfolio & Questions • (Academic Portfolio will have to be mailed to • Dr. Bernnell Peltier-Glaze • 14639 Searston Drive • Houston, TX 77084 • Academic Portfolio must be in my hand on May 15, 2008, not postmarked May 15, 2008. Therefore, please mail portfolios a few days before to ensure that they are in my hand by May 15, 2008.		3

Course Grades/Requirements:

Written Assignments: 13 @ 10pts each   130 pts

-WA 3 is your Leadership Framework internship activity   15 pts
-WA 14 is your AEIS internship activity   25 pts
-WA 15 is your Clinical Supervision internship activity   25 pts

Written Reflections: 10 @ 10 pts   100pts

Participation   75pts
(Points will be deducted for not posting or late postings; low quality of posting, i.e. not on topic, does not include citation from textbook, etc.)

Academic Portfolio   30 pts

Final Exam   100 pts

A = 500-463   Passing grade

B = 462-400   Passing grade
C = < 399   Not passing
F = < 295   Not passing

The professor reserves the right to alter course requirements/assignments and/or the class schedule to better address the learning needs of the students.

Assessment and Summative Evaluation of Learning Objectives

The instructor will assign the final grade based on the student's demonstrated performance, attitudes, and abilities related to the goals and objectives of the class (detailed in syllabus).

Assessment #1 AEIS Activities & Reflection (Measures ELCC 1.1, 1.2)
Assessment #2 Leadership Framework (Measures ELCC 1.1-1.3 & 5.1-5.3)
Assessment #3 Clinical Supervision Activities & Report (Measures ELCC 2.2))
Assessment #4: Academic Portfolio (Measures all ELCC standards)
Assessment #5: Graduate Student/ Learner Competencies

Grading Scale

A = Exceeds Standards and demonstrates learning beyond the course and stated expectations. "A" work is earned by learners who extend learning beyond the minimum presented in class and demonstrate developed written and verbal communication skills.

B = Meets Standards and demonstrates mastery of objectives assessed. "B" work is earned by learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earn passing grades on assessments. Most graduate students demonstrate proficiency related to the course objectives and earn Bs.

C or F= Failure to meet Standards

Course objectives will be assessed using discussions, research proposal, research activities, and written homework assignments.

Written work should:

• be clear, well organized, and concise.
• be free from grammatical and spelling errors.
• be Typed (12 point) and double space with 1 inch margins on left and right, with name, date, course, and assignment #. Paginate with page number in upper right hand corner.
• demonstrate a thorough analysis.
• include supporting evidence from course readings and additional resources (citations must be provided).
• adhere to the conventions delineated in the 5th Edition of the APA Manual, including the use of bias-free language.

Scoring Guidelines:

Assessment	Meets Expectations B-level work	Exceeds Expectations A-level work (Quality & Quantity)	Below Expectations C or F
Written Reflections & Written Assignments	Written work follows the Brown & Irby model and uses appropriate format & labels. The work is well-edited and contains fewer than 3 errors. The writer uses information from at least 2 artifacts. APA style is used to cite references with few errors.	In addition, the work is error-free. The text is clean and polished. Strong conventions increase readability. Precise language presents a clear message. The discussion connects a variety of concepts which demonstrate an advanced understanding and level of thought. The writer expands ideas, capitalizing on a variety of artifacts.	Activity less than meets expectations. The author has disjointed ideas. Errors are frequent and distracting. The reader must pause to understand text. The paper reads like a first draft. The writer struggles with limited vocabulary and words are used incorrectly.
Class Attendance & Participation	Participates in all or most BB discussions. Submits all work on time. Prepares by completing almost all minor	Participates in all BB discussions. Prepares by completing all assignments and adds to work with evidence of independent study	Less than meets expectations

	assignments.	beyond normal assignments.	
AEIS Reflection	Scores are analyzed and all requirements are included.	Student extends with an application of vision & articulation as described in ELCC standards 1.1-1.5.	Less than meets expectations
Clinical Supervision Activity	All parts of conference are included in notes. Reflection focuses on supervision and lessons learned by student. The report is well-edited.	Reflection extends supervision with a synthesis of the process and tool of evaluation. Personal areas of strengths and growth as a supervisor are noted. An additional teacher observation could also be included.	Less than meets expectations
Leadership Framework	Framework contains all components and is well-edited.	The framework is concise, descriptive, and includes statements that show evidence of application of ethics as described in ELCC Standards 5-1-5.3.	Less than meets expectations
Academic Portfolio	All activities and components are included. All hyperlinks work. The PowerPoint is edited and organized.	The student has included an additional reflection for learning for ELCC standards 1, 2, and 5. The student has included a plan for professional growth.	Less than meets expectations

Student Information Card

Last Name:

First Name

Birthday (Month/Day):

Home Phone Number:

Cell Phone Number:

SHSU Email Address:

Alternate E-mail Address:

Preferred Email Address:

Workplace (i.e. Name of school & Name of district):

Position(s) (i.e. 4th grade Math/Science & Grade Level Chairperson):

Day Phone Number:

Alternate Phone Number:

In the event of an emergency that would occur during class time, who should be contacted?

Favorite Color(s):

Favorite Snack(s):

Favorite Soda/Juice:

Favorite Cake:

Any other information you would like to share about yourself:

DUE DATES

ASSIGNMENTS	DUE DATE
Practice Reflection Read Ch. 1 WA 1	January 18, 2008
Read Ch. 2 R 1 WA 2 WA 3	January 25, 2008
Read Ch. 3 R 2	February 1, 2008
Read Ch. 4 WA 4 R 3	February 8, 2008
Read Ch. 5 WA 5 R 4	February 15, 2008
Read Ch. 6 WA 6	February 22, 2008
Read Ch. 7 WA 7 R 5	February 29, 2008
Read Ch. 8 WA 8	March 7, 2008
Read Ch. 9 WA 9	March 20, 2008
Read Chps. 10 & 11 WA 10	March 28, 2008
Read Ch. 12 WA11 WA 12 R6 R7	April 4, 2008
Read Ch. 13 WA 13	April 11, 2008
Read Ch. 14 WA14 R 8	April 18, 2008
Read Ch. 16 WA 15 R 9	April 25, 2008
Read Ch. 15 WA 16 --	May 2, 2008 --
R 10	May 9, 2008
Final Exam- Academic Portfolio/Questions	May 15, 2008