

**ASE 694: Instructional Leadership Development
Summer I Semester, 2008
Course Syllabus**

Professor: Dr. Barbara Polnick
2302 Stableridge Drive, Conroe, TX 77384

Contact Information: 936-520-7762-cell
936-294-3849-office
936-321-6949-home (Houston Metro Number)

bpolnick@shsu.edu

Class Meeting Times: Mondays, Wednesdays, 4:30 PM - 8:50 PM

Class Location: Room _____, University Center, College Park Drive

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 curriculum for this course includes the knowledge of the literature, ongoing student engagement in research and appropriate professional practice and training experiences in educational leadership.

Required Text: The Texas Education Agency's approved Instructional Leadership Development (ILD) Course Manual/Workbook serves as the required text and includes a variety of materials and resources. The manual is copyrighted and, unless otherwise specified, materials may not be duplicated.

Each participant is required to pay \$40.00 for the cost of this manual. Please make checks payable to SHSU.

Additional Text: Students will select one popular leadership book on change for a group book study.

Course Objectives: Participants will be able to:

- ❑ Recognize that all decisions should lead to quality learning for all students to support achievement and a vision that assures learning for all students.
- ❑ Recognize the importance of utilizing systems thinking to made decisions.
- ❑ Understand the role of an instructional leader in the system.
- ❑ Apply a framework for continuous improvement to school organizations and individuals in order to promote student success.
- ❑ Identifying and utilizing four critical elements in understanding and making decisions about Teaching and Learning.

Course Requirements and Evaluation Criteria:

Attendance

Participants are expected to attend each class session in order to receive full credit for the course and receive the State ILD certification (required of all practicing principals and assistant principals in the State of Texas. Each student must sign the attendance roster at each class meeting. Effective use of time on task is one of our primary goals. Please be on time at the beginning of each session and after breaks.

If you miss any part of the class period (over 2 hours), you must make up the time at another training site before credit for the course or certification is given. They must attend the specific training that they missed—the content of the certification program cannot be compromised. Students must make their own arrangements for making up this time (with another class, or the ESC Region IV or VI).

Participation

Each participant is expected to participate fully in all discussions and activities. The class is conducted in an informal manner- colleagues learning together. You have much to offer to this experience, and we learn from your sharing your experiences and recommendations. You will be working in several different groups for most of the activities.

Work Expectations

- ✓ All work must be of quality at a graduate level, including the incorporation of the Department of Educational Leadership and Counseling Writing Standards (found on the Department Website). This includes minimal grammar and mechanical errors as well as using *APA, 5th edition* format.
- ✓ All work is due on the date specified. Late work will not be accepted or awarded credit, unless special arrangements are made with the instructor of the course.

Internship Embedded Activities

A reflection (Using the Brown and Irby Reflection Cycle) and an artifact are required for each of the following activities. Place these under Standard 1 in your portfolio.

1. **Campus Needs Assessment-** (In-class Assignment). 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. Possible artifacts include: Reflection Journal/**Data Sources Sheet** from the ILD notebook. You will need to make copies (hard or electronic) for their portfolios.
2. **Student Needs Assessment-**(In-class Assignment). Analyze goals, objectives, activities, resources and assessment strategies for **improving student performance** based on the needs of the students. (Possible artifacts may include: **Professional Development-Handout 5, Data Sources Sheet** from the ILD notebook. You will need to make copies (hard or electronic) for their portfolios.
3. **Teacher Observation-** Conduct a **teacher observation** (video and live) using the **developmental supervision** process, including the following: (a) Pre-Observation, (b) observe, collect data, (c) analyze data, (d) conduct feedback and (e) develop growth plans. (Possible artifacts may include: Observation Description, scripting notes, seating charts, etc.). Connections to the PDAS currently in use in Texas schools will also be included.

Book Study Assignment-Students will form study groups of 3 or 4 students who will study one popular leadership book on change for a book study.

A review of the Book Study, including guiding questions, application to improving faculty/staff performance in an educational setting and recommendations for use of the book as a professional development activity will be presented to the class by each study group.

Sample books include:

1. *In Search of Excellence* by Thomas Peters and Robert Watermann
2. *Fish! , Fish, Too!*
3. *Trust Matters: Leadership for Successful Schools* by Megan Tschannen-Moran
4. *The 7Habits of Highly Effective People* by Stephen Covey
5. *Gung Ho!* by Ken Blanchard and Sheldon Bowles
6. *From Good to Great!*
7. *Who Moved My Cheese* by Spencer Johnson
8. *The Present* by Spencer Johnson

SHSU STUDENT GUIDELINES

ACADEMIC DISHONESTY-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. For a complete listing of the university policy, see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

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 DISABILITIES 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.

GRADES

Grades are earned based on the following point system:

15 Pts – Blackboard Discussion-Change in High Performing, High Poverty Schools

20 Pts – School Improvement Report

15 Pts – Field-based Assignment: Teacher Observation

20 Pts – Field-based Assignment: Book Study (Group Presentation)

160 Pts – Class Participation/Attendance (8 face-to-face meetings x 20 pts each)

230 -- Total Possible Points

207 -- 230 = A;

184 -- 206 = B;

161 -- 183 = C

Class Meeting Times

Face-to-Face Meetings: Mondays & Wednesdays, 4:30-8:50 PM (4 hrs with two 10 min.-breaks)

June 4, 9, 11, 16, 18, 23, 25, 30 (32 hrs)

Blackboard Discussion-High Performing, High Poverty Schools: June 12-14 (3 hrs)

Field-based Assignment-Teacher Observation: June 19-21 (4 hrs)

Field-based Assignment: Book Study w/Group Presentation: 4 meetings, June 9-27 (4 hrs)

TOTAL: 43 hrs.

Course Outline

June 4	<p>Course/Syllabus Introduction</p> <p>Foundation (F1-41) Introduction Effective Schools Research Texas as Ed. Leader for 21st C. ILD Framework</p>
June 9	<p>Foundation (F42-57) Lone Star Simulation Closure/Reflection</p> <p>Curriculum, Instruction & Assessment (CIA 1-33) Introduction</p> <p>Assignment: Blackboard Discussion (15 pts)- June 12-14. Study a high poverty school where leaders/teachers are raising the levels of achievement of students. Share (in Blackboard) 2-3 strategies that you discovered were being implemented in this school. Be prepared to discuss what you think accounts for the achievement growth in these schools?</p>
June 11	<p>Curriculum, Instruction & Assessment (CIA 34-84) Think at High Cognitive Levels and Make Connections Bloom's Taxonomy Erickson's Structure of Knowledge Dimensions Integration of Cognitive and Knowledge Dimensions Use of Taxonomies (including Bloom's) Implications for TEKS/TAKS Video of Lessons Needs & Characteristics of All Learners</p>
June 16	<p>Curriculum, Instruction & Assessment (CIA 85-119) Assessing Student Progress Alignment of Objectives Closure/Reflection</p> <p>Supervision (S1-31) Introduction Supervisory Styles</p> <p>Assignment: School Improvement Report (20 pts)- Due Wednesday, June 18. Select a school that is either Low Performing or not currently meeting Annual Yearly Progress (AYP). In a report (5 pages), briefly describe the school in terms of relevant data obtained from AEIS Reports and District Website. Describe the process you would use to improve the academic performance of students on this campus. Discuss the following in your paper: What are the major barriers typically facing leaders who are trying to improve instruction? How would you overcome those barriers? In your own opinion, to what must leaders pay attention in order to become an effective instructional leader?</p>

June 18	<p>Supervision (S32-50) Formal Observation Application-</p> <p>Assignment: Field-based Assignment: Teacher Observation (15 pts)--Due June 19-21.-Conduct a formal teacher observation using the model outlined in the ILD manual.</p>
June 23	<p>Supervision (S51-60) Application/Closure/Reflection</p> <p>Professional Development (PD2-31) Introduction Key Concepts Strategies Application/Closure/Reflection</p>
June 25	<p>Communication & Community Partnership (CCP 1-21) Introduction Communication/Conflict Management Partnerships Closure /Reflection</p> <p>Assignment: Field-based Assignment: Book Study w/Group Presentation (20 pts.)-: June 9-27. Students will form study groups of 3 or 4 students who will meet at least 4 times to participate in a book study of one popular leadership book on change. Presentation of Book Study on June 30.</p>
June 30	<p>Organizational Management (OM 1-25) Introduction Lone Star Simulation Closure/Reflection</p> <p>Book Study Reports</p>

June 30--All Embedded Internship Activities due in Portfolio