

CNE-587-Leadership for English Language Learners

Summer I, 2008

Course number is a required course for MA in Instructional Leadership-TRIAD

**College of Education
Educational Leadership and Counseling Department**

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Text/Readings:

Herrera, S., & Murry, K. G. (2005). *Mastering ESL and bilingual methods*.
Pearson: Boston.

Moller, G., & Pankake, A. (2006). *Lead with me: A principal's guide to teacher leadership*.

Course Format: All-day seminars, night classes, on-line activities.

Course Description:

The primary objective of this course is to take an inductive approach to developing instructional leadership that supports English Language Learners (ELLs) or Culturally and Linguistically Diverse (CLD) student achievement by using researched models and strategies. Activities are aimed at developing strategies and curriculum to enhance the academic success of ELLs, particularly in the area of reading, through a synthesis of classroom and school-wide strategies. A review of research on ESL and bilingual models, Texas and TESOL standards, and reflective instructional leadership will be included.

Outcomes: Upon successful completion of this course, students will be able to:

- Reflect on their own leadership strengths in promoting support for ELLs.
- Design professional development strategies for teacher leadership.
- Explore the evolving meaning of curriculum development applied to ELLs.

- Identify the most applicable curriculum development approaches and instructional models for their school culture and student/teacher/community needs.
- Expand resources for school-wide instructional leadership and curriculum development.
- Review recent research on reading for ELLs, as well as the foundations of second language instruction and academic content.
- Become familiar with some of the up-to-date curriculum models for English Language Learners (e.g., content-based instruction, SIOP, etc.).
- Explore some special topics in ELL (e.g. testing, special education).
- Develop resources to increase parental involvement of ELL students.
- Complete a school-wide action plan from the analysis to the action plan stage to incorporate a demographic study and data gathering (research) activity.

Activities/Assessment (100 pts. total)

Quality on-line discussion (responses/reflections)	8
Weekly Practice Activities (8pts each week)	32
“Expert Presentations” (groups)	20
Final School Improvement Action Plan (Includes data and draft)	40

Total Points= 100

Expectations:

- 1. Student Absences of Religious Holidays:** 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 absence 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. The request must be made

within the first 15 days of the semester and within the first 7 days of the summer semester. Any violation of the said agreement may be appealed to the department chair.

- 2. Students with Disabilities:** 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 may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

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. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center.

- 3. Electronic Devices:** All cell phones, computers, and other electronic devices should be turned off during class. Unless directed otherwise by the professor.
- 4. Late Work:** All course work is due on the date specified. Late work will **not** be accepted or awarded credit, unless the student and the professor have made an agreement regarding an unusual circumstance.
- 5. Attendance:** Participation is both expected and required in class. Attendance is expected at **all class** sessions. **Summer classes CANNOT be missed. If you know you absolutely must miss a class or come late or leave early, you may contract for a lower grade and meet the requirements for a B. Students who miss class time in the Summer simple are not eligible for A grades due to the intense and limited course time. Please be sure that all other alternatives have been explored before taking an absence. Do not notify the professor via email regarding an absence on the day of class, unless there is**

an extreme emergency. Arriving to class on time is equally important. Entering the classroom after class has begun is disruptive to the learning environment. Three late arrivals of 15 minutes or more will count as one absence. Make every effort to arrive to class on time.

6. **Course Requirements:** The professor(s) reserves the right to alter course requirements and/or the class schedule to better address the learning needs of the students.
7. **Academic Honesty:** Academic honesty is expected. Plagiarism is a violation and will result in course failure. A report will be made to Dr. Beverly Irby, Department Chair and Dr. Genevieve Brown, Dean.
8. **Student Conduct:** 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, Chapter VI, Student Services and Activities, Section 5 Student Conduct and Discipline. Those rules may be found at http://www.tsus.edu/pubs/Pubs/rules_regs.html. Particular attention should be paid to the sections on plagiarism and theft of library materials. Students should practice self-discipline in classes. Courtesy should be extended to all students. Thought should be given to the value of all conversation in class to all students in class. Classes will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals.
9. **Course Concerns:** Please see the professor if there are any concerns before consulting the department chair or other program administrator.
10. **Student Disposition Scale:** To meet the requirements of NCATE accreditation, students are required to respond to a self report scale that best describes his/her behavior in the courses that he/she is currently enrolled. The ratings are **3 = Target**, **2 = Acceptable**, and **1 = Unacceptable**. The **total number** of points that may be earned range from **1-18**. Points from **10-18** indicate that the student is performing on **Target**. **Nine** points indicate **Acceptable** performance. Points at **8 or below** indicate **Unacceptable** performance. The professor will review students' responses and **agree** or **disagree** with the findings. If the professor determines that the student has **Unacceptable** performance, it will be students' responsibilities to provide evidence that they have **Acceptable** or **Target** performance. This self report scale will be completed at the end of each semester.