

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

**Department:** EDUCATIONAL LEADERSHIP AND COUNSELING

**Course Number:** ASE 668

**Course Title:** INSTRUCTIONAL LEADERSHIP I

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**Required Texts:**

Daresh, J. C. (2007). *Supervision as proactive leadership*, 4<sup>th</sup> ed. Prospect Heights, IL: Waveland Press.

Brown, G. H. & Irby, B. (2001). *The principal portfolio*, Thousand Oaks, CA: Corwin Press.

**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 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.  
Prerequisite: ASE 532 or concurrent enrollment.

**Learner Outcomes:**

This course emphasizes each of the standards below 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 using a mixed delivery system of face-to-face and web-based environments.

**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 following standard areas established by the State Board of Educator Certification (SBEC):

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.

**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 (ADA):**

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 program.

**Student Code of Conduct:**

1. 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, the use of the Internet as a tool, and theft or mutilation of library materials. Academic honesty is expected.
2. Students should practice self-discipline in discussions. Courtesy should be extended to all graduate students. Discussions will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals. Discussions held in class must directly impact the expected learning.

**Attendance and Late Work:**

1. Attendance is considered important in all classes. One absence is all that will be accepted without penalty. Any absence beyond one will be penalized at 10% of final average per absence beyond the first absence. For example, a student with 3 absences would have a 20% deduction from their grade. All decisions will be made on a case-by-case basis. *Please notify me before class if you are going to be tardy or absent.*
2. Late work will not be accepted without penalty.
  - a. 1 day late 10% deduction
  - b. 2 days late 20 % deduction
  - c. 3 days late not accepted

**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 1<sup>st</sup> class day and the 12<sup>th</sup> class day (4<sup>th</sup> class day in the summer) no record of the resignation will appear on the student's academic record. If a student resigns after the 12<sup>th</sup> class day (4<sup>th</sup> 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.

**Course Evaluation**

The grade for this course will be based on the following distribution of points:

3 Internship Embedded Activities: 50 points each	150
Midterm Exam	25
5 Written Assignments: 25 points each	125
7 Written Reflections: 10 points each	70
Portfolio	100
Total	470
A = 423 or more; B = 422 – 376; C = 352 – 375; F = 351 or lower	

### Semester Schedule

Date	Topic	Reading	Assignment(s) Due
1/22	Class Introductions <i>Where do you see yourself in 5 years? 10 years? 20 years?</i>	<i>The Principal Portfolio</i>	
1/29	Peer Editing of philosophies		WR #1
2/5	Educational Supervision	Daresh Chapters 1 and 2	WA #1
2/12	<b><i>No Formal Class Meeting</i></b>	E-mail no later than 9 PM on 2/12	WA #2 WR #2
2/19	Theory Into Practice	Daresh Chapters 3, 4, and 5	
2/26	Motivation, Communication	Daresh Chapters 6 and 7	Personal Leadership Framework
3/4	Addressing Accountability	Daresh Chapter 8	WA #3 WR #3
3/11	<b><i>Spring Break</i></b>		
3/18	<b><i>No Formal Class Meeting</i></b>	E-mail no later than 9 PM on March 18	Midterm Exam
3/25	Managing Change, Exercising Power and Authority, Dealing with Conflict	Daresh Chapters 9, 10, and 11	AEIS Report
4/1	<b><i>No Formal Class Meeting</i></b>	Daresh Chapters 12 and 13  E-mail no later than 9 PM on April 1	Using case 13.2 on page 268, answer the questions on page 267: Cases to Consider
4/8	Curriculum Leadership, Evaluation	Daresh Chapters 14 and 15	WA #4 WR #4
4/15	Clinical Supervision and Other Models	Daresh Chapter 16	WA #5 WR #5
4/22	Leadership for Professional Development	Daresh Chapter 17	
4/29	Future Trends in Proactive Leadership	Daresh Chapter 18	Clinical Observation WR #6
5/6	<b><i>Individual Meetings: Portfolios</i></b>		Portfolios due WR #7
5/13	<b><i>Individual Meetings: Portfolios</i></b>		Portfolios due WR #7

**Assignments: 50 points each**

**#1:** 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.

Include in your report at least 3 of the following:

- a. benefits of the AEIS report,
- b. 8 conclusions from the data listed in the report,
- c. suggestions of the highest priority areas for improvement.
- d. additional sources of information needed to develop specific strategies to improve selected areas,
- e. needs related to recruitment, selection, and retention of qualified staff based on the staff information section,
- f. strengths and weaknesses of special programs.

**#2:** Conduct a clinical observation of one teacher. The entire Goldhammer, Anderson & Krajewski (1993) five-stage model must be conducted (see p. 320, Daresh). Develop and write a report of how you implemented each step.

**#3:** Develop a personal Leadership Framework using the Brown & Irby model in Chapter 2.

**Written Assignments (WA): 25 points each**

**All written assignments must be completed using APA format and be no more than 2 pages double spaced.**

**WA #1:** Revise Philosophy of Education & Philosophy of Leadership based on information from peer editing. This will be a final version.

**WA #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. This assignment is due to be turned in by 9:00 on February 12.

**WA #3:** Interview a campus administrator to determine the predominant view(s) regarding supervision and teachers as discussed in Chapter 1 of Daresh.

**WA #4:** Interview two teachers who currently work at the same school, using an interview protocol that reflects one of the perspectives of organizational analysis discussed in the text. Determine how the theory applies to practice in the school of the teachers you interview.

**WA #5:** Identify three examples of conflict that occurred at your school in the semester. Classify these conflicts according to typologies in Chapter 11.

**Written Reflections (WR): 10 points each**

**All Reflections should follow the Brown and Irby Reflection Cycle and should be no more than 1 page.**

**WR #1:** Write your Philosophy of Education & Philosophy of Leadership – examples on page 20 of *The Principal Portfolio*.

**WR #2:** Reflect on what you learned/experienced during the interviews and in reading and discussing the different views of supervision

**WR #3:** Reflect on which theory in Chapter 4 best describes the structure of your school or organization. Include examples from your interviews.

**WR #4:** Reflect on what you learned regarding AEIS report. Which areas were new to you? What areas surprised you?

**WR #5:** Reflect on the effects of conflict in your school and what you have learned about dealing with conflict.

**WR #6:** Reflect on what you learned in your clinical observation. What aspects of the observation gave you the most difficulty?

**WR #7:** Write about your overall experience in the course in terms of the assignments, the reflections, and the portfolio development.

**Portfolio: 100 points**

All assignments conducted in this class should be placed in your Electronic Academic Portfolio, each filed according to the Texas Standard that applies.

- An Electronic Academic Portfolio will be created in Power Point and burned to CD-ROM for the final performance event.
- The portfolio must be reviewed for final admission decision for candidacy in the Educational Leadership program.

**Embedded Activities**

<p>1.2 Articulate the Vision 1.4 Steward for the Vision 2.2 Instructional Programs</p>	<ol style="list-style-type: none"> <li>1. Review a campus report card. Analyze how the Academic Excellence Indicator System (AEIS) is impacting the curriculum and instruction for all learners.</li> <li>2. Conduct a teacher observation using the developmental supervision process, including:             <ol style="list-style-type: none"> <li>a) Conduct Pre-observation</li> <li>b) Observe/Collect Data</li> <li>c) Analyze Data</li> <li>d) Conduct Feedback</li> <li>e) Develop Growth Plan Ideas</li> </ol> </li> <li>3. Develop a personal Leadership Framework using the Brown &amp; Irby model in Chapter 2.</li> </ol>	<p>4.1 Facilitate Curriculum Planning</p> <p>5.1 Research Best Practices for Instruction</p> <p>5.5 Use student assessment data</p>
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