

Syllabus

COURSE TITLE: ASE 668 INSTRUCTIONAL LEADERSHIP I

INSTRUCTOR: George Moore, Ph. D.

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ONLINE OFFICE HRS- Thursday evenings from 7:00—8:00. Other nights by appointment.
I will be readily available during this time to answer questions and discuss concerns through email.

ON CAMPUS OFFICE HOURS

Monday- 11:00-3:00 PM;

Thursday- 11:00-3:00 PM;

Wednesday-11:00-300 PM

Tuesday and Friday- By Appointment

REQUIRED TEXT (S):

Daresh, J.C. (2001). *Supervision As Proactive Leadership*, 3rd ed. Prospect Heights, IL: Waveland Press.

Brown, G.H. & Irby, B. (2001). *The Principal's 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: The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice. 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.

Prerequisite: ASE 532 or concurrent enrollment.

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 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."

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:

2. Learning to apply course materials to improve thinking, problem solving, and decisions.
3. Learning how to find and use resources for answering questions or solving problems.

Important Objectives:

4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
9. Learning how to find and use resources for answering questions or solving problems.
11. Learning to analyze and critically evaluate ideas, arguments, and points of view. (This will be accomplished by presenting your point of view on written and oral assignments and integrating that information with best practices in the literature).

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 program.

You **must have a Sam Email Account** and be able to access Blackboard to participate in this class. To successfully complete this course, students must actively use Blackboard **minimally three times/week**. Send an initial email to me at gmoore@shsu.edu to confirm your Sam Mail Account and that you have successfully accessed Blackboard. Alternative emails will be used only in an emergency and will be included on the Student Information Card.

On-Line Participation Guidelines:

1. Students are expected to log in regularly during the week and are expected to post substantive contributions to the discussion at those times. In addition, students are expected to respond to email requests and communications from the professor in a timely manner.
2. Students should plan to spend a minimum of 3-5 hours each week participating online.
3. There will be no make-up work for missed threaded discussions in the Discussion Board.
4. **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.
5. **Use of good "Netiquette" is essential in an online environment.**

Turning in Assignments:

Send your assignments through Assignment (Manager) by 11:55 pm on the date they are due. Assignments are considered late if sent to the professor after that. ***Late assignments should be saved in Rich Text Format and sent via email***

Date	Topic	Readings	Assignments
Jan. 22	Introduction, Leadership, Reflection, Portfolio	Ch. 1,2, 5,6, and 7 (D)	Five Year Goals, Résumé, Supervisor Interview, Leadership Framework draft; Compare/Contrast Paper (Due Feb. 4)
Jan. 23—28	Online Discussions Field work	Ch. 1,2,5,6, and 7 (D)	Online group project begins
Jan 29	Supervision; Professional Development	Ch. 16 and 17 (D) Ch. 2 and 3 (B&I)	Clinical Supervision Project (Due Feb. 11 th)
Jan. 30--Feb. 4	Online Discussions Field work	Ch. 16-17	Jan. 22 nd assignments Due Feb. 4*
Feb 5	Working with People, Programs, and Evaluation	Ch. 12-15	AEIS Report
Feb 5—Feb 11	Online Discussions Field work	Ch. 12-15	Clinical Supervision Activity Due Online group project due on the 11 th *
Feb. 12	Accountability and Change	Ch. 8-9	Change Paper (Due Feb. 19 th)*
Feb. 11—Feb 18	Discussions/Field work	Ch. 8-9	Portfolio Development
Feb 19	Proactive Leadership	Ch. 18	Change Paper / Portfolio Due

*Some due dates may be extended to the end of the semester. The professor will work with the students to establish reasonable timelines for assignments.

Assignment Descriptions

Five-Year goals: Create a list of 4 or 5 professional goals for the next five years. (See Brown & Irby)

Résumé: Create a professional résumé using the model in Brown & Irby.

Leadership Framework: Create your personal leadership framework (Brown & Irby)

Compare/Contrast paper: Compare and contrast the educational platform described in Daresh (Ch. 2) with the Leadership Framework described in Brown & Irby (Ch. 2). Discuss specific differences in format, content, and purpose. Use no more than two double-spaced pages.

Supervisor Interview: Interview a principal, assistant principal, or director of instruction who is responsible for supervising ELL and/or bilingual ed. Teachers. You want to find out what he/she does to observe, encourage, provide growth opportunities, and you want to ask if he/she does anything different in working with these special teachers to address their job performance. Ask about PDAS if appropriate. **You are not asking about individual teacher issues; you are concerned with the process.** Submit a 2-3 page summary of the interview. Include a list of the questions you asked and a copy of any notes you took during the interview.

Group Project: Perform the steps described in Chapter 5 Activity 2 page 127. As a group develop a scale (i.e., 1-5). Each member of the group should administer this scale to two administrators and two ELL teachers.

Clinical Supervision Activity: Conduct a clinical supervision cycle of one ELL teacher. Use the 5 step model (Goldhammer, Anderson, & Krajewski, 1993) provided on page 320 (Daresh). Write a report in which you describe how you implemented each step.

AEIS Report: 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 three typed, double-spaced pages. Include the following:

- Benefits of the AEIS Report
- 4 conclusions from the data listed in the report
- The highest priority areas for improvement with ELL students
- Review the staff information section and discuss recruitment needs
- Review the program information and discuss apparent strengths and areas of concern related to special program.

Change Paper: Information will be given on a separate sheet.

Student Evaluation

Assignment	Points
Five-Year Goals	5
Résumé	5
Leadership Framework	5
Supervisor Interview	10
Compare/Contrast Paper	20
Online Group Project	20
Clinical Supervision Project	20
AEIS Report	20
Portfolio	20
Online Discussions	25
Total	150

<u>Total</u>	<u>Grade</u>
135—150	A
120—134	B
105--119	C