ASE 668
Instructional Leadership I Online
Summer II 2008 Syllabus

DEPARTMENT: EDUCATIONAL LEADERSHIP AND COUNSELING

COURSE NUMBER: ASE 668

COURSE TITLE: INSTRUCTIONAL LEADERSHIP I

INSTRUCTOR: Barbara Polnick, Ed. D.
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ONLINE OFFICE HRS- I will be online during this time to answer questions and discuss concerns through email and/or telephone (cell)--Wednesday- 4:00-6:00 PM and other times 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: 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 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:
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** (not to be forwarded to other email) 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 bpolnick@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.

GRADING:

ACTIVITY	POINTS
THREADED DISCUSSIONS- 6 X 10 PTS EACH	60
ASSIGNMENTS: 7 X 10 PTS EACH	70
PORTFOLIO: 20 PTS	20
REFLECTIONS: 4 X 10 PTS EACH	40
PARTCIPATION-COLLABORATIVE GROUP INTERACTION; RESPONSE TO EMAILS AND OTHER QUERIES MADE BY INSTRUCTOR AND OTHER STUDENTS; VOLUNTARY LIVE CHATS	10
TOTAL PTS	200

Course Grading: A=180-200   B=160-179   C=140-159

D. 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.** While one collaborative learning team will be expected to lead a discussion over one of the chapters in the textbook, all class members have a responsibility to make the discussion one that is worthwhile, informative and at a high level of discourse. Participation points accumulate through leading and participating in online threaded discussions and participation in intra-group discussion sessions. 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 <u>ten hours</u> each week participating online** (during the summer sessions) <u>in addition</u> to time required to read and write assignments. Blackboard Discussion Grader and review of content in the discussions, along with Bb Course Statistics will be used to monitor student activity on the course website. Grades will be awarded based on consistent postings and the overall quality of content.

3.   **There will be no make-up work for missed threaded discussions in the Discussion Board.** Students who fail to log on and interact by providing input to the discussion within the time scheduled will have missed the opportunity to earn these points.

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. Please observe common courtesies. Remember the people you "meet online" today may be the people you interview with tomorrow. Make a good impression now—It's a small world and you just don't know who you are going to see again! Please include a salutation and a closure with your name in the messages you send via email.

Turning in Assignments:

Send your assignments through Assignment (Manager) by 11:30 pm on the date they are due. Assignments are considered late if sent to the professor after that and the Assignment Tool Option will be closed for that assignment. Also, recognize that if your late work is accepted by the professor, it will be graded at the end of the semester. Assignments should be sent as attachments and saved in **Rich Text Format (RTF)**. Please save your assignments with your **last name in the title**, as I also save these in a folder on my computer before opening them.

ASE 668 COURSE OUTLINE-Summer II, 2008

All assignments will be turned in by 11:30 pm <u>on the date they are due</u> using Assignment Manager in Blackboard (Bb), unless otherwise posted by the Instructor.

Unit #1 Introduction

<u>Get ready for the course by taking care of these tasks</u>

1. Make sure you set up your email account and get acclimated to Blackboard by clicking on <u>How to Set up your E-mail Account</u> and <u>Blackboard Tutorial</u> on that page.

2. Acquire textbooks.

3. Complete and send in a **Student Information Card** found in Course Information.
        Send it to the instructor as an email attachment.

4. In Blackboard, locate the following items:
    a. Announcements,
    b. Course Information,
    c. Discussion Board,
    d. Communication,
    e. Assignments. You will use this to view the assignment, attach and view your
                    completed assignment
    f. Gradebook (in Tools). You will use this to view your personal grade information after
                    assignments have been submitted and graded.

Class Member Introductions

Create a Home Page on Blackboard following the requirements posted in *COURSE SYLLABUS/COURSE OUTLINE.*

Post email messages to the other members of your **assigned** Cooperative Learning Team (CLT). The group assignments can be found in *COURSE SYLLABUS/COURSE OUTLINE.*
Once you have found your team, do the following:
   a) Introduce yourself *and share your experiences with online courses and technology.*
   b) *Find at least 4 things you have in common.*
   c) *Create a group name based on your group's members' common attributes.*
   d) *Select a group leader and have the Group Leader..*
   e) *Send the name of your group and the leader's name to the instructor.*

Your group name and group members will find their own personal discussion are to chat (synchronously and asynchronously) in COMMUNICATIONS-->GROUP PAGES

COURSE ASSIGNMENTS

Unit #2 (July 12-19) Written Assignments Due by July 19

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1. After Reading Chapter 1 (Daresh) "In Search of a Definition" and **Chapter 2 "Personal Assumptions Guiding Supervisory Practice,"** participate in **Threaded Discussion** #1 over **Chapters 1 & 2 (Daresh). (10 pts)- July 12-16.**

2. Written Assignment #1 (Field-based): Interview one supervisor to determine the predominant view(s) regarding supervision and teachers/employees as *discussed in Chapter 1 of Daresh.* Report your findings in a <u>one-page,</u> double-spaced summary. (10 points). **Interviews in the summer may be conducted in person, on the phone or via email.**

3. Written Assignment #2: After reading **Chapter 2** in the *Principal Portfolio,* develop your own personal **Leadership Framework** using the Brown & Irby model. **(10 points)**

4. Study the Brown and Irby Model for Reflections in the *Principal Portfolio.* Review the model paper posted in Course Resources in Blackboard. Ask questions in the "Reflections" Forum if clarification is needed.

5. Write Reflection #1: Using the Brown and Irby Reflection Cycle, share what you learned about becoming an effective leader from the following: your **interview,** the **Threaded Discussion** regarding the different views of supervision, and developing your **Leadership Framework.** (Note: Artifacts – Daresh, **Chapter 1 & 2**, Threaded discussion Chapters 1 & 2, and your interview notes). **(10 pts)**

Unit # 3 (July 20-24) Written Assignments Due by July 24.

1. After reading Chapter 3 (Daresh): **"The Role of Theory in Improving Supervisory Practice"** and reviewing your Leadership Framework, **participate in Threaded Discussion #2 led by Cooperative Learning Team 1. (10 pts) – July 20-22.**

2. After reading Chapter 4 (Daresh): **"Analyzing the Structure of Schools,"** **participate in Threaded Discussion #3 led by Cooperative Learning Team 2. (10 pts)- July 23-24.**

3. Field-based/Written Assignment #3: Interview two educators/employees who currently work at the same educational setting/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 organization of the employees you interview. Write this review in a typed **two-page** paper, double-spaced. **(10 pts)**

4. Write Reflection #2: Reflect upon the importance of understanding the theory behind your own and others' supervisory practices. Include in your reflection, which theory in Chapter 4 (Daresh) might best describe the structure of your own school or organization. **(10 pts)**

Unit # 4 (July 25-27) Written Assignments Due by July 27.

1. Read Chapter 5 (Daresh): "Leadership "

2. Written Assignment #4: Perform the steps described in Chapter 5, Suggested Activity 2, page 126 of the Daresh text. Ask a member of your CLT to review your scale prior to using it. Then, administer the scale/survey to two leaders in your district/organization. Write an analysis of your findings in no more than two typed pages and submit with your scale. (**10 pts)**

3. After Reading Chapter 5 and administering your survey, participate in Threaded Discussion #4, Chapter 5 (Daresh), lead by CLT 3. (10 pts)-July 25-27

4. Write Reflection #3: Reflect on the different styles and beliefs about leadership that you observed, along with the type of leader you are/intend to become. **(10 pts)**

Unit # 5 (July 28- August 3) Written Assignments Due by August 3

1. Read Chapter 12 (Daresh): "Working with Groups"

2. Written Assignment #5: Analyze any group of which you are a member to determine how it conforms to the characteristics of groups described throughout Chapter 12 (see Suggested Activity 1, pg. 244 in Daresh). Use no more than one double-spaced page**. (10 pts)**

3. **Read Chapter 7 (Daresh)**: "**Communication**"

4. **Written Assignment #6 (Field-based)** Using a school/district/organization at which you intend to apply for a leadership position, explore the organization's 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. Include the type of communication that is being utilized through the website. Is this tool working? How do you know? Include a link to the website in your paper. **(10 points)**

5. **Participate in Threaded Discussion #5, Chapter 7 (Daresh), lead by Cooperative Learning Team 4. (10 pts)- July 30- August 1.**

6. **Read Chapter 9 (Daresh): "Managing Change"**

7. **Read Chapter 11 (Daresh): "Dealing with Conflict"**

8. **Written Assignment #7:** Identify three examples of conflict that occurred at your school in the last year. Classify these conflicts according to typologies in Chapter 11. Use no more than one double-spaced page to discuss. **(10 points)**

9. **Participate in Threaded Discussion #6,** Chapters 9 &11 (Daresh) lead by **Cooperative Learning Team 5. (10 pts)- August 2-3**

10. **Write Reflection #4:** Reflect on the following two questions: (1) How can knowing about the different groups in your organization help you when dealing with conflict? (2) Based on what you have learned concerning communication theory and practice what two things would you recommend doing to reduce conflict in your school/organization? **(10 pts)**

Portfolio/final Aug. 4-6

  Portfolio Development-All assignments conducted in this class should be placed in your Academic Portfolio, each filed according to the State/National Standard that applies to your field of study. **(30 pts)**
*   The electronic Academic Portfolio will be created in PowerPoint and burned to a RW (Re-writable) CD and mailed to the professor. Instructions for creating the portfolio will be posted in Bb. All portfolio CDs will be mailed to the address below, unless otherwise notified. Portfolios must be received by the professor by **August 5th. Please make a back-up copy for your CD. CD's will not be returned.**

> **Dr. Barbara Polnick**
> **2302 Stableridge Drive**
> **Conroe, TX 77384**

In lieu of a final exam, students will submit, along with their portfolio, a 2-4-page leadership skills summary of:

a. *what they have learned in the course to prepare them for being a leader, including specific references to activities and theories/ideas from the texts, field-based experiences, etc.;*

b. *what additional skills they feel they need and how they anticipate learning/acquiring those skills; and*

c. *how their views of leadership have changed over the semester course, including a reference to specific experiences/beliefs.*

If time permits, individual interviews with the professor will be conducted, using the portfolio and leadership skills summary as points of discussion.