

ASE 668 INSTRUCTIONAL LEADERSHIP I
Summer I 2008
Sam Houston State University
College of Education
Department of Educational Leadership & Counseling

This is a required course for students in the Master's Degree in Educational Administration and Instructional Leadership.

COURSE TITLE: ASE 668 INSTRUCTIONAL LEADERSHIP I

INSTRUCTOR: George Moore, Ph. D.
936-294-4981 (office)
936-828-0599 (mobile)
geomoores@shsu.edu

ONLINE OFFICE HRS- Tuesday 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 and Chat as it is available.

ON CAMPUS OFFICE HOURS

By Appointment Only

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.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.) Washington, DC: Author.

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 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.

On-Line Participation Guidelines:

1. 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 and spend about 8 hours working on assignments and discussions**. Send an initial email to me at geomoore@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.
2. Students are expected to log in regularly during the week and are expected to post at a minimum **five(5) substantive** contributions to the discussion at those times. A substantive contribution must address the professor's question and or the posts of other students. To be substantive, a post must be at least 150 words. "I agree with Matthew" is an example of a post but not a substantive contribution. ***In addition, students are expected to respond to email requests and communications from the professor in a timely manner.***
3. Students should plan to spend a minimum of 8 hours each week participating online.
4. There will be no make-up work for missed threaded discussions in the Discussion Board.
5. ***Academic honesty is expected in all work.*** Violations might 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.
6. **Use of good "Netiquette" is essential in an online environment.**

COURSE ASSIGNMENT

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.** *Starting the second day a paper is late, one(1) point will be deducted for everyday the assignment is late.*

Assignment Matrix for Summer I

June 5-June 11	Introduction, Leadership Framework, Authority and Power, Supervision; Professional Development, Reflection, Portfolio Topic	
Assignments Due June 11		
Leadership Framework draft		
Online discussion.		
Readings		
Ch. 1,2, 10, 16, and 17 Daresh (D)	Ch. 2-3 in Brown and Irby (B & I)	
Lesson Module on BlackBoard (Bb)	Tegrity Video (if available)	
June 12-June 18	Motivation, Communication, Accountability, and Change	
Assignments Due June 18		
Compare and Contrast Paper	Supervisor Interview	
Online Discussions		
Readings		
Ch. 5, 6, 7, 8, and 9 (D)	Lesson Module (Bb)	Tegrity Video if Available
June 19-June 24	Working with Groups, teachers, and evaluations	
Assignments Due June 23		
Online Group Project (10)	AEIS Report (25)	
Online Discussion		
Readings		
Ch. 12, 13, 15 (D)	Lesson Module	Tegrity Video (if Available)
June 25-June 30	Final Course Assignments	
Assignments Due June30		
Leadership Framework (10)	Clinical Supervision Report (25)	
Portfolio		
Online Discussion		
No Readings		

Assignment Description

NOTE: You have embarked on your Master's degree. This is an academic degree, and your writing should reflect such. One point will be deducted for each grammar mistake regardless of the size of the mistake. Poorly organized papers will be returned ungraded, and students must revise and resubmit. You must also follow APA style guidelines. You were supposed to buy the APA manual. One point may be take for each mistake.

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 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 special teachers (e.g., bilingual, music, etc.) 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 126. As a group develop a scale (i.e., Likert scale 1-5). Each member of the group should administer this scale to two administrators and two classroom or special teachers. Your paper should include the actual results and a discussion of the significance of the findings.

Clinical Supervision Activity: Conduct a clinical supervision cycle of one classroom 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 typewritten, 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 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.

Student Evaluation

Assignment	Points	Range	Grade
Leadership Framework	10	135-150	A
Supervisor Interview	10		
Compare/Contrast Paper	10		
Online Group Project	10	120-134	B
Clinical Supervision Project	25		
AEIS Report	25		
Portfolio	20	105-119	C
Online Discussions (10 points per week)	40		

Total	150		
-------	-----	--	--