



Instructional Leadership

EDAD 531.41E

Texas A&M University–Texarkana

Syllabus

Fall 2011

Web-Enhanced Delivery

Hallsville, TX

Basic Information

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Course Number: EDAD 531.41E

Course Title: Instructional Leadership

Credits: 3 SCH

Prerequisites: None

Course Description: This course is designed to provide both the knowledge and skills needed by an instructional leader in the application of a development system that is based upon a culture that is ethical, learner-centered, collaborative, continuously seeking to improve, and facilitates the achievement of high expectations. The goal is to attain and sustain leader behavior that assures quality student performance that enhances the probability of success through the application of a systemic approach that

emphasizes the interrelationships that exist between and among the following Instructional Leadership Development (ILD) components: data-driven decision making, supervision, professional development, organizational management, curriculum-instruction-assessment, evaluation, and community partnerships-communication. The student who successfully completes this course is eligible for ILD certification for the practicing principal as required by the Texas Education Agency. It is generally two-weeks following the completion of the course before you can obtain the certificate. **To obtain the certification, you will be required to complete an online application to Region XIII Educational Service Center.**

Student Instructions for Retrieving ILD and PDAS certificates

1. Go to ILD and PDAS Certificate Authority on Region 13's website at <http://www5.esc13.net/ild/ip.html>
2. Click on "Access and print your certificate."
3. Fill in the required information and click Submit. You must use the name your trainer submitted Therefore, submit it as you registered for this course. The first time you try use your name with your middle initial and the second time use your full middle name. If this doesn't work contact your trainer.
4. Save and/or open and print your certificate.

II. Required and Supplementary Resources:

A. Required Text:

Instructional Leadership Development (ILD) Manual (2009 Version). This may be purchased at the bookstore or an electronic version of the manual will be provided on a CD.

And

Covey, Stephen A. (2004). *The 7 Habits of Highly Effective People*. The Free Press ISBN: 0743269519

Note 1: This may also be purchased at www.franklincovey.com; <http://www.barnes-noble.com/> and other book vendors as well.

Note 2: Any edition of this book is acceptable.

B. Supplementary Materials:

Owens, R. (2001). Organizational Behavior in Education: Instructional Leadership and School Reform (7th edition), Allyn & Bacon. ISBN 0-205-32198-4

Glickman, K. (2001). Supervision and Instructional Leadership: A Developmental Approach (5th ed.). Allyn & Bacon
ISBN 0-205-32202-6

Danielson, C. (1996). Enhancing Professional Practice: A Framework for Teaching. ASCD ISBN 0-87120-269-7

Glatthorn, A. (1997). Differentiated Supervision (2nd ed.). ASCD
ISBN 0-87120-275-1.

Publication Manual of the American Psychological Association (5th ed.)
Washington, DC: American Psychological Association.

C. Major Course Objectives:

- To develop ability to analyze issues confronting educational administrators from the perspective of a campus leader who relies on data and research to drive those decisions (II.004.4, II.005.1)
- To develop a professional and reflective approach to solving problems, making decisions and confronting issues in the practice of educational leadership (II.005.5, II.005.9)
- To understand the relationship between a vision of success for every Texas student and the requirements of law for curriculum, appraisal, professional development, and accountability (I.001.7, II.005.4,)
- To understand the need for a school culture that is learner-centered and collaborative, focused on student performance, based on high expectations for all students, and driven by a process of continuous improvement (I.001.1, I.001.6)
- To apply a framework of continuous improvement to school organization and individuals in order to promote student success (II.005.2)

The objectives of the course are imbedded in the SBEC competencies and proficiencies as amended in the TExES Principal Preparation Manual that may be reviewed at www.sbec.state.tx.us. The specific SBEC items related to the objectives of this course are identified inside the parentheses. The complete document with both the direct instruction and reinforcement TExES framework descriptors are provided on EDAD 531's homepage.

D. Course Outline

Face to Face
meeting dates:

9/7,
10/5,
11/2,
11/16,
12/14

E. Course Requirements and Assignments.

- **Student Profile:** See the document to be completed on the course menu. Please complete and submit it by the date specified to the instructor. **(10 points)**
- **Exams:** A mid-term exam **(50 points)** and a final exam **(100 points)** will be developed as per guidelines. The exams are worth a total of **(150 points)** of the final grade. The exam format may be either objective and/or subjective.
- **Professional Article Review (PAR)**

These papers **(150 points total)** serve several important purposes.

- The first purpose is to assure the instructor of the students' mastery level in regard to both technical writing skills and the ability to write reflectively from the perspective of an administrator.
- The second purpose is to permit the student to demonstrate mastery related to the use of the APA Writing Guidelines.
- The third purpose is to assure in-depth perusal of contemporary **educational administration** literature that is peer reviewed.
- Technical guidelines, sample, and rubric are provided on the course menu.
- submit the paper to the TurnItIn program to assure the originality of the material and then to the instructor via the assignment drop box.

PAR # 1 Options
<p>Topic 1: Describe and discuss the "Effective Schools Model".</p> <p>Topic 2: An exemplary principal's beliefs in regard to the implementation of effective change in the school improvement process (This topic must include discussion of an implementation plan that incorporates both the systems concept and the continuous improvement planning program (CIPP)).</p>

Topic 3: How will an exemplary campus leader assure the development, implementation, and evaluation of a “deeply aligned” C/I/A campus component is present on the campus?

Topic 4: The relationship between supervision and professional development on a highly effective campus program.

PAR # 2 Options

Topic 5: Explain the relationship that exists between management and leadership when applied to both internal and external communication by an exemplary principal with the members of the school-community.

Topic 6: Review the literature regarding decision making and provide a review of the various types of decision making. There are several approaches and if you review three (3) of them it would be sufficient. Reflect on the style(s) you see as most effective for the practicing principal.

Topic 7: Review various approaches to conflict resolution as practiced by a campus leader.

Further, the report topics are guided by but should not be limited to those authors and/or subjects listed in the literature review/references section of your workbook. **Critical Point:** For those who seek to incorporate strong research articles you should include journals produced for that purpose e.g. AERA journal, EAQ journal, etc. Each report is worth **(50 points /total 150) points** of the final grade.

- **Professional Text Evaluation**

Covey’s book Seven Habits of Highly Effective People will be discussed in four (4) parts. Each discussion will begin with a guided discussion over the assigned reading. Each of the four discussions is worth **(15 points/ total 60 points)** of the final grade. It is expected that you will minimally post 2 comments and 2 responses to other comments for each of the 4 parts. For these to count, the comments must be of a substantive nature. Please be sure to meet the deadlines for the discussions.

In addition, the Text Evaluation is worth **50 points** of the final grade. The technical guidelines, samples, and rubric are provided on the course menu.

- **Evaluation Documents**

There are two evaluations requested of you in regard to this course. These are

1. a system/university student evaluation of the instruction
 2. a course evaluation via Survey Monkey that I have designed and will use at the mid-point to adjust the course in an effort to continually improve the course content, instructional style, and assessment of student learning.
- **Student Research Paper/Project:** This section, in total, will be **worth 150 points** of the final grade.
 - **Components:**

Part One: Research Project Action Plan **(25 points)**
 An action plan format is provided for this part of the project on the course menu. It will be completed and submitted as required. A copy of assessed document will be included in the Research Paper/Project in the Appendix.

Part Two: Field Based Experience **(50 points)**

 At minimum, you must interview two campus level leaders regarding their views on subjects covered in the components of this course. You must prepare a base interview instrument with 3 to 5 questions to use with both of them and the instrument should be included in your paper's appendix. It would be very effective if you could interview the principals you select in small groups.
 Your research paper will include at least one comment from each of these individuals with APA appropriate text citations (25 points) and interview dialogs in the appendix (25 points)

Part Five: Research Paper/Project **(200 points)**

 - A. A minimum of eight **(8)** and maximum of **(15)** sources must be cited in your paper and listed on your reference page. This is in addition to the two campus leaders whose thoughts will also be appropriately cited in your work.
 - B. The Literature Review section of your notebook may be used as a general guide regarding appropriate material. However, you should go beyond the material presented in the lit review. In addition, educational leadership literature that relates directly to your topic is expected and the research journals are especially valued for this type of work. Books or journals no more than 10 years old are most appropriate unless it is a classic work such as the Covey book I have you read.

- C. At a minimum, the Research Paper/Project will discuss the relationships that exist between and among all elements specified on the ILD Framework Model for Data-driven Systems.
- Or
- D. You may select one topic that you seek to know more about.
1. Effective schools (historical and the new 13 element model)
 2. Alignment C/I/A
 3. Supervision
 4. Organizational management and its relationship to Leadership
 5. Communication

Program Administrative Material

1. Grading Scale

90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
Below 70%	F

Note: The computed figure is rounded up to the next highest whole number if the tenth's place value is 5 or greater. It is rounded down if it is not.

2. Attendance

Students are expected to be present for all classes. If for some reason a student is unable to attend a class, a call to the professor prior to the absence is advised. An outside assignment may be made for each Week missed. **For those who must miss, the following process will be used. An assignment related to the topic of the Week missed will be assigned. The first missed Week will require that 1-page paper over an assigned topic be prepared and turned in on or before the next class following the absence. Subsequent absences may result in administrative withdrawal from the course.**

Punctuality is also expected and desired behavior for all who enter the administrative program with the intent of being campus leaders.

3. Writing Activities

All written work shall be typed or computer printed in a print or font that is easy to read. Written work shall be scored for content, spelling, correctness of grammar, style and syntax, proper crediting of sources and overall appearance.

Additionally, work should show a proper degree of originality, creativity, and effective presentation. All work is expected to be handed in on time (failure to comply will result in point reduction) and conform to APA 5th Edition Writing Style Guidelines. **The writing assessment rubric is provided on the menu.**

4. Late work

All work shall be handed in on time using the assignment dropbox on the Blackboard LMS **if no prior arrangement** is made by the student with the professor. For each day missed a deduction of **10%** is assessed the score for that assignment.

5. Academic Honesty

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and copying or undocumented use of materials from any source, constitute academic dishonesty, and may be grounds for a grade of “F” in the course and/or disciplinary action. For additional information see the university policy manual.

“What is plagiarism?”

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

1. *to steal and pass off (the ideas or words of another) as one's own*
2. *to use (another's production) without crediting the source*
3. *to commit literary theft*
4. *to present as new and original an idea or product derived from an existing source.*

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.” (TurnItIn Website)

6. Disability Accommodations Statement

Students with disabilities may request reasonable accommodations through the A&M-Textarkana Disability Services Office by contacting Carl Greig, Aikin room 219A or by calling 903.223.3062.

7. Technology Component

- A. E-mail. This communication venue may be used by students to contact the instructor or other students. It is most helpful if you use the Blackboard webmail function. The website is checked after 8am and before 10pm except on the weekends. We will establish a time for virtual office hours that will work for all of us. I hope that is on Thursdays mornings from 9-11 but we will discuss it.
- B. Please silence or turn off your cell phones during class. If there is an emergency that may require your attention, please visit with me so we can make necessary accommodations.
- C. Use Blackboard as the instructional modality for off-site meetings.
- D. Research is conducted either on-site or electronically. This is facilitated by a procedures document prepared by the TAMU-T library staff.
- E. Use TurnItIn to assure originality of submitted documents.
- F. Use the Blackboard program to obtain materials and for communication with the instructor and other students.
- G. Use of technology to appropriately format the required documents (APA) is permitted and a caution is provided regarding the efficacy of those "machines". The caution is that the outcome is not always accurate be sure you check it.

8. Degree and Certification Plans

1. Degree Plan must be completed with the Graduate Office.
2. Certification Plan for those with a previous master's degree must be completed, reviewed, and signed by the Advisor in the first 6 SCH's of your course. You may certify with 18 hours if you are given credit for a research and curriculum class by your Adviors.

NOTE: The professor retains the prerogative of changing this syllabus as necessary throughout the conduct of the course and will notify students accordingly.