Executive Instructional Leadership
EDAD 594 Section 01E
Texas A&M University-Texarkana

Fall 2011
Web-Enhanced
Wednesday 7:00pm to 9:45pm
Room: TBA

Contact Information

Instructor: Sharon A. Lease, Ed.D.
Email: sharon.lease@tamut.edu
Office phone: 903.223.3040
Fax: 903.223.TBA
Home: 903.293.5522
Cell: 903.293.5522
Office hours: TBA

Course Number: EDAD 594.001
Credits: 3 SCH
Course Title: Executive Instructional Leadership
Prerequisites: Master’s Degree and Principal Certificate or program director’s approval

Course Description:
Instructional Leadership at the chief executive officer (CEO) level is the theme of this standards-based course. The application of strategic planning skills to enhance teaching and learning; to ensure alignment among curriculum, curriculum resources, and assessment; and to support the collection and use of multiple measures of success are promulgated through the requirements of this course. Emphasis is placed on skills designed to advocate, nurture, and sustain an instructional program and a culture that supports student learning and staff professional growth. Staff evaluation, improving staff performance, and effective models of supervision are emphasized.

Course Rationale:
Curriculum, instruction, assessment, and professional development are the core elements of a school district that is striving to meet the requirements of No Child Left Behind, state
accountability measures and most importantly—the optimum learning and well-being of students as our future citizenry. Superintendents must be knowledgeable in all of these areas in order to facilitate the strategic planning for and continuous improvement of teaching and learning. It is incumbent upon superintendents to continuously build their skills and grow their knowledge in these areas that directly impact the academic growth of the children in their care. As the leaders of districts, superintendents set the tone for communicating the importance of effective performance in and research-based knowledge of curriculum, instruction, assessment, and continuous professional growth. Superintendents who set an example of continuous learning and continuous improvement have staffs that see those commitments as the model for the work that is to be done.

The ability to lead successfully on the teaching and learning side of superintendents’ responsibilities not only impacts staff and public accountability, but it also impacts the lives and futures of the children entrusted to the district.

Objectives:
The objectives of this course are the State Board of Educator Certification (SBEC) proficiencies for the Superintendent’s Certificate:

**Domain II: Instructional Leadership**

**Competency 005:**
The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance.

The superintendent knows how to:
5.1 facilitate effective curricular decision making based on an understanding of pedagogy, curriculum design, cognitive development, learning processes, and child and adolescent growth and development.

5.2 implement planning procedures to develop curricula that achieve optimal student learning and that anticipate and respond to occupational and economic trends.

5.3 implement core curriculum design and delivery systems to ensure instructional quality and continuity across the district.

5.4 develop and implement collaborative processes for systematically assessing and renewing the curriculum to meet the needs of all students and ensure appropriate scope, sequence, content, and alignment.

5.5 use assessment to measure student learning and diagnose student needs to ensure educational accountability.
5.6 evaluate district curricula and provide direction for improving curricula based on sound, research-based practices.

5.7 integrate the use of technology, telecommunications, and information systems into the school district curriculum to enhance learning for all students.

5.8 facilitate the use of creative thinking, critical thinking, and problem solving by staff and other school district stakeholders involved in curriculum design and delivery.

5.9 facilitate the effective coordination of district and campus curricular and extracurricular programs.

Competency 006: The superintendent knows how to advocate and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

The superintendent knows how to:

6.1 apply knowledge of motivational theories to create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the district’s vision.

6.2 facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning.

6.3 facilitate the development of a learning organization that encourages educational excellence, supports instructional improvement, and incorporates best practice.

6.4 facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to district/school improvement initiatives.

6.5 plan and manage student services and activity programs to address developmental, scholastic, social, emotional, cultural, physical, and leadership needs.

6.6 establish a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results.

6.7 apply knowledge of special programs to ensure that students with special needs are provided with appropriate resources and effective, flexible instructional programs and services.

6.8 analyze instructional resource needs and deploy instructional resources effectively and equitably to enhance student learning.
6.9 analyze the implications of various organizational factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.

6.10 develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning.

6.11 ensure responsiveness to diverse sociological, linguistic, cultural, psychological, and other factors that may affect student development and learning and create an environment in which all students can learn.

**Competency 007:**
The superintendent knows how to implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.

The superintendent knows how to:

7.1 enhance teaching and learning by participating in quality professional development activities and studying current professional literature and research.

7.2 develop, implement, and evaluate a comprehensive professional development plan to address identified areas of district, campus, and/or staff need.

7.3 facilitate the application of adult learning principles to all professional development activities, including the use of support and follow-up strategies to facilitate implementation.

7.4 implement strategies to enhance professional capabilities at the district and campus level.

7.5 work collaboratively with other district personnel to plan, implement, and evaluate professional growth programs.

7.6 deliver effective presentations and facilitate learning for both small and large groups.

7.7 implement effective strategies for the recruitment, selection, induction, development, evaluation, and promotion of staff.

7.8 develop and implement comprehensive staff evaluation models that include both formative and summative assessment and appraisal strategies.

7.9 diagnose organizational health and morale and implement strategies and programs to provide ongoing assistance and support to personnel.
## Course Schedule and Outline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Focus</th>
<th>Topics</th>
<th>Assignment</th>
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| 8/24  | Orientation to course: domains, standards, & competencies | • Review Syllabus, propose books, and topics for review  
• Writing and Research Expectations  
• Strategic Action Planning  
• Role of Leadership | Student Data Sheets; Review Syllabus; Begin Action Plan  
Read: “Manage your Energy, Not your Time” article  
Read the Texas Administrative Code on Ethics |
| 9/7   | Curriculum & Instructional Leadership             | • Curriculum Functions: Definition/ Design/ Delivery/ Articulation  
• Strategic Action Plans  
• Creating & communicating a Vision  
• Creating a culture for change conducive to student learning and staff professional development | Read English, F.W. (2010)-Chapter 1  
Read Heifetz, R.A. (2002)--Part 1  
Strategic Action Plan presentations |
| 9/21  | Supervision & Instructional Leadership            | • Curriculum Construction & Development  
• School Improvement & Effective Schooling Research  
• Building an Effectiveness Matrix | Read English, F.W. (2010)-Chapter 2  
Strategic Action Plans—Due |
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<th>Date</th>
<th>Competency</th>
<th>Tasks</th>
<th>Reading Material</th>
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| 10/12 | Curriculum/Instruction & Assessment: Competency items in 5 & 6 | • Aligning & Assessing the Curriculum  
• Building Leadership Capacity in school, district & community  
• Professional Articles | Read English, F.W. (2010)-Chapter 3  
Professional articles presentations  
Professional Articles-Due |
| 10/26 | Curriculum/Instruction & Assessment: Competency items in 5, 6 & 7 | • Using data to measure progress & to be accountable  
• The Superintendent’s Impact on improving student achievement  
• Professional Articles | Read English, F.W. (2010)-Chapter 4  
Professional Articles presentations (con’t)  
Professional book analysis presentations |
| 11/9  | Instructional Leadership Competency items in 6 | • Leading School Reform  
• Providing support & resources for special and compensatory programs  
• Facilitating the coordination of campus curricular and extra-curricular activities  
Professional book analysis presentations |
| 11/30 | Supervision and Instructional Leadership Competency items in 7 | • Discussion of Field Based Assignments  
• Supervising and evaluating staff  
• Ethics, Code of Conduct and servant leadership | Review all ppt’s, notes & materials |
| 12/7  | Competencies 5, 6, & 7 | Final Examination | |

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Resources:

Required:


Book of your choice on instructional leadership approved by the instructor.

Secondary Resources:


Marzano, R.J., Water, T., District Leadership that Works: Striking the Right Balance. The Solution Tree: Bloominton, IN.


Technology Resources:

Students need to have the ability to use the Turn It In®, word processing, electronic slide presentations, electronic databases and WebCT.
Websites

Resources:

Technology Resources:

Students need to have the ability to use the Turn It In®, word processing, electronic slide presentations, electronic databases and WebCT.

Websites:
Texas Association of School Administrators  www.TASAnet.org
Texas Education Association  www.tea.state.tx.us
Texas Association of School Boards Association  www.tasb.org
American Association of School Administrators  www.aasa.org
Texas ISD  www.texasisd.net
TExES  www.texes.ets.org
AskERIC  www.eric.ed.gov
ASCD  www.ascd.org
NSDC  www.nsdc.org
Others as indicated during the course

Course Requirements/Assignments:

Class Participation and Formative Assessment: Students are expected to be prepared for each class and to participate actively in class discussion. Most presentations by the instructor will be followed by a symposium style discussion of items presented and/or related issues emerging from students’ readings. Brief oral and/or written quizzes may be given periodically throughout the course to gauge comprehension of key concepts.

Strategic Planning: A presentation and discussion related to strategic planning (goal setting and the related action plans) will be a central topic of the first class. A collaborative approach may be taken, in that more than one student could work on a team. This concept will be explained more fully in class 1. Each student will submit a completed Strategic Action Plan by Wednesday, 9/21/11.

Review of Professional Articles (Individual Research): Each student will select and read three current (2002-present) professional articles dealing with designated themes and write a one page summary and reaction paper for each. Be prepared to discuss at least one article with the class. The paper should include the major points of the topic that the student will want to discuss in class. The paper will be submitted to TurnItIn® to check for plagiarism. Articles for Review are due: 10/12/2011.
**Professional Book Analysis/Application:** Each student will select and read (with approval from instructor) a book on an approved topic from this course. A 15-20 minute Q & A or discussion session with the entire class will be presented at a time assigned by the instructor. The entire presentation, including discussion, may not exceed 30 minutes. PowerPoint® presentations are limited to no more than 20 slides. Utilize quality presentation skills. Use the PPT slides as an outline for your presentation. Students will provide the instructor and other members of the class with a copy of the PowerPoint® slides and notes. The Professional Book Analysis/Application is due: 11/9/2011.

**Field-Based Activities:** If any of the designated activities create a significant hardship or impossibility for the student, it may be substituted with an activity that addresses one of the course competencies, as approved by the instructor.

1. **Participation in a State or Regional Professional Conference or Training Session:** Students who participate in a training session or conference regarding curriculum, instruction, assessment, professional development, teacher evaluation or other topic related to the competencies of this course will present their learning to the class, along with an analysis of how this learning could impact the performance or professional growth of a superintendent.

2. **Select one of the following activities:**

   a. **The student will prepare and give a 15-20 minute presentation to a school, community, or political group OR submit an article for publication in a regional, state, or national journal.** In the presentation/article, the student will communicate a major initiative of his/her own school district. The documentation product will be the instructor’s attendance at the presentation, a copy of the article, or other, as agreed upon by the instructor and student. It must address one or more of the Domain II competencies.

   b. **The student will develop an interview document of 8-10 questions to use in interviewing a superintendent regarding five of the major competencies of this course.** Draft questions will be reviewed by the class and the instructor. The student will complete a 1 ½ to 2 page reflection paper on the interview. (Attach the questionnaire and responses to the reflection paper.)

All assignments should be double spaced with indented paragraphs. Attach a cover page to each assignment. All written assignments must be your own words or appropriately cited references to the work of others. Plagiarism will result in a grade of zero (0) for the assignment and possibly an F in the course. Refer to [www.Turnitin.com](http://www.Turnitin.com) for more information on plagiarism. All papers must be submitted to TurnItIn® and then to the Blackboard assignment dropbox.

**Summative Assessment:** A final exam will be given at the end of the semester. The exam will cover the material addressed throughout the semester. Essay and/or objective formats may be used.
<table>
<thead>
<tr>
<th>Class discussions and participation</th>
<th>40 pts.</th>
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<tbody>
<tr>
<td>Strategic Action Plan</td>
<td>50 pts.</td>
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<tr>
<td>Participation in TurnItIn®</td>
<td>20 pts.</td>
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<tr>
<td>Formative Assessments</td>
<td>40 pts.</td>
</tr>
<tr>
<td>Professional Book Analysis and Presentation</td>
<td>50 pts.</td>
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<tr>
<td>Professional literature article analyses (3 @ 10 points each)</td>
<td>30 pts.</td>
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<tr>
<td>Field-based Activity--Conference</td>
<td>50 pts.</td>
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<tr>
<td>Field-based Activity—Presentation or Interview</td>
<td>50 pts.</td>
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<tr>
<td>Summative Assessment</td>
<td>50 pts.</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>450 pts.</strong></td>
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**Technology Integration**

**Technology Enhanced Instruction**

Instructor will:
- support instruction using the classroom presentation system.
- summarize material using PowerPoint® presentations.
- utilize Web sites for current and supplemental information.
- use WebCT to facilitate distribution of materials and communication with the class

**Technology Enhanced Learning**

Students will:
- use electronic resources to locate education research literature.
- employ Web resources to facilitate researching. The APA Manual, 6th edition will be used to ensure proper APA style formatting of resources.
- construct assignments in a variety of environments including word processing, spreadsheet, and/or slide show.
- use TurnItIn® to review all written work for plagiarism.
- use WebCT to access supplemental materials and submit reflections on topics relating to executive leadership.

**Course Outline:**

**Methods of Instruction:** Seminar style discussion, applied research, and experiential learning will form the foundation for the course. Students will use case studies and scenarios to build skills and knowledge in executive leadership. Cooperative learning and group presentations will be employed to share knowledge and experiences. Current research on leadership and school improvement issues will form the basis for topics studied. Students will have multiple opportunities to demonstrate writing skills and research strategies.
**Resources needed:** Ability to use the Turn It In®, word processing, electronic slide presentations, electronic databases and WebCT.

**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. The student is responsible for reading and understanding the University Policy on Academic Integrity.

**Disability Accommodations:**
Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

**Texas A&M-Texarkana email account:**

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

**Course Requirements:**

A. Attend class as determined by university calendar and course activities. Instructor must be notified in advance if student will be absent.
B. Participate in class discussions and comprehension activities as assigned
C. Present reports on leadership topics
D. Complete professional readings on current leadership issues
E. Complete assignments to demonstrate proficiency in the TExES competencies
F. Prior arrangements need to be made for requested absences.
G. Submit work when and as required by the syllabus, unless prior arrangements are made with the instructor.

**Grading:**

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

*The instructor reserves the right to make changes to the course syllabus and will notify students accordingly.*