

Part I-Periodic

EDAD 6378

Building Capacity For Teaching & Learning

Fall 2017

College of Education

Department of Educational Leadership and Counseling

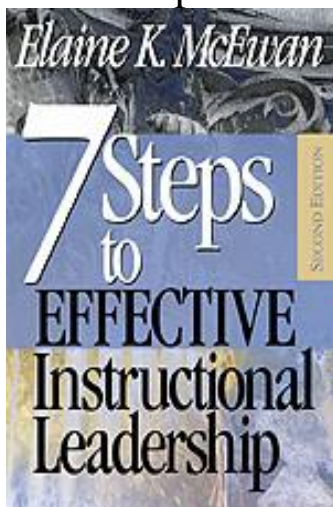
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Location of class: Online

Course Description: This course addresses the development of effective leadership strategies to improve student achievement through curriculum, instruction, assessment, and professional development.

Textbooks:

McEwan-Adkins, E. (2002). Seven Steps to Effective Instructional Leadership. Section Edition.



IDEA Objectives:

Course Format:

The following objectives will be used by the students to evaluate the effectiveness of this course. It is important to know these objectives as we begin the course so that formative evaluation can occur throughout the course of study.

Essential Objectives:

1. Gaining factual knowledge (terminology, classification, methods, and trends). Focus is building a knowledge base.
2. Learning fundamental principles, generalizations, or theories. Focus is to connect facts and understand relationships.
3. Learning to apply course material (to improve thinking, problem-solving, and decisions). Focus is on applying what you have learned in this class to clarify thinking or solve problems.

Important Objectives:

1. Learning to analyze and critically evaluate ideas, arguments, and points of view. Focus is on higher level thinking skills.

Course Content:

The purpose of this course is consistent with the mission of Sam Houston State University, the College of Education and Applied Science and the Educational Leadership Program.

1. Sam Houston State University Mission: "...enable its students to become informed, thoughtful and productive citizens."
2. College of Education and Applied Science Mission: "...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 Mission: "To prepare educational leaders for real world challenges and opportunities."

Syllabus Part II

Scope & Sequence-Part I

Directions for Scope and Sequence: First, you will read the assigned chapter for each week. You will then write and post a one paragraph response on the SHSU online discussion board section for review by your colleagues. You will then

respond to at least one other student's posting. **You will complete both requirements by 11:59 CST for the Friday of that week.**

Week of	Topic	Posting Due (Your posting should appear by this date)
	<p>8/23/17-9/1/17</p> <p>Use this and next week to complete the following activities:</p> <ol style="list-style-type: none"> 1. Purchase your textbook (See Page 1) 2. Complete online introductions (On 8/28/17, go to discussion board section). 	
	Phase I: What The Research Says (I will send five articles to be read by you for preparation for this section.)	
9/4	ARTICLE 1 School Principals and A The Rhetoric of Instructional Leadership	9/8 (Due on this date at 11:59 CST)
9/11	ARTICLE 2 The Effective Principal	9/15 (Due on this date at 11:59 CST)
9/18	ARTICLE 3 What it Takes to Be an Instructional Leader	9/22 (Due on this date at 11:59 CST)
9/25	ARTICLE 4 Effective Instructional Leadership Teachers' Perspectives	9/29 (Due on this date at 11:59 CST)
10/2	Reflection Week (You will write a brief reflection on what you have learned at this point in the course.)	10/6 (Optional)

10/9	Interviews with Principal During this week, you will interview your principals	No posts for this week.
	Phase II-What My Search Says (For the weeks of 10/16, 10/23, 10/30, and 11/6, you will now use the course text and the feedback from your principal interview to make postings for this section.)	
10/16	Shaping A Vision of Academic Success for All Students Book Perspective (Chapter 4-PPs.67-78) Principal Perspective (What did your principal say?)	10/20 (Due on this date at 11:59 CST)
10/23	Creating a Climate Hospitable to Education Book Perspective (Chapter 3-PPs.45-61) Principal Perspective (What did your principal say?)	10/27 (Due on this date at 11:59 CST)
10/30	Cultivating Leadership in Others Book Perspective (Chapter 6-PPs.101-113) Principal Perspective (What did your principal say?)	11/3 (Due on this date at 11:59 CST)
11/6	Being a Resource Provider Principal Perspective (Chapter 2-PPs.33-41) Principal Perspective (What did your principal say?)	11/10 (Due on this date at 11:59 CST) Other Items Due on 11/10/17 <ul style="list-style-type: none"> • Principal Insight on Instructional Leadership Interview • Teacher Observation and Review

Phase III: Applying The Research/My Search To The Classroom		
11/13	Written Teacher Descriptions Posting Instructions for This Week I will provide you with the prompt for this week.	11/17 (Due on this date at 11:59 CST)
11/20	No Class-Thanksgiving Week	
11/27	No Online Discussions Posts. You will use this week to start working on your final example	Item Due on 11/27/17 Embedded Activities
12/4	Final Exam Week	12/7

Scope & Sequence

Professor's Response to Student Participation

Because of the online structure of this class, I will not “teach” you in the traditional sense.

However, I can interact with you in ways to further strengthen your understanding of the chapter.

To that end, I will use the following response styles to maintain weekly interaction with you:

1. Upfront Initiation-During some weeks, I will provide the first post for a chapter.
 - A. *(It is optional for you to respond to my post. But it is required for you to respond to another student's post.)
2. Whole Class Response-At the end of the week, I will provide a summary response to all postings. I will sometimes incorporate pieces of your posts into my response.
3. Personal Response-I will provide an individualized response to each of your posts.
4. Exemplar Response-I will provide relevant research based or practical examples for your review.

Part III

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Assignments	Date Due	Points
1. Class Participation	Weekly	30% of Final Grade
2. Principal Insight on Instructional Leadership Interview	November 10, 2017	20% of Final Grade
3. Teacher Observation and Review	November 10, 2017	20% of Final Grade
4. Embedded activities	November 27, 2017	20% of Final Grade
5. End of Course Assessment	December 4-6, 2017	10% of Final Grade
TOTAL POINTS		100%
A = 90-100 B = 80-89 pts. C = 70-79 pts. F = Below 70 pts.		

Assignment 1 (30%)

Class Participation Grade

A. Number of Posts-9 (10 Points Per Post)

9/4, 9/11, 9/18, 9/25, 10/16, 10/23, 10/30, 11/6, 11/13

B. Completing the following actions for each post week:

- Making a post of your own
- Responding to another student's post.

C. Points for Post

- You will earn 10 points for each week that you make a post and respond to another student's post.
- You will earn 5 points for each week that you are late with making a post and responding to another student's post.
- You will earn 0 points for week that you do not make a post and respond to another student's post.

*You are required to make your posts by each Friday to receive full credit for the week.

*A post is late if made on the Saturday or Sunday of that particular week.

* You will not receive credit for catch up posts-which is a post that is made after the required week.

- At the end of the semester, your total number of points will be multiplied by .30 to determine your class participation grades and points for this course.

John Doe Example

- John Doe made 7 posts for the semester.
- 4 of the 7 posts were made by the deadline.
- 3 of 7 posts were late.

- John Doe did not complete 4 postings.

John Doe's Participation Grade

4 X
 10=40
 Points 3 X
 5=15
 Points
 43X 0=0
 Points

55 Points

55 X .30=16.5 Points

Therefore, John Doe earned 16.5% of the allotted 30% for his class participation grade for this class.

Assignment 2 (20%) Principal Insight Interview The document is in this folder.

Assignment 3 (20%) Teacher Observation & Review (Samples of this assignment are located in the continual folder).

Step 1: Identify a teacher that is open to receiving constructive criticism from a peer. The identification should include the following information:

- Race of Teacher
- Gender of Teacher
- Years of Experience
- Year of Experience at Current School

- Some overall background information about the teacher.

Step 2: Conduct a 30-40 minute observation of the teacher.

Step 3: Ask the teacher to provide written responses to the questionnaire (See Appendix A).

Step 4: Write a 2-page summary of your observation, explaining why the teacher does not effectively deliver instruction to students.

Step 5: Write a 1-page summary of how you would use the role of instructional leader to help this teacher with addressing the noted instructional issues with teaching.

***To receive full credit, I must receive the following artifacts:**

1. Written descriptions of the teacher (Step Steps 1)
2. Written summary of the observation (Step 2)
3. A copy of the teachers' questionnaire that features the teachers' actual responses (Step 3)
4. 2 Page Summary (Step 4)
5. 1 Page Summary (Step 5)

Appendix A

Questionnaire

Directions: Please provide a response to the following questions.

1. Describe 2 instructional strategies that you used to meet the needs of your students during the lesson.

2. What is your perception of the impact of the instructional strategies on the students during the lesson?

Assignment 4 (20%) Embedded Activities

(Samples of this assignment are located in the continual folder).

1. Analyze the professional development plan for the district and/or campus.
2. Describe and critique the process used at the campus for determining the professional development needs and staff development plans.
3. Describe how the results of standardized tests and AEIS data (TAKS, SDAA, etc.) are shared with parents and the community.
4. Critique the process used at the campus level to assess and modify curriculum. Address how the principal employs collaborative planning processes to facilitate curriculum/instruction change.
5. Participate in and critique a curriculum-planning meeting at the building or district level.
6. Analyze the process for using information from various student groups to improve student achievement at the campus.

COURSES/ACTIVITIES	TE _x ES COMPETENCIES	ELCC STANDARDS SUB-ELEMENTS
EDAD 6378 (ASE 678) Building Capacity for Teaching and Learning		
1. Critique the process used at the campus level to assess and modify curriculum. Address how the principal employs collaborative planning processes to facilitate curriculum/instruction change.	4.2 Monitor/Revise Curriculum-Student Data	2.2 Instructional Programs
2. Participate in and critique a curriculum-planning meeting in <u>your</u> grade level or subject area OR <u>another</u> grade level or subject area.	4.3 Implement/Monitor Curriculum	2.2 Instructional Programs
3. Analyze and describe the process for using information from various student groups to improve student achievement at the campus.	7.2 Use Data to Inform Decisions	1.2 Articulate the Vision
4. Review a campus report card. Analyze how the Texas Academic Performance Report (TAPR) is impacting the curriculum and instruction for all learners.	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction 5.5 Use student assessment data	1.2 Articulate the Vision 1.4 Steward for the Vision 2.2 Instructional Programs

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EDAD 5378 is a required course for the Masters in Administration and Educational Leadership and or Principal Certification.

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education 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. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” 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.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center . They should then make arrangements

with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

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. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center . For a complete listing of the university policy, see:

http://www.shsu.edu/~vaf_www/aps/811006.pdf

VISITORS IN THE CLASSROOM:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Additional Information:

Please visit <http://www.shsu.edu/syllabus/> for Sam Houston State University syllabus information regarding:

- Academic Dishonesty
- Student Absences on Religious Holy Days Policy
- Students with Disabilities Policy
- Visitors in the Classroom

Resource List:

Blasé, J. & Blasé J. (2004). (2nd Edition). *Handbook of instructional leadership: How successful principals promote teaching and learning*. Thousand Oaks, AA: Corwin Press. ISBN 0-7619-3115-5

Educational Leadership & Journal of Curriculum published by the Association of School

Hoy, A. F. & Hoy, W.K. (2006). *Instructional Leadership: A research based guide to learning in schools*. Boston, MA: Pearson Educational Books.

Kappan published by Phi Delta Kappa

Marzano, R.J., Pickering, D.J. & Pollack, J.E. (2001). *Classroom instruction that works: Research based strategies for increasing student achievement*. Alexandria, VA: ASCD.

Marzano, R.J., Walters, T., & McNulty, B.A. (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD; or Aurora, CO: McREL.

NASSP published by the National Association of Secondary School Principals www.nassp.org

Principal Magazine published by the National Association of Elementary School Principals
www.naesp.org

Supervision and Curriculum Development www.ascd.org

The School Administrator published by the American Association of School Administrators