



EDAD 7332: Instructional Theory and Applications **Spring, 2018**

EDAD 7332 is a required course for SUPERINTENDENT CERTIFICATION PROGRAM and a required course for the DOCTORATE OF EDUCATION DEGREE IN EDUCATIONAL LEADERSHIP

College of Education, Department of Educational Leadership

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Office hours: Wednesdays 10 am to 2 pm or by appointment

Class Format: Face-to-face (assignments submitted to Blackboard)

Class day and time: Wednesdays, 7:20 pm to 9:50 pm

Class location: SHSU, The Woodlands Center, 3380 College Park Dr., Conroe, TX 77380
Room 203

To meet the goals and objectives of this course, instruction consists of a minimum of 4 hours per week (40 hours total). Instruction is comprised of 2.5 clock hours in class and at least 2-3 hours per week outside of class of field-based activities outlined on Blackboard and referenced in the course syllabus.

Textbooks:

REQUIRED TEXTS:

Ravitch, D. (2013). *Reign of error*. Knopf. ISBN 978-0-385-35088-4.

Robinson, K. (2015). *Creative schools: The grassroots revolution that's transforming education*. Viking. ISBN-13: 978-0670016716

Sheninger, E. & Murray, T. (2017). *Learning transformed: 8 keys to designing tomorrow's schools today*. ASCD. ISBN-13: 978-1416623892

Every Student Succeeds Act, <http://www.ed.gov/ESSA>

A New Vision for Public Education in Texas

<http://www.tasanet.org/cms/lib07/TX01923126/Centricity/Domain/111/workinprogress.pdf>

Texas Commission on Next Generation Assessments – Final Report

<http://tea.texas.gov/2804Commission.aspx>

This course will be partially web-based. All assignments will be posted on-line, via Blackboard. You must have a current SHSU computer account.

In addition to the texts listed above, students will read widely from current publications on curriculum/instruction, school restructuring, professional development and related topics and issues.

Course Description: EDLD 7332 is a systematic study of existing research on key factors affecting instructional effectiveness, educational leadership, and on models for school restructuring. The relationship of instruction, educational leadership, and school effectiveness is explored in depth. This course requires knowledge of the literature and ongoing student engagement in research.

Course Objectives: Upon successful completion of this course, students will be able to:

1. Summarize and apply the relevant research related to the leadership of curriculum, instruction and assessment in K12 education.
2. Understand the current research of the cultural and political influences on educational improvement.
3. Analyze the relationships between learning and authentic assessment.
4. Identify the role of technology and teacher professional development in effective instruction for learners.
5. Implement research-based learner-centered leadership strategies to improve student achievement.
6. Summarize and apply the strategies to establish ethical, collaborative, systematic leadership processes that improve student achievement.
7. Summarize the relationship between educational reform efforts and student achievement

Superintendent Certificate Standards:

<http://ritter.tea.state.tx.us/sbecrules/tac/chapter242/ch242.html#242.15>

A matrix will also be found on Blackboard of superintendent certification standards covered in this course.

TExES preparation manual. Superintendent competencies.

http://cms.texas-ets.org/files/4613/7218/4648/superintendent_195.pdf

Council for Accreditation of Educator Preparation (CAEP). Accreditation standards.

caepnet.org

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: 3. Learning to apply course materials (to improve rational thinking, problem solving and decisions)

Essential: 4. Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course

Important: 11. Learning to analyze and critically evaluate ideas, arguments, and points of view.

Course/Instructor Requirements:

Course Requirements will be outlined in 3 Modules on Blackboard.

1. Students will read all chapters in the required readings (Ravitch; Robinson; Sheninger/Murray) as well as additional book chapters and/or journal articles related to the content/topics. Students will participate in all relevant class discussions.
2. Students will participate in a thorough written discussion on the four required texts (Ravitch; Robinson; Sheninger/Murray). The discussion will analyze each book's strengths and weaknesses, as well as describe how the book can be applied to today's educational entities, specifically related to reform efforts and/or policy implications. The detailed assignment will be outlined in Blackboard.
3. Students will read the recently adopted *Every Student Succeeds Act and The New Vision for Public Education in Texas* and analyze the document from a reform viewpoint. A written synopsis of the policy's major points as well as critical analysis from an educational reform view will be expected. The detailed assignment will be outlined in Blackboard.
4. Students will explore current writings and research related to course objectives and will use this material for assignments outlined in Blackboard.
5. Students will develop several individual and group research-based presentations detailing comprehensive demonstration of course objectives with application for a campus or educational institution resulting in enhanced student achievement. Individual or groups will evaluate the impact of a variety of strategies and approaches outlined in the course objectives on instructional improvement with a focus on "what worked" and "why it worked." The detailed presentation assignment will be outlined in Blackboard.

General Requirements

1. Students are expected to attend all class sessions, to arrive on time for each session, and to participate in all class assignments, activities and experiences. Absences and/or tardiness will result in deductions in participation points.
2. Students are expected to read outside research on course topics and to share findings and field-based research with class members.
3. All assignments are to be completed in a timely manner. Assignments submitted late will result in a lower grade for both that assignment as well as participation points. No incompletes will be given for this course without prior approval from the instructor based on extreme unforeseen circumstances.
4. All written work should reflect doctoral quality scholarship and composition skills and follow APA style.
5. Students will assume responsibility for their own success in this class, not only in class discussions and presentations for each class, but also as they participate in team arrangements to learn what they missed when late or unavoidably absent. No make-up assignments will be given; points will be deducted from participation grade based on number of hours (%) of time missed or tardy.
6. Participation grade is based on discussion, attendance, attitude, and working with peers. Because of the course meeting structure, all class meetings must be attended.

Sam HoustonTM

STATE UNIVERSITY

Course Outline

Assignment Modules (details will be outlined in Blackboard and on the assignment chart at the end of the syllabus)

Module 1	Current Perspectives on School Reform Learner-Centered Leadership 1/17/18 TO 2/20/18
Module 2	Planning and Processes for Optimal Learning Instructional Leadership for Improved Student Achievement 2/21/18 TO 3/27/18 (MID-TERM EXAM WINDOW)
Module 3	Ethical and Equitable Educational Improvement 3/28/18 TO 5/2/18 (FINAL EXAM WINDOW)

Grading Scale for this Course

A = Exceeds Standards and demonstrates learning beyond the course and stated expectations. “A” work is earned by learners who extend learning beyond the minimum presented in class and demonstrate developed reasoning, written, and verbal communication skills. A student cannot earn an A if any assignments are turned in late or are missing, even if the student earns 90% of the total points.

B = Meets Standards and demonstrates mastery of objectives assessed. “B” work is earned by learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earning passing grades on assessments.

C = Inconsistent performance that may be impacted by incomplete assignments, absences, or tardiness. “C” work is earned for submissions with several mechanical errors or issues related to quality and quantity standards.

F = Failure to meet Standards as demonstrated by incomplete assignments, absences, tardiness, and failure to produce doctoral level work.

Regarding grading, work that ‘meets expectation’ for doctoral-level work will receive a B. Students earning A’s will demonstrate work that exceeds expectations in quantity, quality, and levels of thought.

Grading

Written Assignments and Projects/Presentations 40%: Each student is expected to complete the module assignments by demonstrating a scholarly connection of the assignment focus to the readings and research as well as educational experience. All assignments will be turned into Blackboard.

Class Discussions 20%: Class discussions will be weekly and each student is expected to engage in the activity at a graduate level appropriate for a doctoral student and senior school district administrator. The discussions will cover readings and will substantially contribute to the learning of the material in class. Participation is essential for optimal learning.

Mid-Term Examination 20%: The mid-term examination will cover the discussions, reading and experiences over the first half of the semester.

Final Examination 20%: The final exam will be a group presentation that summarizes discussions, reading and experiences throughout the course.

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: Laptops/tablets/cell phone browsers may be used in class on classwork during class time. Handling personal non-emergency matters or checking email are not a responsible use of technology during class time.
 - Technology during exams: Laptops/tablets may be allowed during exams as a resource. Exam guidelines will specify usage.
 - Technology in emergencies: Cell phones may be used in an emergency. Please make instructor aware of situation.
- 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.

Attendance

Expectations for attendance and timeliness are the same for this course as you would expect for your students and teachers as a professional educator.



College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Assignment Chart (see Blackboard for details)

Class Date	Readings to be Completed for Class Discussion	In Class Activities Homework Assignments (See Blackboard for full details)
January 17		Review Syllabus Information Sheets due Jan. 24 Set Norms for Discussions Purchase Textbooks and begin reading
Module 1 – Current Perspectives on School Reform Learner Centered Leadership		
January 24	Ravitch Chapters 1-3 Robinson Chapters Intro	Journal #1 on Personal Learning Network due January 31
January 31 Dr. Borg will be out of town; there will be no class on this night	Ravitch Chapters 4-7 Robinson Chapters 2-3	Journal #2 on School Reform due on February 7
February 7	Ravitch Chapters 8-12 Robinson Chapters 3-4 ESSA Document	
February 14	Ravitch Chapters 13-17 Robinson Chapters 5-6 New Vision for Public Education in Texas Document	District Improvement Plan Journal #3 on ESSA due on February 21
Module 2 – Planning and Processes for Optimal Learning Instructional Leadership for Improved Student Achievement		
February 21	Ravitch Chapters 18-22 Robinson Chapter 7-8 Choice Articles	Superintendent Entry Plan Analysis due on February 28
February 28	Ravitch Chapters 23-27 Robinson Chapters 9-10	
March 7	Ravitch Chapters 28-33	Paper summarizing readings from Ravitch and Robinson due March 21
March 14 (spring break)		
March 21	Texas Commission on Next Generation Assessments Document	Schedule Interview with Superintendent by first week in April

March 28	Sheninger/Murray Intro and Chapters 1-2	Journal #6 on TCNGAA due on April 4th
Module 3 – Ethical and Equitable Educational Improvement		
April 4	Sheninger/Murray Chapters 3-5	Select groups for group video presentations
April 11	Sheninger/Murray Chapters 6-8	Paper summarizing Interview with Superintendent due on April 18 th
April 18	Review all readings/articles/documents	Paper summarizing Sheninger/Murray readings due on April 25th
April 25	Review all readings/articles/documents	Group Video presentations
May 2	Review all readings/articles/documents	Group Video presentations