

University of North Texas at Dallas
EDAD 5330.090
Spring 2014
Instructional Leadership

Instructional leadership

The purpose of this course is to study instructional leadership as it relates to the improvement of instruction, effective schools, and the ongoing effective program delivery by personnel. Areas to be explored and discussed include significant and recent research and best practices of instructional leadership, learning theory, the change process, school climate and culture, effective teaching methods, and the relationship of instruction to curriculum.

Instructor

Douglas Shouse, Ed.D.
Office: Bldg 1 201B UNT Dallas

Telephone: 972-338-1335 (Office)

e-mail: douglas.shouse@unt.edu

Class Location: Room 304 Bldg 1 Tuesday 5:30pm-8:20pm

Office Hours: Monday 2:00pm-5:30pm
Tuesday 2:00pm-5:30pm
Thursday 2:00pm-5:30pm

Course Materials

Marzano, R.J. (2003) *What Works in Schools: Translating research into action*.
Alexandria VA: Association for Supervision and Curriculum Development.

Fullan, M., & Hargreaves, A. (1996) *What's worth fighting for in your school*.
Alexandria, VA: Association for Supervision and Curriculum Development.

Selected articles and books as directed by instructor.

Texas Competencies for Principal Certification Addressed in this course:

Competency 001

The principal knows how to shape campus culture by facilitating the development, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- 1.1** Create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
- 1.2** Use various types of information to develop a campus vision and create a plan for implementing the vision.

Competency 005

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and professional growth.

The principal knows how to

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- 5.1** Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- 5.2** Facilitate the implementation of sound research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
- 5.3** Create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
- 5.4** *Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.*
- 5.5** Uses formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- 5.6** *Facilitate the use and integration of technology to enhance learning.*
- 5.7** Facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, and student discipline to ensure a campus environment conducive to teaching and learning.

Competency 006

6.5 Diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.

The following table documents the UNT Dallas Educational Leadership Competency Framework and includes highlighting of the specific competencies that are practiced and learned in this course.

LEADERSHIP THROUGH...		LEADERSHIP FOR...				
		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
	Reflective Practice	<p>Aware of personal perspectives and biases</p> <p>Able to read & adjust to cultural differences</p> <p>Experienced working with under-resourced communities</p> <p>Values diversity</p> <p>Acts in a supportive manner that recognizes feelings of other cultural groups</p>	<p>Uses data (Internal and External/Research) to guide school improvement</p> <p>Effectively organizes and analyzes information</p> <p>Anticipates challenges for problem solving</p> <p>Integrates & acts upon new information</p> <p>Connects relevant experience and academic knowledge</p> <p>Adapts and applies learned skills, theories, or methodologies to new situations</p> <p>Models and promotes the continuous and appropriate development of all learners</p>	<p>Attends to legal & policy trends & requirements</p> <p>Considers broad potential impact of decisions</p> <p>Holds self and others accountable</p> <p>Shows evidence of an inclusive classroom/school</p> <p>Responds to discriminatory actions or behaviors that are based on social identity markers (i.e race, gender, ethnicities, religion, sexual orientation, age, socio economic status).</p> <p>Analyzes the complex causes of poverty and other disadvantages and the effect on families, communities, children, and learning</p>	<p>Aware of how he/she is perceived by others & adjusts accordingly</p> <p>Articulates values and beliefs</p> <p>Demonstrates resilience & flexibility</p> <p>Identifies professional and personal strengths & weaknesses</p> <p>Compares progress with planned milestones</p> <p>Shows an awareness of one's own ethics, personality, and presence</p> <p>Evaluates different ethical perspectives</p> <p>Applies knowledge of ethical and legal guidelines to protect the rights of students and staff and to promote learning</p>	<p>Uses data to analyze student learning results & plan CIA initiatives</p> <p>Reflects on data to inform curriculum and instructional leadership decisions</p> <p>Actively assesses instructional quality and demonstrates excellence in delivering instruction</p> <p>Utilizes action research to examine teaching and learning</p>

LEADERSHIP FOR...

LEADERSHIP THROUGH...	Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
<p>Entrepreneurial Innovative Vision</p>	<p>Actively seeks cultural diversity Articulates a vision of inclusion & equity All inclusive vision Adjusts attitudes and beliefs as a result of working with and learning from diversity of communities and cultures Establishes a culture of high expectations for all</p>	<p>Seeks personal growth opportunities Seeks and responds to feedback Results oriented Willing to take calculated risks in order to improve Embraces contradictions in problem solving Identifies innovation opportunities and develops strategic plans</p>	<p>Actively advocates with policy makers for all student & staff Articulates & demonstrates equity Articulates an all-inclusive vision framed by emancipatory leadership Recognizes and celebrates the contributions of diverse groups/individuals toward the realization of the campus vision Advocates for policies and programs that promote equitable learning opportunities for all students Ensures access to all school services (i.e Honors classes, AP classes, field trips, full academic and social curriculum)</p>	<p>Comfortable with both details & the bigger picture Shows a balance between confidence & humility Sets challenging goals & takes initiative Has a history of personal success & excellence in achievement Drive to achieve results/success Models culturally responsive and emancipatory leadership Models professional behavior</p>	<p>Articulates a clear vision of the successful K-12 student outcome Knowledge and skill in what is necessary to achieve high levels of student learning Sets high expectations for all students Develops and communicates a vision that includes the need for urgent change Measures excellence in academic curriculum through multiple modalities Facilitates the alignment of curriculum and instruction to readiness standards at each level (elementary to middle, middle to high school, high school to post-secondary) Leads improvement in literacy and numeracy for all students Facilitates engagement of all students</p>

LEADERSHIP FOR...

LEADERSHIP THROUGH...		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
	Communication	<p>Language (oral & written) is free of cultural bias</p> <p>Active & Open listening</p> <p>Articulates a complex understanding of cultural differences in verbal and nonverbal communication</p> <p>Skillfully negotiates shared understanding based on differences</p> <p>Supports and seeks multi-lingual communications based on community context</p> <p>Combines impartiality, sensitivity to student diversity and ethical considerations in interactions with others.</p> <p>Skillfully promotes the school to a variety of constituencies</p>	<p>Group facilitation skills</p> <p>Shares professional reading</p> <p>Utilizes appropriate media for sharing</p> <p>Shares action research with peers and broader community</p> <p>Participates in professional learning community</p>	<p>Language & actions are free of cultural bias</p> <p>Actively engages various constituents for input and sharing</p> <p>Models & encourages open conflict management</p> <p>Develops voice and actively advocates on issues of social injustice</p> <p>Responds to pertinent political, social, and economic factors in the internal and external campus context</p> <p>Advocates for student success through written and oral communications</p> <p>Understands and responds to the politics of the school</p>	<p>Builds a strong classroom and campus culture</p> <p>Develops strong, trusting, & respectful relationships</p> <p>Demonstrates honesty & integrity</p> <p>Responds appropriately to a variety of circumstances</p> <p>Considers consequences of personal and professional communications</p> <p>Uses professional language when engaging stakeholders (oral, written, visual media)</p> <p>Demonstrates respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.</p> <p>Makes and explains decisions based on ethical and legal principles</p>	<p>Demonstrates coaching skills</p> <p>Uses feedback to encourage & increase quality teaching</p> <p>Engages in crucial professional conversations</p> <p>Articulates and shares student achievement outcomes with multiple stakeholders (peers, students, teachers, parents, etc.)</p> <p>Creates opportunities for teachers to dialogue on student achievement</p> <p>Articulates and advocates for the importance of decisions impacting preparedness for academic rigor</p>

LEADERSHIP FOR...

LEADERSHIP THROUGH...		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
	Technology & Other Resources	<p>Creates open access through a variety of technology portals</p> <p>Engages with social/educational technology (iPad, cell phone, texting, social media, webinar, etc.)</p>	<p>Utilizes appropriate media for seeking & sharing best practices (research and practice based evidence)</p> <p>Accesses current research and databases</p> <p>Uses technology for data analysis</p> <p>Stays current and updated in technology advancements (hardware and software)</p> <p>Evaluates information and sources critically</p>	<p>Actively ensures access to technology for all students & families</p> <p>Matches technology expectations to students' specific resources and/or community resources</p> <p>Bridges technology gaps for students by acquiring technologies in the school</p> <p>Coordinates with community resources to provide access outside the school</p> <p>Effectively secures & manages resources to ensure access to all students and families</p>	<p>Understands & models appropriate/effective use of social networking tools and other technologies</p> <p>Socially responsible with technology (email content; text content; internet usage)</p> <p>Secures necessary resources through grant writing, advocacy, and effective management</p> <p>Uses public resources and funds appropriately and effectively</p>	<p>Successful experience with instructional technologies (electronic, manipulatives, and other hands-on stimulatives)</p> <p>Uses technology to access and analyze achievement data</p> <p>Utilizes technologies to engage all stakeholders in learning</p>

LEADERSHIP FOR...

LEADERSHIP THROUGH...	Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
<p>Collaboration/ Team Building</p>	<p>Actively seeks diverse perspectives, including diverse family structures and diverse cultures</p> <p>Acts without bias in the engagement of all stakeholders</p> <p>Shows initiative in team leadership of complex and/or multiple civic engagement activities</p> <p>Shows ability and commitment to work collaboratively across and within community contexts</p> <p>Initiates and develops interactions with individuals from culturally diverse backgrounds</p> <p>Engages parents and communities across cultural boundaries</p> <p>Advocates for public engagement of the school across cultural boundaries</p>	<p>Participates in & facilitates teacher involvement in professional learning communities</p> <p>Creates opportunities for staff to increase effectiveness & achieve progress in career goals</p> <p>Builds effective coalitions and implements shared-decision making</p> <p>Actively cites research from multiple perspectives</p> <p>Engages in professional learning communities</p> <p>Facilitates teachers learning together across traditional boundaries (grade level, department, etc.)</p> <p>Establishes mentoring structures for new teachers</p>	<p>Includes and engages all stakeholders (student, families, staff, community)</p> <p>Advocates for teachers and students</p> <p>Delegates to appropriate groups</p> <p>Promotes collaboration among team members</p> <p>Includes all stakeholders in decision making processes</p> <p>Facilitates the implementation of management techniques and group processes to ensure shared responsibility for campus goal attainment</p>	<p>Attracts & recruits highly effective staff</p> <p>Makes sound financial decisions</p> <p>Engage personalities and ethical considerations that may be different from our own</p> <p>Suspend biases to listen to other perspectives</p>	<p>Sets high expectations for teacher success</p> <p>Builds & sustains a viable organization for learning</p> <p>Ensuring the best fit of teaching teams for student success</p> <p>Organizing through site-based management to ensure student success</p> <p>Able to motivate, inspire, and hold others accountable for student learning</p> <p>Facilitates teachers working together to develop the depth of knowledge to teach a rigorous academic core</p> <p>Facilitates campus participation in district planning to ensure alignment across the system</p>

Objectives

As a result of participation in this course, the student will be able to:

1. List and discuss the five school-level factors that have the greatest impact on student achievement. Discuss the level of importance of each factor. Determine interventions/applications for each factor.
2. List and discuss the three teacher-level factors that have the greatest effect on student achievement. Describe instructional strategies, classroom management approaches, and curriculum design strategies that are most effective. Determine interventions/applications for each factor.
3. List and discuss the three student-level factors that have the greatest impact on student achievement. Discuss the importance of each factor. Determine interventions/applications for each factor.
4. Describe the barriers to achieving instructional leadership and successful schools. Describe approaches for overcoming these barriers.
5. Discuss approaches to reading and mathematics development.
6. Describe and evaluate leadership approaches to improve student achievement.
7. Apply learning from objectives 1-5 to develop action steps for school improvement.

IMPORTANT INFORMATION FOR PRINCIPAL CERTIFICATION STUDENTS

If you already have a Master's degree and are enrolled in Educational Administration classes as a non-degree seeking or certification-only student and decide to change to degree seeking, you must do that change before you have taken 12 hours. **If you take over 12 hours as a non-degree or certification-only student, you will not be able to use those hours to attain a degree.** In order to change to degree seeking, you also have to fulfill all of the requirements for admission to the Educational Administration Master's Program. See your instructor or contact your advisor to determine what you need to do to make this change.

Tk20

This course requires an assignment that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Students subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into the Tk20 system for instructors to assess.

Please go to the following link for directions about how to purchase Tk20. Announcements regarding Tk20 will also be posted on this website <http://www.coe.unt.edu/tk20>

SETE

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Work Quality

Effective written and oral communication skills are expected in this graduate course. All work submitted must be typed and will be graded on content and form. All written work must be submitted on time. All work must follow APA guidelines unless specified otherwise. Late work will receive a reduction of points to the final grade. Written work must demonstrate insightful reflection to receive maximum points.

Professional Standards

Professional attitudes and demeanor are important to the learning of all students and are expected throughout the semester. The instructor will observe all classes looking for leadership characteristics and skills to emerge.

Course Evaluation

Attendance, completion of all reading assignments, Informed participation in class activities	30 pts
Article (Executive summary)	10 pts
Book report	20 pts
Book Presentation	20 pts
Field Experience and interview plan	20 pts
Master Schedule	30 pts
Class teaching assignment	20 pts
Tk 20 Assignment	30 pts
Final Exam	20 pts
Total 200 pts	

NO CELL PHONES OR LAPTOPS SHOULD BE ON IN CLASS. POINTS WILL BE DEDUCTED. No other notifications will be given.

In order to receive full credit for attendance, students must be timely and attend all sessions. If a student must miss a class, he/she is expected to notify the instructor in advance. A commitment to the work of the course through preparation for the classes and participation in the classes is extremely important.

Other assignments may be given as appropriate during the semester. At times through the course, you may be asked to summarize the readings for that class session in advance of the presentation.

YOU ARE ENCOURAGED TO TAKE GOOD CLASS NOTES ALL SEMESTER!

Article:

Research the literature for an article about Instructional Leadership that interests you and has good insight into successful leadership. When you find the right article that gets your attention, be prepared to discuss and share the article with the class if you are called upon to do so. Write a one page summary of the highlights of the article and upload into blackboard. **The summary should be uploaded by 10:00pm Monday 20, 2014.**

Instructional Strategies/Instructional Design Lesson

For this assignment, you will teach the class your assigned portion of the factors leading to student achievement. This is not a presentation, but a teaching segment during which you will use effective instructional strategies. The goal will be for the students in class to understand and be able to use the information, ideas, skills you will be teaching. If you know of an effective idea that is from another source, you can add that. However, remember that the goal is not to cover a topic but to teach it to others.

The topics will be the school-level, teacher-level, and student-level factors that have the greatest effect on student achievement and the leadership behaviors leading to school improvement. You can teach the information in the textbook and you may add your own information if you wish. However, the information you add through research and outside readings must relate to what we are learning about the particular information based on educational research. Feel free to share techniques, strategies, etc. that you believe would be good for another instructional leader to know.

You could think of this as a possible staff development presentation you might make to fellow educators.

Book Report/Book Presentation

Select one of the books listed below to read and write a two-three page book report. This portion of the assignment will be done individually. The book presentation will be designed and presented with colleagues who have selected the same book to read. The presentation will be a collaborative effort with the purpose of familiarizing colleagues with the content of the text. The presentation should be no longer than 60 minutes in length with the last 15 minutes for questions and dialogue about the book.

Marzano, R.J., Pickering, D.J. & Pollock, J.E. (2001). *Classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J., (2000). *Transforming classroom grading*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C.A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Lambert, L. (2003). *Leadership capacity for lasting school improvement*. Alexandria VA: Association for Supervision and Curriculum Development.

Schmoker, M. (2001). *The results fieldbook: Practical strategies from dramatically improved schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J. (2003). *Classroom management that works*. Alexandria VA: Association for Supervision and Curriculum Development.

Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

*All of the above books can be purchased by calling ASCD 1-800-933-2723 or by ordering on line at www.ascd.org They may also be found at major book stores such as Barnes & Noble or Amazon.

Field Experience & Interview Plan

Interview a campus principal you admire regarding his/her role as an instructional leader by asking the following questions. (You may add to the list.) In addition to writing a summary of your interview, please include your own reflection on the answers given.

1. How do you schedule your day and week to ensure that you are spending adequate time on instructional issues?
2. What do you consider your expertise in the instructional arena?
3. What self-study do you engage in that assists your instructional growth?
4. What organizational structure supports professional learning communities in your school?
5. How do you use the expertise of master teachers to improve teaching and learning at your school?
6. What obstacles to school improvement have you experienced as a principal? How did you overcome those obstacles?
7. What advice would you give to a beginning principal?

Additionally, you will need to write an interview plan to be used in preparation for a principalship or other instructional leadership position. The interview plan should include the following:

- Questions that might be used in the interview plus your responses to the questions.
- Prepared comments about your strengths as well as comments about one weakness.
- Questions you would ask of the interviewers at the end of the interview.

Tk20 Assignment:

Following the directions given in the assignment in tk20 you will prepare a best practices assignment containing a written paper and a power point to support the paper. This assignment will be uploaded into tk20 on or before the deadline posted in the course outline.

Master Schedule Group Assignment:

Groups will be formed to design and build a Master Schedule for a designated school. All demographics and school data will be provided in order to determine the needed classes and teachers. This exercise will familiarize you with the details and planning that are needed to meet all the needs of a campus and student body. You should also become more aware of all the preparation that is needed to obtain the data that drives a master schedule. You will see the flexibility that a campus has to determine what schedule is used to develop classes for all students and teachers. You should research the pros and cons of the different schedule formats such as block scheduling, traditional scheduling, modified blocks, etc. in order to defend and justify the schedule that is used.

COURSE OUTLINE

We will use this course outline as a guide for the semester. However, changes may occur due to time constraints, our learning needs, and feedback from you as class participants. We will monitor and adjust as necessary.

Date	Class Topic
January 14	Class Overview Introductions Syllabus, Data Cards All assignments including Master Schedule and tk20
January 21	(No on campus class) Planning and preparation for Article Research (Online) Due by 10:00pm Monday January 20
January 28	Professional Learning Community Fullen pp. 1-15 & pp. 37-62 Student Teaching Assignment and Professor led discussions

- February 4 Professional Learning Community
Fullen pp. 16-36 & pp. 63-106
Student Teaching Assignment and Professor led discussions
- February 11 Submit evidence of group study for Master Schedule assignment
Send me an e-mail by Monday February 10th describing what has taken place to this point on this assignment.
(Online) (No on campus class)
Start Conducting Field Experience Interviews
- February 18 School Effectiveness
Marzano, Chapters 1-5, pp. 1-52
Student teaching assignment and Professor led discussions
- February 25 School Effectiveness
Marzano, Chapters 6,7,8 & 10 pp. 53-69, pp.71-77 & pp. 89-105
Student teaching assignment and Professor led discussions
- March 4 School Effectiveness
Marzano, Chapters 9, 11, 12, & 13 pp. 78-87 & pp. 106-132
Student teaching assignment and Professor led discussions
- March 11 **SPRING BREAK**
- March 18 School Effectiveness
Marzano, Chapters 14-18, pp. 133-178
Student teaching assignment and Professor led discussions
Tk20 assignment should be in progress
- March 25 Submit further evidence of group study for Master Schedule assignment **(On Line) (No on campus class) Send me e-mail by 10:00pm Monday March 24 describing progress**
Include status of field interviews, either complete or show scheduled date to complete **(online)**
- April 1 Instructional Leadership
Book Reports (Written) Individual Upload by 10pm March 31
Group Presentations (Power Point) Upload by 10pm March 31
- April 8 Instructional Leadership
Book Reports (Written) Individual Upload by 10pm April 7
Book Presentations (Power Point) Upload by 10pm April 7
- April 15 **No on campus class. Submit evidence of progress on tk20 assignment by e-mail by 10pm April 14.**

- April 22 Master schedule presentations
Final Master Schedule submitted on-line by 10pm April 21
- April 29 Field experience reflection paper submitted (online) **No on
campus** class. Due by 10pm April 28
- May 6 **Final Exam (Online) (No on campus class)** Due by 10pm May 5
TK 20 SUBMITTED (ONLINE) due by 10pm May 5