

University of North Texas at Dallas
EDAD 5330.091
Spring, 2012
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

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Class Location: Room 204 Bldg 1 Tuesday 5:00pm-7:50pm

Office Hours: Monday 1:00pm-5:00pm
Tuesday 1:00pm-5:00pm
Wednesday 1:00pm-5:00pm

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.

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

20 pts

Book report	15pts
Book Presentation	15 pts
Field Experience and interview plan	15 pts
Class teaching assignment	15 pts
Tk 20 Assignment	15 pts
Final Exam	10 pts
Total 105 pts	

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 throughout the semester.

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

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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 approximately 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

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.

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 24	Class Overview Introductions Syllabus, Data Cards Assignments
January 31	Professional Learning Community Fullen pp. 1-15 & pp. 37-62 Case Study
February 7	Professional Learning Community Fullen pp. 16-36 & pp. 63-106

	Article
February 14	School Effectiveness Marzano, Chapters 1-5, pp. 1-52 Article
February 21	No class Independent study for book presentation and report Conduct Field Experience Interviews
February 28	School Effectiveness Marzano, Chapters 6&7, pp. 53-69
March 6	School Effectiveness Marzano, Chapters 8-11, pp. 71-120
March 13	School Effectiveness Marzano, Chapters 12-15, pp. 123-153
March 20	SPRING BREAK
March 27	School Effectiveness Marzano, Chapters 16-18, pages 157-178
April 3	No class Group and Independent Work for tk20 Assignment
April 10	Instructional Leadership Book Reports/Group Presentations
April 17	Instructional Leadership Book Reports/Group Presentations
April 24	Instructional Leadership Book Reports/Group Presentations Tk20 assignment submitted by this date
May 1	Field experience; Share interviews From the field & Interview Plan
May 8	Final Exam

