

University of North Texas at Dallas

SUMMER 2013

SYLLABUS

EDAD 5330: Instructional Leadership: 3 Hours

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| Department of Teacher Education and Administration | Division of Education and Human Services |
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| Instructor Name: | Adam L. Grinage, Ed.D. |
| Office Location: | Dallas1 Room 208 |
| Mobile Phone: | 972-365-8151 |
| Email Address: | adamgrinage@my.unt.edu |

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| Office Hours: | Thursday 6:30-7:00 |
| Virtual Office Hours: | Thursday 5:30-6:00 |

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| Classroom Location: | Dallas1 Room 208 |
| Class Meeting Days & Times: | Tues, Wed, Thurs 7:00-9:50 |

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| Course Catalog Description: | Study of instructional leadership as it relates to the improvement of instruction, effective schools and 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. |
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| Prerequisites: | None |
| Co-requisites: | None |

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| Required Text: | Marzano, R.J. (2003) <i>What Works in Schools: Translating research into action.</i> Alexandria VA: Association for Supervision and Curriculum Development. Fullan, M., & Hargreaves, A. (1996) <i>What's worth fighting for in your school.</i> Alexandria, VA: Association for Supervision and Curriculum Development. |
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| Recommended Text and References: | Assigned by Instructor |
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| Access to Learning Resources: | UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com |
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Course Goals or Overview:

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| | 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. |
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Learning Objectives/Outcomes: At the end of this course, the student will

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| 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. |

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| 4 | Describe the barriers to achieving instructional leadership and successful schools. Describe approaches for overcoming these barriers. |
| 5 | Describe and evaluate leadership approaches to improve student achievement. |
| 6 | Apply learning from objectives 1-5 to develop action steps for school improvement. |

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Assignments –

Field Experience

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. You will find the questions/directions at the following link: <https://docs.google.com/document/d/1YVn26VqQm3plcG5bv27NDMug7Sy689ZclmYN8i8g/edit?usp=sharing>

Final Reflection

Write and submit a one-page summary of the type of instructional leader you wish to be. Be sure to include details of how that ideal would look in practice.

Projects –

Executive Summary & Presentation

Select one of the books (titles selected by instructor) to read and write a three page executive summary. In addition, each student will make a presentation to the class on their selected book. The presentation should be approximately 45 minutes in length with the last 15 minutes for questions and dialogue about the book. The book titles may be found at the following link: https://docs.google.com/document/d/1Y6jyy_LTXTPo40kaEVEVi_nFQqM-rBLkqHRdxeySV6Q/edit?usp=sharing. If you have not already done so, please add your name to the Google Doc indicating which book you would like to use this summer. One student per book, please.

Instructional Strategies/Instructional Design Lesson

For this assignment, you will teach (30-35-minute lesson) 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 and/or 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, as well as two chapters from Marzano's *Leaders of Learning*. 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. Please add your name to the Google Doc at the link below to indicate which chapter you would like to teach. https://docs.google.com/document/d/1yeBjt-D3JJGAZkpS-ZxIVwtzGm_pzrgklrUyVrt8T5s/edit?usp=sharing. At the link below, you will find a list/description of several great instructional strategies that may be used in your presentations. <https://docs.google.com/file/d/0B6ht-X9BIVUiRUxxWIBsWWdqSjA/edit>

Tk20 Assignment-Best Practices

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>.

Directions for the Best Practices project can be found at the following link:

<https://docs.google.com/file/d/0B6ht-X9BIVUiTTdHNUV0eF81eXM/edit>

Within the project, you will use an article titled "Closing the Achievement Gap" by Reeves. You will find a copy of the article at the following link: <https://docs.google.com/file/d/0B6ht-X9BIVUiWWNpeXZuSnpSeDQ/edit?usp=sharing>

Class Participation –

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. Please complete the online form at the following link as soon as possible:

https://docs.google.com/forms/d/1b42dcdjtYVA5xemvJaBzTb_fllhYq7UyTMxrh_8kg/viewform. No one but the instructor will be able to see your responses.

Grading Matrix:

| | Instrument | Total |
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| | Attendance & Participation | 10 |
| | Executive Summary (Selected Books) | 10 |
| | Executive Summary Presentation | 20 |
| | Field Experience | 10 |
| | Class Teaching Assignment (Chapters) | 20 |
| | Tk20 Assignment | 20 |
| | Final Reflection | 10 |
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| | Total: | 100 |

Grade Determination:
 A = 100 – 90 pts
 B = 89 – 80 pts
 C = 79 – 70 pts
 F = 69 – 00 pts

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by email and during class.

| TOPICS | TIMELINE |
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| 1. Professional Learning Communities | Week of 07/08/13 |
| 2. Student-Level Factors | Week of 07/15/13 |
| 3. Assessment Practices: Formative and Summative | Week of 07/15/13 |
| 4. School-Level Factors | Week of 07/22/13 |
| 5. Effective Supervision of the Instructional Program | Week of 07/22/13 |
| 4. Home-Level Factors | Week of 07/29/13 |
| 5. Myths about the teaching and learning process | Week of 07/29/13 |
| 6. How to lead planning for rigorous instruction | Week of 08/05/13 |

Course Calendar

The course calendar for the course may be found at the following link: <https://docs.google.com/file/d/0B6ht-X9BIVUiTTBmUHRiU2UtTTQ/edit?usp=sharing>. Please know that the course calendar is subject to change at any time.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

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.

Assignment Policy:

All assignments are due by the posted dates. If extenuating circumstances arise, it is the responsibility of the student to discuss the matter with the instructor. Failure to do so will result in the loss of credit for the assignment.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

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.