

WEBSTER UNIVERSITY COURSE SYLLABUS

COURSE: LEAD 6003 ID-Instructional Leadership
TERM: Spring 2002 (Wednesday, 5:00-9:30 p.m., OFF, Feb. 5-May 7)

Instructor: Joseph Sartorius, Ph.D. and Roger A. Stock, Ed.D.

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Office Hours: Class time on Wednesday, or by appointment.

Prerequisite: Competency in statistical analysis and LEAD 6000 Introduction to Education Leadership. Students must be concurrently enrolled in LEAD 6005 Internship in Educational Administration.

Textbooks Glatthorn, Allan A. (1994). Developing A Quality Curriculum,
Required: Alexandria, VA: ASCD.
Chapman, Elwood N. and Goodwin, Cliff. (1999) Supervisor's Survival Kit, Your First Steps into Management. Upper Saddle River, NJ: Prentice-Hall Inc. 8th edition.

Course Bulletin Description and Purpose:

This block is designed to provide students with content and site-based experience related to multiple aspects of effective instructional leadership. Topics will include: qualitative and quantitative research; curriculum analysis and evaluation; diversity and multiculturalism; problem solving and decision making; utilizing data for curriculum alignment and instructional improvement; characteristics of effective instructional leadership; role of technology in instruction; services for special populations such as the disabled, gifted, and vocational students. Focus will be placed on the complex roles and responsibilities of the educational leader at the elementary, middle and secondary levels while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group discussions and simulations, electronic communications, research studies, identification of effective practices, interaction with practitioners in administration, and personal reflection.

Method of Instruction:

The course objectives and purpose will be pursued and conveyed by use of lecture, discussion, video presentations, assigned readings and projects, and student

presentations.

Evaluation Criteria:

A multifaceted approach will be used to assess the learner's mastery of the knowledge, dispositions, and performances identified in the MOStep Standards. Large and small group activities, individual and group projects, written reports and classroom presentations will all be utilized to allow students to demonstrate mastery in a variety of contexts.

Schedule of required readings, class preparation, assignments, lectures, discussions, student presentations, and exams.

Sessions 1 and 2

Topics: Introduction and overview of course and development of class scoring guide for writing assignments

Review of expectations and projects/assignments

What is your Educational Philosophy?

Definitions: curriculum

supervision

instruction

learner

school climate

learning environment

leadership

educational stakeholders

Tasks of instructional supervision

Impact of federal and state legislation on instruction

A historical perspective

Activities: Individual Inventory:

What is your Educational Philosophy?

Reflective journaling (individual)

Group-development of administrative questionnaire for interviews

Likert scale discussion, development by group

Sessions 3 and 4

Topics: Qualitative and quantitative research methodologies
Elements of quantitative and qualitative research
Samples of qualitative and quantitative research
Action Research
Case Studies
Sources of data
Goals, data, and leadership
Technology and data
Analysis of data
Reporting results
Critical analysis of research findings

Activities: Reflective journaling (individual)
Small group discussion -
Qualitative research data analysis of administrative interviews
Administrative interview reports and discussions (individual reports)
Discussion-
Overview of federal/state funds in student's school districts

Due: Written and oral reports of administrative interviews

Session 5

Topics: Curriculum orientation
Curriculum alignments with standards
Standards in Practice (SIP)
Curriculum Development - sources, resources
Data use for instructional planning and decision-making
Interdisciplinary curriculum

Activities: Reflective journaling (individual)
Group discussion of curriculum orientation with examination of a curriculum guide
Group simulation - using desegregated student achievement data to make instructional decisions

Due: Matrix of federal/state funds in each student's school district

Session 6

Topics: Entitlement vs. competitive funding
Web sites for funding opportunities
Philanthropy's benefits to education
Task of supervisor
 assistance to teachers
 professional development
 peer coaching

Activities: Reflective journaling

Individual Activity-

Development of a funding proposal/grant writing

Group discussion of school/district professional development practices
and individual school plans.

Session 7

Topics: Technical skills of instructional leader
 planning
 observing
 analyzing needs
 professional development
 characteristics
 examples

Activities: Group project - develop professional development plan to address
selected topic / Show-Me Standard

Reflective journaling (individual)

Due: Personal professional development plan

Session 8

Topics: Supervision of Staff
 Developmental Supervision
 Staff Evaluation

Interpersonal Skills

Activities: Reflective journaling (individual)

Group activity - Case studies on supervision/share respective district teacher evaluation plans.

Group activity - Profile of effective instructional supervisor

Role play - Teacher evaluation conferences

Peer interviews - areas which should/should not be evaluated

Due: Performance Based Evaluation form

Position paper on linking teacher evaluation and student achievement

Session 9

Topics: Action Research

definition

examples

rationale

teacher as researcher

Activities: Reflective journaling (individual)

Individual design of a research project

need

goal

data collection methods

data analysis

Due: Proposal

Session 10

Topics: Diversity and multiculturalism

Providing for special populations in regular schools

Mandated programs for special populations, LEP, gifted, homeless

Leadership role in identifying stakeholders

Activities: Reflective journaling (individual)

Group activity - People Search: Looking at Diversity
Group discussion - Pros and cons of linking teacher evaluation
and student achievement
Lecture on national demographics with discussion of local implications

Reading: Student selected material on topic of diversity, multiculturalism

Session 11

Topics: Group leadership style
Resolving conflict
Dimensions of effective group
Group decision-making
 Nominal Group Technique
 Delphi Technique

Activities: Reflective journaling (individual)

Concentric circle discussion - Culture Walk and its implications
Group decision-making simulation
 Nominal Group Technique
 Delphi Technique

Due: Individual reports on minority/special populations or programs in school

Session 12

Topics: The quality curriculum
Instructional leader's use of technology (LoTi Level) Level of technology
integration

Activities: Reflective journaling (individual)

Individual assessment: School-Based Practices for Promoting
Instructional Improvement
Lo Ti level assessment profile survey
Final Examination

Grades will be assigned based on the following:

<u>Grading:</u>	Letter Grade	Points
	A	950 and above
	A-	900 to 949
	B+	850 to 899
	B	800 to 849
	B-	750 to 799
	C+	700 to 749
	C	650 to 699

Students will be evaluated on the following:

	Points
Attendance/Participation	100
Final Exam	100
Group Projects	
Funding Matrix	50
Culture Walk	50
Individual Projects	
Curriculum Orientation	50
Administrator Interview	100
Reflective Journaling	50
Special Populations Report	50
Educational Philosophy Statement	50
Research Project	200
Funding Proposal	200

Final Projects

Students must turn in two copies of the final project. Students wishing to receive a graded final project must provide a self-addressed envelope (appropriate size and postage.) Note: Papers will not be available for pick-up.

Other Considerations:

Class attendance is mandatory. Students will be required to complete a make-up assignment for missed classes or a penalty of one letter grade will be assessed for each absence.

Assignments which are not handed in by the designated deadlines will be penalized. No original assignments will be accepted after the final class period. Mutually agreed upon revision of previously evaluated assignments will not be accepted after the final class period.

Students who do not complete course requirements by the final class period will not receive credit for the course. Students should make copies of all their work for possible inclusion in their professional portfolio. Occasional fees may be assessed for materials, supplies, and lab use. Students should hand in two copies of assignments. The instructor may retain a copy of materials.

This syllabus is subject to change at the discretion of the instructor. Students will receive advance notice of all changes and due dates for assignments/projects or other activities related to the evaluation of the student.