LEAD 553   **Instructional Leadership and Supervision**   **2 units per semester**

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LEAD 554   **This is a two semester course**
Fall 10 – Spring 11

Leadership is the guidance and direction of instructional improvement.

<div align="right">Richard Elmore, 2000</div>

Instructor:
Debbie Beldock
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Meeting Dates: Class meets from 4:30-8:00 unless otherwise noted
Semester 1
September 25 (9:00am-3:00pm)
October 7, 14, 21, 28
November 4
December 2, 7
Semester 2
February 10, 12 (9:00am-3:00pm)
March 3, 10, 12 (9:00am-3:00pm)
April 16 (9:00am-3:00pm), 28

Final Project Due: December 7 (LEAD 553)
April 28 (LEAD 554)

Purpose of the Course

This course is designed to build knowledge and skills that prepare aspiring administrators to analyze and experience the role of a site administrator as an instructional leader. The theory of action is to focus on the improvement of instructional practice that leads to accelerate student achievement. Problem-based learning experiences will focus on analyzing and evaluating classroom practice and culminate in a written plan of action that demonstrates how to execute strategies to improve teaching and learning.

Course Objectives/Candidate Outcomes

Through the lens of mathematics and literacy teaching and learning, students will be able to analyze instruction, make judgments about instruction, and put them together to create an effective plan of action using reflection and problem solving as a tool.

<u>**Outcome I.   Academic Excellence, Critical Inquiry and Reflection**</u>
Understand the role of the principal, reflect on personal strengths and needs as an instructional leader, and develop a personal professional development plan. (K, S, D), (CAPSL 1, 2, 5)
Analyze the student data and instructional practice of literacy and mathematics lessons in order to describe the reality of teaching and learning at the site. (K, S) (CAPSL 1, 2 5)

Work with a team to present a solution to a Problem Based Learning Activity that focuses on creating an instructional focus, a professional development plan to improve instruction and build capacity and a plan to monitor student achievement and provide appropriate student supports. (K, S, D) (CAPSL 1, 2, 5)

Outcome II. Community and Service
Collaborate and problem solve in learning groups (CAPSL 4, 5, 6)
Develop a plan that supports a collaborative learning community. (K, S, D) CAPSL 1, 2, 4, 5)

Outcome III.   Ethics, Values and Diversity
Respect and value the diversity reflected in the school's learning community. (K, S, D) (CAPSL 1, 2, 4, 5)
Understand how to engage in discussions with others to problem solve difficult issues within a school culture (CAPSL 2, 5, 6)

Textbooks/Readings

Selected Readings From:
Building a New Structure for School Leadership, Elmore, Richard F., Winter 2000
Reading for Life: The Learner as a Reader New Zealand Ministry of Education, Learning Media Limited, 1997
Lenses on Learning: Classroom Observation and Teacher Supervision in Elementary Mathematics and *Secondary Lenses on Learning,* Pearson Learning
Results Now! Mike Schmoker, Association for Supervision and Curriculum Development, 2006
Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning, E. City, R. Elmore, S. Fiarman, S. Teitel*,* Harvard Education Press, 2009

Course Requirements/Activities

Complete all readings.
Be prepared for discussions in advance, complete assignments and actively participate in discussions during class.
Participate with the assigned group in preparing the presentation related to the PBL.
Participants are expected to make their work public and engage in a rigorous feedback and reflection process

Assessment Plan/Grading Criteria/Rubric	
Participation in class and group discussions/presentations	20%
Preparation for class- readings and other assignments	15%
Working collaboratively and effectively with group	20%
Individual Assignments	15%
Problem Based Learning Assignments	30%

<u>Incompletes:</u>
Students who fail to fulfill the requirements of this course will receive an "incomplete." The requirements must be met by the end of the tenth week of the next regular semester; otherwise , the "I" grade will be counted as an "F."

ELDA Attendance Policy

Since participation is integral to the learning process for all students, it is imperative that students attend every class. If a student is late to class or needs to leave class early, s/he must inform the instructor in advance. If a student misses a class s/he has the obligation to make up any work that was missed, and to ask a colleague to collect any materials that were distributed in the class they missed. Students missing more than one class will no longer be eligible for a grade of A due to the impact of class discussion on the learning. If a student's absences or late arrivals and early departures, exceed 25 % of the total class time, the student will fail the class (if a letter grade is given) or receive NC (if the class is a credit/no credit class).

Disability Services

Students with disabilities who believe that they may need accommodations in the class are encouraged to contact Disability Services in Serra 300 (tel. 260-4655) as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

Academic Integrity

At USD, we take the code of academic integrity very seriously; forms of academic dishonesty, including but not limited to cheating, plagiarism, fabrication, or facilitating academic dishonesty, are not tolerated in the Masters program or this class. Violations of the policy may result in suspension or expulsion from the university. If you are unfamiliar with USD's policy, it is your responsibility to read and understand its elements. In summary, any assignment that you turn in for class must be written in your own words, exemplifying your own thoughts and ideas, and you must clearly identify any references you used in completing your work using the format of the APA 5th Edition Style Manual.

- *This statement was adapted from a statement written by Dr. Athena Perrakis*

Course Outline

Semester 1: Develop an "eye" to assess the reality of teaching and learning at the school site; develop your "voice" as a leader (teachable point of view)
Semester 2: Assess the needs of a school; develop an instructional action plan that addresses the strengths and needs at the school site.

Session	General Topic(s)
Semester 1	
1	Course introduction; Intro to problem based learning; read article "Building a New Structure for School Leadership"; write personal responses
2	Create a teachable point of view about literacy teaching and learning; analysis of classroom instruction
3	Create a teachable point of view about literacy teaching and learning; analysis of classroom instruction
4	Create a teachable point of view about mathematics teaching and learning; analysis of classroom instruction
5	Create a teachable point of view about mathematics teaching and learning; analysis of classroom instruction
6	Develop description of desired state of teacher practice and student learning; develop description of current reality of school (teacher practice & student achievement)
7	Develop description of desired state of teacher practice and student learning; develop description of current reality of school (teacher practice & student achievement)
8	Problem Based Learning Activity- Communication to Staff and Compilation of Ideal State for Literacy & Mathematics
Semester 2	
8	Introduction of semester 2 and relation to semester 1; overview of a strategic plan of action; read article "Leadership as the Practice of Improvement"
9	Understand how to use assessment data to determine the needs of a school
10	Understand how to build capacity of staff; develop plan for professional development and student supports
11	Analysis of principal plans for professional development and building of capacity of staff
12	Understand how to monitor student achievement and instructional practice as part of the action plan
13	Analysis of principal plans and impact on student achievement Utilize guiding questions to create plan of action for "Alfonso Elementary" or "Booker Secondary School"
14	Problem Based Learning Activity- School Action Plans for "Alfonso Elementary" or "Booker Secondary School"

Bibliography

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Chenoweth, Karin, "It's Being Done" Academic Success in Unexpected Schools, Harvard Education Press, 2007

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Harwayne, Shelley, Going Public, Chapter 2: Rethinking the Role of Principal, pgs. 21-74, Heinemann, 1999

Harwayne, Shelley, Lifetime Guarantees, Chapter 7: Professional Growth in the Teaching of Reading, pgs. 219-250, Heinemann, 2000

Hiebert, James, et al, Making Sense: teaching and learning mathematics with understanding, Heinemann, 1997

Heifetz, Ronald A., Leadership On The Line: Staying Alive through the Dangers of Leading, pgs. 51-74, Harvard Business School Press, 2002

Rothman, Robert, *Organizing So All Children Can Learn: Applying the Principles of Learning,* 1996

Sergiovanni, Thomas J., <u>The Lifeworld of Leadership: Creating Culture, Community, and Personal Meaning In Our Schools</u>, pgs. 139-140; Jossey-Bass, 2000

Tichy, Noel M, <u>The Cycle of Leadership. How Great Leaders Teach their Companies to Win.</u> Harperbusiness, 2002

Transforming Schools. Creating a Culture for Continuous Improvement Association for Supervision and Curriculum Development, 2004

Van de Walle, John A., <u>Elementary and Middle School Mathematics: Teaching Developmentally</u>, Fifth Edition, Pearson Education, 2004