LEAD 553 Instructional Leadership and Supervision  2 units per semester
LEAD 554 This is a two semester course
Fall 10 – Spring 11

Leadership is the guidance and direction of instructional improvement.
Richard Elmore, 2000

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 ProjectDue: 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.

Outcome I.  Academic Excellence, Critical Inquiry and Reflection
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:
*Results Now!* Mike Schmoker, Association for Supervision and Curriculum Development, 2006

**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**
<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Participation in class and group discussions/presentations</td>
<td>20%</td>
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<tr>
<td>Preparation for class-readings and other assignments</td>
<td>15%</td>
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<tr>
<td>Working collaboratively and effectively with group</td>
<td>20%</td>
</tr>
<tr>
<td>Individual Assignments</td>
<td>15%</td>
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<tr>
<td>Problem Based Learning Assignments</td>
<td>30%</td>
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Incompletes:  
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.

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

Barth, Roland, “The Culture Builder”, Educational Leadership, May 2002


Elmore, Richard F., “Leadership as the Practice of Improvement”, Harvard University, June 2006


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


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


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