

EDLD 554 Spring 2010	Instructional Leadership and Supervision	2 units
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“ There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things.” Machiavelli, The prince, 1695

Instructor:
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Office Hours: T-TH 11am-4pm or by appt.
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Meeting Dates: Class meets from 4:30-8:00 Thursdays & 9:00am- 3:00pm on Saturdays

Location: MRH 137

[Semester 2](#)

February 18, 20

March 4, 18, 20

April 8, 17

Final Project Due: April 17 (2nd Semester)

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

The key factor to a school's success is the site principal who sets the tone, enforces a positive learning culture, and convinces the students, parents and teachers that all students can learn and produce dramatic academic results. Students in this course will learn effective instructional leadership through: self-assessment; analysis of curriculum, pedagogy, formal and informal assessments; practice creating a school culture and climate conducive to learning; understand the attributes of setting high expectations; practice developing teachers leaders, mentoring, coaching and building relationships. Students will be able to analyze meaningful 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)

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:

Change- Principles of Problem Formations and Problem Resolution, Paul Watziawick & John Weakland, & Richard Fisch, 1974

The Heart of Coaching, Thomas G. Crane 2009

The Element, Ken Robinson,

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 with group	15%
Individual Assignments	20%
Presentation of Problem Based Learning Activity	30%

Grading Scale (based on total %)

The following scale will be used to determine final letter grades:

95 -100%	A	73 – 76%	C
90 - 94%	A-	70 –72 %	C-
87 – 89%	B+	67 – 69%	D+
83 – 86%	B	63 – 66%	D
80 – 82%	B-	60 – 62%	D-
77 – 79%	C+	less than 60%	F

NOTE: Grade of Incomplete

The grade of incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the “I” grade will become a permanent “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

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619-260-4655, www.sandiego.edu/disability) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards will not be modified in considering specific accommodations.

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.

- *Adapted from a statement written by Dr. Athena Perrakis*

Tentative Course Outline

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) And Readings
<u>Semester 2</u>	
Feb18	Introduction of semester 2, Spotlight Speaker Ken Robinson Implications of 21 st century learning Reading assignment: The Element
Feb 20	Implications of 21 st century learning cont., Creativity and instructional Leadership in schools, self assessment and leadership potential Reading assignment: Change - Part I & II, & selected articles
March 4	Understanding change and dynamics in schools, Creating Culture Reading assignment: Change - Part III
March 18	Transformational Coaching for High Performance, Analysis of principal plans for professional development and building of capacity of staff Reading assignment: The Heart of Coaching, Chapt. 1-6 and selected readings
March 20	Creating a high performing organization, Understand how to monitor student achievement and instructional practice as part of the action plan, Final PBL project review Reading assignment: the Heart of Coaching, Chapt 7-17 and selected readings
April 8	Analysis of principal plans and impact on student achievement, problem resolution and second order change Reading assignment: Selected Readings
April 17	Final project and paper presentations- Problem Based Learning Activity Assignments: Final paper and project

Bibliography

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

*Barth, Roland, Learning By Heart, Jossey-Bass, 2001

Bossidy Larry and Ram Charles, Execution. The discipline of Getting Things Done, Crown Publishing, 2002

Carpenter, Thomas P., Franke, Megan Loef, and Levi, Linda, Thinking Mathematically: Integrating ARITHMETIC & ALGEBRA in the Elementary School, Heinemann, 2003

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

Elmore, Richard F., *Building a New Structure for School Leadership*, Winter 2000

*Elmore, Richard F., "*Hard Questions about Practice*", Educational Leadership, May 2002

*Elmore, Richard F., "*Leadership as the Practice of Improvement*", Harvard University, June 2006

*Fullan, Michael, Leading in a Culture of Change, Jossey-Bass, 2001

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

*Tichy, Noel M, The Cycle of Leadership. How Great Leaders Teach their Companies to Win. Harperbusiness, 2002

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

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

Note: *Asterisk selections will be assigned during semester 2