Syllabus   **Course Title: EDAD 5330 Leadership in Instructional Settings**
                 Spring 2015, February 23-March 25

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Textbook and required materials

Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2013). *The basic guide to supervision and instructional leadership, 3rd edition.* Boston, MA: Pearson. ISBN 978-0-13-261373-6.

Tk20 (https://tk20web.uta.edu/campustoolshighered/start.do)

Tk20: The College of Education and Health Professions has implemented Tk20, a comprehensive data management system that provides powerful tools to manage growth and streamline processes to meet your needs more efficiently and effectively. The set of tools that is required as a course text is called *TK20 HigherEd*. The following is a partial listing of what the Tk20 system will enable you to do:

- Create your key assessments and performance artifacts online, which you will be able to access and use beyond graduation. This will enable you to present documented performance data and information to prospective employers, who are increasingly interested in data-supported evidence of an individual's current and potential performance.

- Submit forms online, including applications for field-based experiences such as student teaching, practicum, internships, or other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.

- Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.

- Monitor your progress throughout the program and have access to a fully documented record of your program performance, creating a vested partnership between you and faculty in your progress through your academic program.

On-line tutorials and training materials will orient you to the Tk20 system and its use. For additional information, go to http://www.uta.edu/coehp/tk20. We appreciate your hard work and dedication toward completing your education in the College of Education and Health Professions at the University of Texas at Arlington!

Course Description

This course involves an examination of current research on effective instructional organizations and classroom instruction in today's schools, on characteristics of school leadership, and on the role and function of the teacher as instructional leader. Topics include the essential components of instruction, developing instructional-management systems, evaluating student and teacher performance, assisting colleagues to monitor and improve instructional skills, school climate and leadership styles as they impact on school improvement.

Student Learning Outcomes

1. Define the meaning of SuperVision
2. Explain the four basic approaches to supervision
3. Demonstrate understanding and self-evaluation of technical skills for supervision
4. Give examples on how to effectively accomplish technical tasks of supervision
5. Cricitally analze the cultural tasks of SuperVision in light of one's own belief system.
6. Demonstrate capabilities to supervise and become effective instructional leader through professional development, etc.

For students seeking principal certification, the course is intended to meet the standard set by the Educational Leadership Constituent Council for "school building leadership."

Standard 1.0: An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard 2.0 An educational leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3.0. An educational leader promotes the success of every student be ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Standard 4.0. An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5.0 An educational leader promotes the success of every student by acting with integricy, fairness, and in an ethical manner.

Assignments and Point Value

Title	Points Possible
Week 1: Assessment of Readings	10
Week 1: Assignment	10
Week 1: Discussion Post and Replies	10
Week 2: Assessment of Readings	10
Week 2: Assignment	10
Week 2: Discussion Post and Replies	10
Week 3: Assessment of Readings	10
Week 3: Assignment	10
Week 3: Discussion Post and Replies	10
Week 4: Assessment of Readings	10
Week 4: Assignment	10
Week 4: Discussion Post and Replies	10
Week 5: Assessment of Readings	10
Week 5: Assignment This assignment will be also submitted into Tk20.	60
Week 5: Discussion Post and Replies	10
TOTAL	200

Grading scale:

To pass, all module activities must be completed at an "acceptable" level. Late work and work that has to be revised in order to meet "acceptable standard" will receive a maximum of 5 points per assignment.

Students with 90% and above averages will receive an A, Students with averages from 81% - 89% will receive a B. Students with averages from 70-79% will receive a C. Anyone receiving below 70% will have their work reviewed by the instructor / developer as to whether they receive a C or an F or an incomplete.

Course Policies

You must complete all readings, assessments, assignments, and discussion postings/replies by the due dates. All due dates are listed in the course schedule. Late work and work that must be revised to meet the acceptable criteria will receive a maximum of five points per assignment (40 for case study) You are responsible for your technology/Internet working to ensure work is completed by deadlines.

Academic Integrity

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents' Rules and Regulations, Series 50101, Section 2.2).

Professional Dispositions:

Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in Room 102 of University Hall, or call them at (817) 272-3364.

The Writing Center

The English Writing Center, Room 411 in the Central Library, provides support to UT-Arlington undergraduate and graduate students and instructors. Undergraduate and graduate student consultants in the Writing Center are trained to help student writers at any stage in their writing processes. Consultants are trained to attend to rhetorical and organizational issues that instructors value in student writing. Although consultants will assist students in identifying and correcting patterns of grammatical or syntactical errors, they are taught to resist student entreaties to become editors or proofreaders of student papers.

   The Writing Center offers tutoring for any assigned writing during enrollment at UT-Arlington. During Spring 2015, Writing Center hours are 9 a.m. to 8 p.m., Monday through Thursday; 9 a.m. to 3 p.m., Friday; and noon to 5 p.m. Saturday & Sunday. Individuals may schedule appointments online by following directions available at www.uta.edu/owl, or by visiting the Writing Center.

   The Writing Center Director, Assistant Director, or tutors are available to make classroom presentations describing Writing Center services. The Writing Center also offers workshops on topics such as documentation and will design specialized workshops at the request of instructors. To schedule a classroom visit or inquire about a workshop, please e-mail or call Tracey-Lynn Clough, Writing Center director, at clought@uta.edu or 817-272-2517.

Student Support Services Available

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at (817) 272-6107 for more information and appropriate referrals.

Drop Policy

Drops may be made during late registration either by SAM, by the Web or in person in the academic department offering the course. Students are responsible for adhering to University regulations concerning adds and drops. These rules apply to regular semesters and to equivalent time limits in short/summer sessions as noted on the session calendar.

- A student may not add a course after the end of late registration.
- No grade is given if a student drops a course before the Census Date of that semester.
- A student may drop a course with a grade of W during the first six weeks of class.
- From the seventh week of class through the 12th week of class, a student may drop a course with a grade of W if passing or a grade of F if failing.
- A student may not drop a course after the 12th week of class.
- The dean of the college or school in which the student is majoring may require a student to drop a course at any time upon the recommendation of the instructor and the concurrence of the department chair.
- Students wanting to drop all courses for which they are enrolled must withdraw from the University.

Tutoring Service Alert

It has come to our attention that students are receiving information about a tutoring service which does not conform to the policies of the University of Texas Arlington (UTA). We caution you with a "buyer beware" alert. Please be mindful of any person or tutoring service that states they will 'complete' your assignment or test. Allowing them to do so is against all University policies and is considered Academic Dishonesty which could result in being dismissed from the program. You should never contact any outside sources like this, but rather contact UTA directly if you need help with tutoring.

Course Schedule

Module 1 – Introduction and Knowledge	
Read from text: Chapters 1-5 Read: Professor/developer-authored reading	11:59 p.m. Sunday, March 1
Assessment of Readings	11:59 p.m. Sunday, March 1
Assignment:	11:59 p.m. Sunday, March 1
Discussion Board Post and Replies	11:59 p.m. Sunday, March 1
Module 2 – Interpersonal Skills	

Read from text: Chapters 6-11 Read: Professor/developer-authored reading	11:59 p.m. Sunday, March 8
Assessment of Readings	11:59 p.m. Sunday, March 8
Assignment:	11:59 p.m. Sunday, March 8
Discussion Board Post and Replies	11:59 p.m. Sunday, March 8

Module 3 – Technical Skills	
Read from text: Chapters 12-14 Read: Professor/developer-authored reading	11:59 p.m. Sunday, March 15
Assessment of Readings	11:59 p.m. Sunday, March 15
Assignment:	11:59 p.m. Sunday, March 15
Discussion Board Post and Replies	11:59 p.m. Sunday, March 15
Module 4 – Technical Tasks of SuperVision	
Read from text: Chapters 15-19 Read: Professor/developer-authored reading	11:59 p.m. Sunday, March 22
Assessment of Readings	11:59 p.m. Sunday, March 22
Assignment:	11:59 p.m. Sunday, March 22
Discussion Board Post and Replies	11:59 p.m. Sunday, March 22
Module 5 – Cultural Tasks of SuperVision	
Read from text: Chapters 20-22 Read: Professor/developer-authored reading	11:59 p.m. Sunday, March 29
Assessment of Readings	11:59 p.m. Sunday, March 29
Assignment: This assignment will also be submitted into Tk20	11:59 p.m. Sunday, March 29
Discussion Board Post and Replies	11:59 p.m. Sunday, March 29

Brief Explanation of Reading Progress Monitor Assessments:

For all modules, there is a reading assignment from the textbook, and a professor/developer-authored reading. You will then take a test of 10 questions. The test is intended as a review of major points in the readings and as a way to ensure you have become familiar with both the text and professor / developer-authored readings.

Brief Explanation of Assignments:

Within the module there will be additional discussion of the assignments. Each module assignment consists of two parts. Part One of each module will be to report on the progress of the Case Study. The Case Study is the main assignment for the course that also serves as one of the program's assessments used for accreditation purposes. Part Two of each module will allow the candidate to select an exercise that will enhance their learning about course related materials.

Brief Explanation of Discussions:

The discussion board is an integral part of the course. You are to respond to three different prompts for each discussion. You will asked to respond appropriately to at least two other postings by acknowledging good points and/or offering different opinions.

Brief Explanation of Grading:

Three grades are received for each module during the course. One is an objective score received from a multiple-choice test. The grades received for the assignments and discussion board involvement are more subjective. Evidence of effort and insight and understandings into the purpose and intent of the learning opportunities will be major factors in the grades received in these areas. The instructor will provide guidelines to Instructional Associates / graders to help insure consistency in the scoring.

The following general rubric will be used to score assignments and discussion posts.

Tasks	Exemplary	Acceptable	Unacceptable
Response to Prompt	**Responses showed candidate put considerable time and effort into discussion.** **(7-8 points)**	**Responses showed candidate put some time and effort into discussion.** **(5-6 points)**	**Responses showed candidate put little time and effort into the discussion. Responses to prompts were very short with no elaboration.** **(0-4 points)**
Replies	**Responses to at least two other prompts were insightful, thought provoking, engaging, inquisitive.** **(2 points)**	**Responded to at least two other students' replies but only acknowledged statements without additional comments or thoughts.** **(1 point)**	**Did not respond to at least two other students' replies.** **(0 points)**

The following rubric will be used to score your Module 1-4 assignments.

Tasks	Target	Acceptable	Unacceptable
Part One of assignment / draft of final assessment	Submission of draft indicated student had an adequate plan or was making adequate progress toward completion. (4-5 points)	Submission of draft indicated student knew final assignment was due but hadn't really begun to seriously work on it. (2-3 points)	No submission of draft or student only knew it was due at end of course. (0-1 points)
Part Two of assignment:	Responses showed candidate put some time and effort into assignment. Answers were insightful, thought provoking, engaging, and inquisitive. **(4-5 points)**	Responses showed candidate put little time and effort into assignment. Answers were acceptable but with little elaboration or insight in the discussion. **(2-3 points)**	Responses showed candidate put very little time and effort into the assignment. Answers were very short with no elaboration. **(0-1 points)**

Course Assignment / Program Assessment: (Due end of module/week 5)

In EDAD 5330, Leadership in the Instructional Setting, you learn about becoming the instructional leader of your school.   Your assignment is to conduct a case study of your school that demonstrates your understanding and ability to successfully lead a school effectively in the following areas: 1) Description of a school, 2) Foundational Principles, 3) Curriculum, Instruction, and Assessment, 4) Supervision, 5) Professional Development, 6) Cultural Context, and 7) Management of Resources.

The assignment should focus primarily on the goal and process of instructional supervision and how professional development can be used effectively to improve instruction. The ability to develop effective growth plans should be demonstrated with an explanation of how they should be used fairly and ethically if needed.

The final product can be a power point you would want to use in an interview or as a presentation you want to make in your school. However, it must include a written narrative explanation. Or the final product could just be a written narrative journal type paper.

There is no specified length or format requirement.

The rubric for the case study is:

<table>
<tr><td colspan="4">Course Assignment/Program Assessment:
School Instructional Improvement Case Study
ELCC 2011 Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.4, 3.5, 4.1, 5.2, 5.3 and 5.5</td></tr>
</table>

Assessment Area	Target 19-20 pts	Acceptable 17-18 pt	Unacceptable 0 - 16 pts
Overall presentation of case study and statement of purpose. ELCC 2011 elements: 1.1, 2.2, 3.5, 4.1, 5.2, 5.3	Specifically articulated knowledge and evidence that addressed all six areas / elements within assignment.	Specifically articulated knowledge and evidence that addressed at least four areas / elements within assignment and generally acknowledged the other two areas / elements.	Generally discussed the six areas / elements of assignment or failed to include a major area / element is assignment. Of specifically articulated knowledge and evidence to three areas /elements or less.
	Target 19-20 pts	**Acceptable 17-18 pt**	**Unacceptable 0 - 16 pts**
Supervision section of case study ELCC 2011 elements: 1.2, 1.3, 2.4	Specifically discussed all four supervision styles, the steps in supervision, and addressed three elements related to effective supervision.	Generally discussed the supervision styles, steps in supervision, and addressed one element related to effective supervision.	Mentioned importance of supervision but did not discuss supervision styles or steps in supervision. Did not include discussion of elements.
	Target 19-20 pts	**Acceptable 17-18 pt**	**Unacceptable 0 - 16 pts**
Professional development section of case study ELCC 2011 elements 2.1, 2.3, 3.4, 5.5	Specifically described at least 4 types of professional development and related purpose of professional development to at least 3 different areas / elements.	Specially described 2-3 types of professional development and related purpose of professional development to only 2 different areas / elements.	Only generally discussed professional development and related purpose of professional development to only one area / element.

College of Education and Health Professions Conceptual Framework

The conceptual framework of the UT Arlington College of Education and Health Professions was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are *Partners for the Future*, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed,

skilled, and responsible partners:

- The first core value, **Professionalism**, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.
- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with curricula, faculty, and other professionals.

The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

- **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
- **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
- **Technology** is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal-the development of informed and responsible *Partners for the Future* - who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.