



Instructional Leadership

EDAD 531.01E

Texas A&M University–Texarkana

Syllabus

Spring 2013

Web-Enhanced Delivery

Campus

Basic Information

Instructor: Dr. Deborah Harris
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Course Number: EDAD 531.41E
Course Title: Instructional Leadership
Credits: 3 SCH
Prerequisites: None

Course Description: This course is designed to provide both the knowledge and skills needed by an instructional leader in the application of a development system that is based upon a culture that is ethical, learner-centered, collaborative, continuously seeking to improve, and facilitates the achievement of high expectations. The goal is to attain and sustain leader behavior that assures quality student performance that enhances the probability of success through the application of a systemic approach that emphasizes the interrelationships that exist between and among the following Instructional Leadership Development (ILD) components: data-driven decision making, supervision, professional development, organizational management, curriculum-instruction-assessment, evaluation, and community partnerships-communication. The student who successfully completes this course is eligible for ILD certification for the practicing

principal as required by the Texas Education Agency. It is generally two-weeks following the completion of the course before you can obtain the certificate. **To obtain the certification, you will be required to complete an online application to Region XIII Educational Service Center.**

Student Instructions for Retrieving ILD and PDAS certificates

1. Go to ILD and PDAS Certificate Authority on Region 13's website at <http://www5.esc13.net/ild/ip.html>
2. Click on "Access and print your certificate."
3. Fill in the required information and click Submit. You must use the name your trainer submitted Therefore, submit it as you registered for this course. The first time you try use your name with your middle initial and the second time use your full middle name. If this doesn't work contact your trainer.
4. Save and/or open and print your certificate.

II. Required and Supplementary Resources:

A. Required Text:

1. *Instructional Leadership Development (ILD) Manual (2012 Version)*. This may be purchased at the bookstore, directly from Region 13, or electronic copy is provided on university website.
2. Erickson, H. (2006). *Concept-Based Curriculum and Instruction for the Thinking Classroom*. Corwin Press; # ISBN-10: 141291700X # ISBN-13: 978-1412917001

B. Supplementary Materials:

- *The Skillful Leader, AUTHOR: Platt ,EDITION: COPYRIGHT YEAR:2000 PUBLISHER: Research for Better Teaching, Incorporated, ISBN:9781886822078*
- Owens, R. (2010). *Organizational Behavior in Education: Instructional Leadership and School Reform* (10th edition), Allyn & Bacon. ISBN 0-205-32198-4
- Glickman, K. (2009). *Supervision and Instructional Leadership: A Developmental Approach* (8th ed.). Allyn & Bacon
- ISBN 0-205-32202-6
- Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching* (2nd ed.). ASCD
- Glatthorn, A. (1997). *Differentiated Supervision* (2nd ed.). ASCD
- ISBN 0-87120-275-1.
- *Publication Manual of the American Psychological Association* (6th ed.) Washington, DC: American Psychological Association.

A. Major Course Objectives:

- To develop ability to analyze issues confronting educational administrators from the perspective of a campus leader who relies on data and research to drive those decisions (II.004.4, II.005.1)
- To develop a professional and reflective approach to solving problems, making decisions and confronting issues in the practice of educational leadership (II.005.5, II.005.9)
- To understand the relationship between a vision of success for every Texas student and the requirements of law for curriculum, appraisal, professional development, and accountability (I.001.7, II.005.4,)
- To understand the need for a school culture that is learner-centered and collaborative, focused on student performance, based on high expectations for all students, and driven by a process of continuous improvement (I.001.1, I.001.6)
- To apply a framework of continuous improvement to school organization and individuals in order to promote student success (II.005.2)

The objectives of the course are imbedded in the SBEC competencies and proficiencies as amended in the TExES Principal Preparation Manual that may be reviewed at www.sbec.state.tx.us. The specific SBEC items related to the objectives of this course are identified inside the parentheses. The complete document with both the direct instruction and reinforcement TExES framework descriptors are provided on EDAD 531's homepage.

Course Requirements and Assignments.

- **Student Profile:** See the document to be completed on the course menu. Please complete and submit it by the date specified to the instructor. **(25 points)**
- **Complete Online ILD Training**
- **Professional Article Review (PAR)** - Articles will be discussed in class. Submit copy of article to professor.

These papers **(75 points total)** serve several important purposes.

- The first purpose is to assure the instructor of the students' mastery level in regard to both technical writing skills and the ability to write reflectively from the perspective of an administrator.
- The second purpose is to permit the student to demonstrate mastery related to the use of the APA Writing Guidelines.
- The third purpose is to assure in-depth perusal of contemporary **educational administration** literature that is peer reviewed.
- Technical guidelines, sample, and rubric are provided on the course menu.
- Submit the paper to the TurnItIn program to assure the originality of the material and then to the instructor via the assignment drop box.

Choose three from the following topics.

Topic 1: Describe and discuss the “Effective Schools Model”.

Topic 2: An exemplary principal’s beliefs in regard to the implementation of effective change in the school improvement process (This topic must include discussion of an implementation plan that incorporates both the systems concept and the continuous improvement planning program (CIPP).

Topic 3: How will an exemplary campus leader assure the development, implementation, and evaluation of a “deeply aligned” C/I/A campus component is present on the campus?

Topic 4: The relationship between supervision and professional development on a highly effective campus program.

Topic 5: Review various approaches to conflict management as practiced by a campus leader

- Further, the report topics are guided by but should not be limited to those authors and/or subjects listed in the literature review/references section of your workbook. **Critical Point:** For those who seek to incorporate strong research articles you should include journals produced for that purpose e.g. AERA journal, EAQ journal, etc. Each report is worth **(75 points, 25 points each)** of the final grade.
- **Student Research Paper/Project:** This section, in total, will be **worth 225 points** of the final grade.
 - **Components:**
 - Part One: Research Project Action Plan **(25 points)**

An action plan format is provided for this part of the project on the course menu. It will be completed and submitted as required. A copy of assessed document will be included in the Research Paper/Project in the Appendix.

Part Two: Field Based Experience (50 points)

At minimum, you must interview two campus level leaders regarding their views on subjects covered in the components of this course. You must prepare a base interview instrument with 3 to 5 questions to use with both of them and the instrument should be included in your paper’s appendix. It would be very

effective if you could interview the principals you select in small groups. Your research paper will include at least one comment from each of these individuals with APA appropriate text citations (25 points) and interview dialogs in the appendix (25 points)

Part Five: Research Paper/Project **(150 points)**

- A. A minimum of eight **(8)** and maximum of **(15)** sources must be cited in your paper and listed on your reference page. This is in addition to the two campus leaders whose thoughts will also be appropriately cited in your work.
 - B. The Literature Review section of your notebook may be used as a general guide regarding appropriate material. However, you should go beyond the material presented in the lit review. In addition, educational leadership literature that relates directly to your topic is expected and the research journals are especially valued for this type of work. Books or journals no more than 10 years old are most appropriate unless it is a classic work.
 - C. You may select one topic that you seek to know more about.
 1. Effective schools (historical and the new 13 element model)
 2. Teacher Leadership
 3. Supervision
 4. Organizational management and its relationship to Leadership
 5. Communication
 6. Differentiation
 7. Mentoring Novice Teachers
 8. Effective Educational Leadership
 9. Performance Based Appraisals and Policy Development
- **Exams:** Optional - final exam **(150 points)** will be developed as per guidelines. The exam format may be either objective and/or subjective.

Program Administrative Material

1. Grading Scale

| | |
|-----------|---|
| 90 – 100% | A |
| 80 – 89% | B |
| 70 – 79% | C |
| 60 – 69% | D |
| Below 70% | F |

Note: The computed figure is rounded up to the next highest whole number if the tenth's place value is 5 or greater. It is rounded down if it is not.

2. Attendance

Students are expected to be present for all classes. If for some reason a student is unable to attend a class, a call to the professor prior to the absence is advised. An outside assignment may be made for each Week missed. **For those who must miss, the following process will be used. An assignment related to the topic of the Week missed will be assigned. The first missed Week will require that 1-page paper over an assigned topic be prepared and turned in on or before the next class following the absence. Subsequent absences may result in administrative withdrawal from the course.**

Punctuality is also expected and desired behavior for all who enter the administrative program with the intent of being campus leaders.

3. Writing Activities

All written work shall be typed or computer printed in a print or font that is easy to read. Written work shall be scored for content, spelling, correctness of grammar, style and syntax, proper crediting of sources and overall appearance. Additionally, work should show a proper degree of originality, creativity, and effective presentation. All work is expected to be handed in on time (failure to comply will result in point reduction) and conform to APA 5th Edition Writing Style Guidelines. **The writing assessment rubric is provided on the menu.**

4. Late work

All work shall be handed in on time using the assignment dropbox on the Blackboard LMS **if no prior arrangement** is made by the student with the professor. For each day missed a deduction of **10%** is assessed the score for that assignment.

5. Academic Honesty

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and copying or undocumented use of materials from any source, constitute academic dishonesty, and may be grounds for a grade of "F" in the course and/or disciplinary action. For additional information see the university policy manual.

“What is plagiarism?”

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

- 1. to steal and pass off (the ideas or words of another) as one's own*
- 2. to use (another's production) without crediting the source*
- 3. to commit literary theft*
- 4. to present as new and original an idea or product derived from an existing source.*

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.” (TurnItIn Website)

6. Disability Accommodations Statement

Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by contacting Carl Greig, Aikin room 219A or by calling 903.223.3062.

7. Technology Component

- A. E-mail. This communication venue may be used by students to contact the instructor or other students. It is most helpful if you use the Blackboard webmail function. The website is checked after 8am and before 10pm except on the weekends. We will establish a time for virtual office hours that will work for all of us. I hope that is on Thursdays mornings from 9-11 but we will discuss it.
- B. Please silence or turn off your cell phones during class. If there is an emergency that may require your attention, please visit with me so we can make necessary accommodations.
- C. Use Blackboard as the instructional modality for off-site meetings.
- D. Research is conducted either on-site or electronically. This is facilitated by a procedures document prepared by the TAMU-T library staff.
- E. Use TurnItIn to assure originality of submitted documents.
- F. Use the Blackboard program to obtain materials and for communication with the instructor and other students.
- G. Use of technology to appropriately format the required documents (APA) is permitted and a caution is provided regarding the efficacy of those “machines”. The caution is that the outcome is not always accurate be sure you check it.

NOTE: The professor retains the prerogative of changing this syllabus as necessary throughout the conduct of the course and will notify students accordingly.

**ILD Region XIII Course Syllabus ©Texas Education Agency Revised: August 2009
Instructional Leadership Development Online Training**

General Course Competencies - Course Topics and Objectives

Session 1: ILD Foundations

- Describe effective school correlates and be able to implement effective school practices. Explain how to improve student performance by creating a learner-centered, high expectation, collaborative environment.
- Recognize the importance of using systems thinking in decision making.
- Describe the elements of the continuous improvement process model used in this course.

Session 2: CIA – Thinking at High Cognitive Levels

- Describe best practices in the areas of curriculum, instruction, and assessment
- Use best practices to help teachers meet individual learning needs, create student friendly and learner centered classrooms, and use the basic attributes of quality lesson design.
- Recognize the leadership role in helping teachers adapt and design curriculum and instruction that promotes deeper understanding and develops students' critical, creative, conceptual, and problem-solving abilities.
- Assist teachers in understanding and employing concept-based curriculum and instruction to help students understand concepts, be integrated thinkers, and transfer knowledge to new contexts.

Session 3: CIA – Addressing Varied Needs

- Analyze data to
- Look for ways in which various students' needs are being considered,
- Recognize the importance of meeting the varied needs of all their students, and
- Implement systems of continuous improvement to help teachers identify and meet the needs of all their students.
- Consider the processes of change and recognize underlying structures in the classroom in order to select instructional approaches and strategies that make change more likely to occur.
- Recognize assessment of student progress as an integral and essential part of the continuous improvement process and be able to help teachers effectively use formative and summative assessment within the classroom.
- Describe the concept of deep alignment in the learning environment (curriculum, instruction, and assessment - CIA), how it produces quality student performance, and formative and summative assessments.

Session 4: Prioritizing the Curriculum

- Develop a process for making the aligned curriculum more manageable (prioritize an oversized curriculum)
- Understand the importance of various standards
- Describe the structure of a prioritized curriculum
- Identify whether an example curriculum meets the standards of a prioritized curriculum
- Describe the supporting structures that must be in place for a prioritized curriculum to be effective
- Identify factors considered in prioritizing curriculum
- Demonstrate how to create essential questions, given sets of standards

Session 5: Mapping the Curriculum

- Explore the reasons for mapping the curriculum
- Explore the characteristics of curriculum maps
- Develop a process and sample template for mapping the curriculum
- Determine which forms of maps best meet the school needs

Session 6: Community Partnerships and Organizational Management

- Use communication channels to create, maintain, and support a climate of trust, internally and externally in the learning environment.
- Recognize the importance of creating and maintaining authentic relationships and partnerships in the learning environment and community.
- Lead the creation and maintenance of a systematic organizational management structure for using educational resources including people, budgets, time, and facilities to support teaching and learning.
- Recognize the importance of the leadership role in creating a culture of continuous learning for everyone at their school.

The Online Session Schedule - Class Procedures and Policies

Participation

Electronic sessions begin and end on weekends. Participation will be measured and assessed in the following manner:

- For this course you need to visibly participate in discussion by posting initial responses to the discussion question.
- At least 2 substantive messages to the discussion board responding to another student. You should read, analyze, and respond to the questions and comments from the other class members and from me.
- Our discussion goal is to be collaborative, not combative. Experience shows that even an innocent remark in the online environment can be easily misconstrued. I suggest that you always reread your responses carefully before you post them to make certain that you have worded the message in a way that will not be seen as a personal attack. Be positive in your approach to others and diplomatic with your words. I will do my best to do the same.
- Respect, as demonstrated in what we say (words) and how we say it (tone), is the foundation of successful online teaching and learning.

Expectations for Discussion Question Responses

- I expect your discussion question responses to reflect critical thought. Whenever possible, please try to relate the course content to real-world applications from your work experience. Threaded discussion questions will be posted to the ***Conference*** board one week prior – you may go ahead to prepare your responses, however, try to maintain the pace with the class.
- Discussion question responses should be your unique thoughts that support/answer the question.
- Discussion question postings are to take place only in a REPLY message to the topic in the Conference board. Please do not start a new topic for the weekly discussion questions.
- Unlike your formal written assignments, I do not require that your discussion question responses adhere to specific formatting requirements. However, please make sure to proofread carefully.

Late Assignments

It is the expectation that all assignments be turned in according to the schedule noted in this syllabus. In order to be considered on time, the assignment should be posted on the assigned date. Assignments not turned in by the due date ARE late. No assignments can be accepted after the final day of class. Special arrangement must be made with the facilitator for any exceptions and will be considered on a case by case basis.

Academic Honesty

Academic honesty is highly valued. A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student's original words or ideas, the student must cite all relevant sources. The student should also make clear the extent to which such sources were used. Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. At the Online campus, all submissions to any public meeting or private mailbox fall within the scope of words and ideas that require citations if used by someone other than the original author.

Academic dishonesty in an online learning environment could involve:

- Having a tutor or friend complete a portion of your assignments
- Having a reviewer make extensive revisions to an assignment
- Copying work submitted by another student to a public class meeting
- Using information from online information services without proper citation

Grading

Feedback: Each week, I will provide comments on assignments and make every effort to provide this feedback in a shorter timeframe (2-3 days). Please see the [rubric](#) for evaluation of each item.

Grading Formula: This course is offered as a pass/fail. In order to pass, each student must:

- Meet the participation requirements
- Complete all assignments
- Post all work to the online environment as noted.

Session 1 Assignments

Session 1 Topic 1: Students in our Schools

- Think of a student who is (or was) special to you. This could be a student from a classroom experience; it could be your son or daughter, niece or nephew, or the child of a friend.
- If we handed you five index cards with the heading, "This student would be a more successful learner if..." what would you write on each of the cards?
- What does this student need to empower him or her to be a more active, responsible, successful learner?

Session 1 Topic 2: Effective Schools Definition

- Based on the effective schools graphic organizer and your experience as an educator, how would you define an "effective school" in one sentence? In a **Reply** message on the **Conference** board, share your definition with other participants. Read the definitions of other participants and thoughtfully reply.

- **Session 1 Topic 3: What Do Effective School Do?**

- Reflect on what you have seen or experienced in schools that you believe caused them to be successful in achieving this vision. In a **Reply** message on the **Conference** board, create a list of actions that you have seen as effective. Carefully reflect on each item on your list and classify it according to the seven correlates. Read the lists of other participants and look for commonalities and differences.
- Which correlates have the fewest number of classifications among all participants?

Session 1 Assignment 1: Legal Support for Student Performance *Note that this is not a Conference Board Activity*

Review and Summarize. Read each of the sections from the Texas Education Code. Summarize how the legal codes for each section support student performance. Using the Assignment feature, turn in your summary using the text entry box. Refer to the [tutorial](#) for a review of the **Assignment** feature. (30 minutes)

Session 1 Topic 4: ILD Framework and School Culture

Think through some of the key concepts of the ILD Framework in the context of school culture. Use the **MemoPad** under the **Course Tools** menu to list as many descriptors as you can for each of the four areas. Save your list and responses to these focus questions:

- What elements would you list under *learner-centered, high expectations, collaborative* and *continuous improvement*?
 - Example: For high expectations you might list "all children, excellent performance".
 - Example: For learner-centered you might list "student work displayed."
- If you saw *collaboration* on a campus, what would it look like?
- What do you see on a campus that lets you know it is committed to *continuous improvement*?

Session 1 Topic 5: LSMS Campus Profile Discussion

Discuss. In a *Reply* on the *Conference* board, share your thoughts about the campus profile for LSMS.

- What additional data is needed?
- Based on the information you have at this time, what are the implications for Lone Star Middle School?

Read the messages of other participants and thoughtfully reply.

Session 1 Assignment 2: Profile Data Analysis *Note this is not a Conference board activity.* Reflect and Submit. Think about the information you reviewed in the LSMS campus profile and the discussion with other participants about the data analysis. Using the *Assignment* feature, turn in your completed **Profile Data Worksheet** as a file upload. Refer to the [tutorial](#) for a review of the *Assignment* feature.

Session 2 Assignments

Session 2 Assignment 1: Profile Data Analysis *Note this is not a Conference board activity.* Analyze. Use information from the Campus Profile to continue the needs assessment for Lone Star Middle School. Data analysis is a continuous, iterative process and the detailed steps that you will need to use to complete this activity, simulate this process. Follow these steps to complete this activity:

1. Review and analyze the data found on pp. 16-19 of the campus profile.
2. Use the Guiding Questions to deepen your analysis.
3. What additional data do you need?
4. Based on the information that you have at this time, what are the implications for LSMS?
5. 3. With consideration of all the data you have seen so far about Lone Star Middle School, including the videos and campus profile data, update the Profile Data Worksheet from Session 1.
6. 4. Using the **Assignment** feature, turn in your work as a file upload. Refer to the [tutorial](#) for a review of the **Assignment** feature.

Session 2 Topic 1: Strategy for My Special Student

Discuss. Think back to your special student. Based on the Shift in Teaching and Learning slide (Texas perspective), select one strategy from the **Increase** column that could potentially most impact your special student. In a **Reply** message on the **Conference** board, describe why you think the strategy you selected would help you special student the most. Read the message of other participants and thoughtfully reply.

Session 2 Topic 2: Classroom Observations: Teacher Behavior

Session 2 Topic 3: Classroom Observations: Student Behavior

Reflect and Discuss. In a **Reply** on the **Conference** board, share your observations about the teachers' classrooms. For teacher behavior, make your **Reply** message to Topic 1. For student behavior, make your **Reply** message to Topic 2. Read the observations of other participants.

Session 2 Topic 4: Paradigm Shift for Educators

Reflect and Discuss. In a **Reply** on the **Conference** board, share your thoughts about the paradigm shift for educators based on your textbook readings and review of Johnny's case. Read the messages of other participants and thoughtfully reply to the messages of another participant.

Session 2 Topic 5: Texas Depth and Complexity Model

Reflect and Discuss. In a **Reply** on the **Conference** board, share your thoughts about your review of the Depth and Complexity model. Respond to this focus question and read the responses other participants. Thoughtfully reply to the message of another participant.

- How does the depth and complexity model compare to traditional curriculum and instruction (and assessment) models you are familiar with?
- What is my responsibility as an instructional leader regarding the Texas Depth and Complexity Model?

Session 2 Assignment 2: Lesson Plan Analysis *Note this is not a Conference board activity.* Analyze. Review two lesson plans and complete the Lesson Plan Analysis worksheet. Follow these steps to complete this activity:

1. Download the **Lesson Plans A and B** to your computer.
2. Download the **Lesson Plan Analysis Worksheets** to your computer.
3. Read through the **The Age of Jackson (A)** lesson plan (PDF) carefully.
4. Using the worksheet, plot where you believe this lesson plan would fall on the Texas Depth and Complexity Model.
5. Type an explanation of the reasoning behind your decision in the appropriate box.
6. Save the spreadsheet.
7. At the bottom of the spreadsheet window, select the **Lesson B** tab.
8. Repeat the above procedures for **The Age of Jackson (B)**.
9. Save the spreadsheet.
10. Using the *Assignment* feature, turn in your worksheet as a file upload. Refer to the [tutorial](#) for a review of the *Assignment* feature.

Session 2 Topic 6: Lesson Plan Analysis

Reflect and Discuss. In a *Reply* on the *Conference* board, share your thoughts about your review of **The Age of Jackson** lesson plans. Respond to this focus question and read the responses other participants. Thoughtfully reply to the messages of another participant.

- How would you describe lessons that you are familiar with that are organized/developed at a topic level?
- How would you describe lessons that you are familiar with that are organized/developed at the concepts and generalizations level?
- Are there differences in the impact on student performance between the two types of lessons you are familiar with?

Session 2 Assignment 3: Analysis of Kelley and Cheryl

View. View the video to listen and observe Cheryl's teaching segment at Lone Star Middle School. As you watch the video, make notes about the lesson in terms of the Texas Depth and Complexity Model. Complete the analysis work in your Findings and Evidence worksheet. Using the *Assignment* feature, turn in your worksheet as a file upload. Refer to the [tutorial](#) for a review of the *Assignment* feature.

Consider these questions:

- How would you plot Cheryl' lesson on the graph of the Texas Depth and Complexity Model that you have studied in the previous activity?
- Have any of your previous views about Cheryl strengthened? If so, update your Findings and Evidence worksheet for Cheryl.

Session 2 Topic 7: Analysis of Cheryl and Kelley

Reflect and Discuss. In a *Reply* on the *Conference* board, share your thoughts about your review of Cheryl and Kelley. Respond to this focus question and read the responses other participants. Thoughtfully reply to the messages of another participant.

- Based on the information you currently have about these teachers, in which quadrant of the Depth and Complexity Model does the majority of the teaching fall? Give reasons (findings and evidence) for your answer.
- What impact does this have on your role as an instructional leader?

Session 2 Assignment 4: Session Reflection *Note this is not a Conference board activity.*

Reflect. Before moving forward, use the *MemoPad* under the *Course Tools* menu to jot down your reflections on what you have learned in this session.

- What are the implications of thinking at high cognitive levels and making connections for my campus?
- What is my responsibility as an instructional leader in this area?
- What are some opportunities for professional growth in this area?

Using the *Assignment* feature, turn in your work into the assignment text entry box. Refer to the [tutorial](#) for a review of the *Assignment* feature

Session 3 Assignments

Session 3 Topic 1: Learning Styles

Assess and Discuss. Assess your own learning styles based on the online questionnaire and save your results. In a **Reply** message on the **Conference** board, share your results of your learning styles with the other participants. Read the summaries of other participants and consider these focus questions:

- What conclusions can you draw about the varied learning styles of other participants in this course?
- How can you relate this activity to The Animal Story that you read?

Session 3 Topic 2: Approaching Student Needs - Focus on Weaknesses

Session 3 Topic 3: Approaching Student Needs - Focus on Strengths

Session 3 Topic 4: Approaching Student Needs - Focus on Both

Discuss. Is there a difference between meeting students' needs by focusing on weaknesses versus focusing on strengths? How do we typically approach addressing student needs? In this discussion activity, respond to each of these focus questions (Topics 2, 3, or 4) in a **Reply** message on the **Conference** board:

- Topic 2 - What are the benefits and detriments to approaching student needs focusing solely on weaknesses?
- Topic 3 - What are the benefits and detriments to approaching student needs focusing solely on strengths?
- Topic 4 - What are the implications of addressing student needs from both strengths and weaknesses?

Read the responses of other participants and thoughtfully respond to each other.

Session 3 Assignment 1: Strategies for Content, Process, Product *Note this is not a Conference board activity.*

Reflect and Submit. Review these Resources documents for examples of strategies and differentiations for students. Then, think back to the special student you introduced earlier in this course. Consider the needs of your special student and list at least one strategy or approach for each of the three categories that address the varying needs and characteristics of learners (content, process and product). Using the **Assignment** feature, turn in your work using the □□□□□□□□□□ Method. Refer to the [tutorial](#) for a review of the **Assignment** feature.

Session 3 Topic 5: Meeting the Needs of Your Special Student

Review and Discuss. Based on your review of the Instructional Approaches and Strategies and the Low and High Prep Differentiations documents. Reflect back to your special student. Select one strategy that might positively impact your student's learning. Briefly explain the strategy you have chosen and why you selected it in a **Reply** message on the **Conference** board.

Session 3 Topic 6: Helping the Classroom Teacher

Reflect and Discuss. Think about all the students represented by your colleagues' messages as if they were a classroom of children. This classroom would require a very skilled teacher to meet the needs of ALL these special students. Reflect on how you as an instructional leader might be able to help this classroom teacher. In a **Reply** message on the **Conference** board, share your responses to these focus questions:

- How are you going to help this teacher make sense of the challenges ahead?
- What are some specific steps you can take as an instructional leader to help assure success?
- What is my responsibility as an instructional leader regarding varied needs of students?
- What systems are in place to assure the teacher is differentiating instruction?
- How will effective differentiation be evaluated?

Session 3 Assignment 2: Varied Needs Evaluation: Analysis of Cheryl

View and Submit. View this video to listen and observe Cheryl's teaching segment at Lone Star Middle School.

1. As you watch the video, make notes about the lesson in terms of the degree to which Cheryl meets the varied needs of all students.
2. Update your notes in the Varied Needs Worksheet (Sheet labeled Cheryl) based on your analysis of the information from the video. Note: For every item you describe in the Finding column, you must provide evidence for it in the Evidence column.
3. Save the spreadsheet.
4. Using the **Assignment** feature, turn in your work as a file upload. Refer to the [tutorial](#) for a review of the **Assignment** feature.

Session 3 Assignment 3: Varied Needs Evaluation: Analysis of Kelley

View and Submit. View this video to listen and observe Kelley's teaching segment at Lone Star Middle School.

1. As you watch the video, make notes about the lesson in terms of the degree to which Cheryl meets the varied needs of all students.
2. Update your notes in the Varied Needs Worksheet (Sheet labeled Kelley) based on your analysis of the information from the video. Note: For every item you describe in the Finding column, you must provide evidence for it in the Evidence column.
3. Save the spreadsheet.
4. Using the **Assignment** feature, turn in your work as a file upload. Refer to the [tutorial](#) for a review of the **Assignment** feature.

Session 3 Topic 7: Analysis of Cheryl and Kelley

Reflect and Discuss. In a **Reply** on the **Conference** board, share your thoughts about your review of Cheryl and Kelley. Respond to this focus question and read the responses other participants. Thoughtfully reply to the messages of another participant.

- What observations did you make about Cheryl and Kelley?
- How might you assist these teachers in meeting the needs of all their students?
- How did Cheryl and Kelley differ in their instruction? What practices were different?
- Which strategies are likely to produce more effective learning and teaching practices?

Session 3 Assignment 4: Reflection on Cheryl and Kelley *Note this is not a Conference board activity.*

Reflect and Submit. Think about the information you reviewed in the data packets and the videos and the discussions with other participants about Cheryl and Kelley. Reflect on how you as an instructional leader would help develop these classroom teachers. In a written summary:

- Summarize the strengths and weaknesses demonstrated by Cheryl.
- Offer a developmental suggestion for Cheryl.
- Summarize the strengths and weaknesses demonstrated by Kelley.
- Offer a developmental suggestion for Kelley.

Using the *Assignment* feature, turn in your work into the assignment text entry box. Refer to the [tutorial](#) for a review of the *Assignment* feature

Session 3 Topic 8: Formative/Summative Assessment

Discuss. In a *Reply* message on the *Conference* board, provide a brief definition of:

- Formative assessment
- Summative assessment
- Give examples of classroom assessment and classify as either formative or summative.
- If the assessment is formative, explain how it will impact instruction.
- Describe how instructional leaders can ensure appropriate use of formative and summative assessments.

Read the responses of other participants and thoughtfully respond to each other.

Session 3 Assignment 5: Learner Outcomes and Mastery *Note this is not a Conference board activity.*

Analyze. Review the Age of Jackson Lesson Plan B and respond to the focus questions. Remember to draw from what you learned about backward design and Erickson's Concept-Based Curriculum and Instruction during Session 2. Using the *Assignment* feature, turn in your work into the assignment text entry box. Refer to the [tutorial](#) for a review of the *Assignment* feature

Focus Questions

- What would be sufficient and revealing evidence of student mastery?
- How will I differentiate to meet varied needs and characteristics?
- What performance tasks will best support learning and focus the instructional work?

How will I distinguish between those students who really understand and those who don't?

- Can they explain?
- Can they demonstrate?
- Can they apply?

Against what criteria will I evaluate student work?

- What misunderstandings are likely?
- How will I check for those?

Session 3 Topic 9: Learner Outcomes and Mastery

Discuss. In a *Reply* on the *Conference* board, share your responses to the focus questions about The Age of Jackson Unit Plan B with other participants. Read the responses of other participants and thoughtfully respond to each other.

Session 3 Topic 10: Analysis of Cheryl and Kelley

Reflect and Discuss. In a *Reply* on the *Conference* board, share your thoughts about your review of Cheryl and Kelley. Respond to this focus question and read the responses other participants. Thoughtfully reply to the messages of another participant.

- What observations did you make about Cheryl and Kelley related to the alignment of instruction and assessment?
- What is being done well by Kelley? Cheryl?
- What disconnect did you see in Kelley's evidence? What is the impact on the students?

Session 3 Assignment 6: Session Reflection *Note this is not a Conference board activity.*

Reflect and Submit. Think about the information you reviewed in the data packets and the discussion with other participants about Cheryl and Kelley. Reflect on how you as an instructional leader would help develop these classroom teachers. In a written summary:

- How might you help these teachers achieve alignment in each of the following areas?
 - ✓ Thinking at high cognitive levels.
 - ✓ Addressing varied needs.
 - ✓ Assessing student progress.

Using the *Assignment* feature, turn in your work into the assignment text entry box. Refer to the [tutorial](#) for a review of the *Assignment* feature.

Session 4 Assignments

Session 4 Assignment 1: Establishing High Expectations for Instruction *Note this is not a Conference board activity.*

Analyze and Submit. Consider what you would expect to see through the four areas of informal supervision if your school was meeting the high expectations of CIA. Download and save the **Establishing High Expectations** document to your computer. Complete the table with examples and descriptions of what you would expect to observe by teachers of the campus. Using the *Assignment* feature, turn in your work as a file upload. Refer to the [tutorial](#) for a review of the *Assignment* feature.

Session 4 Topic 1: Establishing High Expectations for Instruction

Reflect and Discuss. In a *Reply* on the *Conference* board, share your thoughts about what you'd expect to see through informal observation by teachers to meet the high expectations of CIA. Read the responses of other participants and respond to the focus question.

Thoughtfully reply to the messages of another participant.

- Were there examples or descriptions that surprised you?
- How did your examples compare to those contributed by others?

Session 4 Topic 2: Preconference Discussion

Reflect and Discuss. In a *Reply* on the *Conference* board, share your thoughts about what you observed during the preconferences for both Cheryl and Kelley. Read the observations of other participants and thoughtfully reply to the messages of another participant.

- What evidence did you observe of developmental supervision that made the preconferences successful?
- What observations did you make that were unique to Cheryl? to Kelley?
- What observations did you make that were common in both preconferences?

Session 4 Topic 3: Scripting Discussion

Reflect and Discuss. In a *Reply* on the *Conference* board, share your thoughts about what you scripted for Cheryl's formal observation. Read the observations of other participants and thoughtfully reply to the messages of another participant.

- Why do you think scripting is valuable?
- When and how will you use it?

Session 4 Assignment 2: Data Analysis from the Formal Observation *Note this is not a Conference board activity.*

Analyze. Using your scripted notes, download and complete the **Data Analysis of Formal Evaluation Form**. Record strengths, concerns and evidence for each finding. In your comments:

- Be nonjudgmental, remaining factual and specific in an objective manner.
- Provide comments on observable teacher behavior.
- Provide comments on observable student behavior.
- Offer Cheryl at least one developmental suggestion.

Using the *Assignment* feature, turn in your work as a file upload. Refer to the [tutorial](#) for a review of the *Assignment* feature.

Session 4 Topic 4: Post-Observation Conference Discussion

Reflect and Discuss. In a *Reply* on the *Conference* board, share your thoughts about what you observed in Cheryl's post-observation conference with her principal. Read the observations of other participants and thoughtfully reply to the messages of another participant.

- How does the principal guide the conference?
- Which of the recommended components does the principal follow?
- Which are critical in an effective discussion in your opinion?

Session 4 Topic 5: Supervisory Style Discussion

Reflect and Discuss. In a *Reply* on the *Conference* board, share the results of your inventory. Be sure to include percentages for Directive Approach, Collaborative Approach and Nondirective Approach. Read the results of other participants and consider this question:

- How does your supervisory style compare to that of other participants?

Session 4 Assignment 3: Planning for Post-Observation with Kelley *Note this is not a Conference board activity.*

Analyze. Using your scripted notes, download and complete the **Conference Planning Guide**. Record strengths and concerns and evidence for each finding. In your comments:

- Be nonjudgmental, remaining factual and specific in an objective manner.
- Provide comments on observable teacher behavior.
- Provide comments on observable student behavior.
- Offer Kelley at least one developmental suggestion.

Using the *Assignment* feature, turn in your work as a file upload. Refer to the [tutorial](#) for a review of the *Assignment* feature.

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Session 4 Topic 6: Kelley's Post-Observation Discussion

Reflect and Discuss. In a **Reply** on the **Conference** board, share your thoughts about what you observed in Kelley's post-observation conference with his principal. Read the observations of other participants and thoughtfully reply to the messages of another participant.

- How did the principal guide this conference?
- What are some similarities and differences between your conference plan and the way the principal conducted the conference?
- What would you offer Kelley as a developmental suggestion?

Session 4 Topic 7: Kelley's Follow-Up Discussion

Reflect and Discuss. In a **Reply** on the **Conference** board, share your thoughts about conducting a follow-up conference with Kelley, based on the directive from the principal to Kelley in the post-observation conference video. Respond to these focus questions:

- What expectations should you, as the appraiser, have for Kelley?
- What expectations would you like Kelley to set for himself?
- How can you plan for supporting Kelley?
- What are the benefits of a follow-up conference?

Read the responses of other participants and thoughtfully reply.

Session 4 Assignment 4: Session Reflection *Note this is not a Conference board activity.*

Reflect and Submit. Think about your summative conference planning for Cheryl. Develop guiding questions that you would ask Cheryl to help her plan for her future professional development.

Using the **Assignment** feature, submit your work to your facilitator. Type your questions into the assignment text entry box. Refer to the [tutorial](#) for a review of the **Assignment** feature.

Session 5 Assignments

Session 5 Topic 1: The Continuous Improvement Process

Discuss. Based on what you have reviewed about professional development, consider the the Continuous Improvement Process you were introduced to in previous sessions. In a **Reply** on the **Conference** board, share your thoughts about the continuous improvement process for campuses and individuals. (PD-4)

- How can professional development and sustained supports help teachers to assure the continuous improvement process?

Session 5 Topic 2: Evaluating Professional Development

Discuss. In a **Reply** on the **Conference** board, share your thoughts about evaluating professional development.

- How can instructional leaders assess the effectiveness of professional development at levels 4-5?

Session 5 Assignment 1: Session Reflection *Note this is not a Conference board activity.* Reflect and Submit. Think about what you have learned about in this session. Evaluate the professional development needs of Lone Star Middle School. Use the **LSMS PD Strategies** document to provide a written summary of suggested strategies for campus-level, teacher-level and personal growth.

Using the **Assignment** feature, turn in your work as a file upload. Refer to the [tutorial](#) for a review of the **Assignment** feature.

Session 6 Assignments

Session 6 Topic 1: Internal Communication Systems

Reflect and Discuss. Review the information presented in this diagram. In a Reply message on the Conference board, describe how a school leader builds, maintains and supports trust on the campus using the internal communication system.

- Select one internal communication example from the diagram and explain how you would use that example to foster trust in your school.
- What internal communication methods are you using at your school? What methods are not being used?

Session 6 Topic 2: External Communication Systems

Reflect and Discuss. Review the information presented in this diagram. In a Reply message on the Conference board, describe how a school leader builds, maintains and supports trust on the campus using the external communication system.

- Select one external communication example from the diagram and explain how you would use that example to foster trust in your school.
- What internal communication methods are you using at your school? What methods are not being used?

Session 6 Topic 3: Parental Involvement

Reflect and Discuss. In a *Reply* message share your thoughts about this focus question:

- Why is it important to involve parents in schools today?
- What are the barriers in involving parents?
- What is currently being done at your school to address the barriers?
- How can we overcome these barriers?

Session 6 Topic 4: Meaningful Partnerships

Reflect and Discuss. Take a walk or drive through your school's neighborhood and reflect on what partnerships could be developed. When you have identified a possible partner, speculate on how you might develop a meaningful partnership. Don't use a partnership that is already in place at your school. In a *Reply* message on the *Conference* board, describe the partnership by responding to these focus questions:

- How the partnership will work?
- Why you feel that this would be meaningful to the school and to the partner?

Session 6 Topic 5: Organizational Data Issues

Analyze and Discuss. Take a few minutes to review organizational data about Lone Star Middle School. All of the examples of organizational data have issues that could negatively affect teaching and learning. Analyze the data, looking for areas that could negatively affect teaching and learning. When you have identified a problem area in your data, provide a description of the problem in a *Reply* message on the *Conference* board.

- List two recommendations for improving the problem area at Lone Star Middle School.

Read the messages of other participants to read various solutions to the same problem areas.

Session 6 Assignment 1: Session Reflection *Note this is not a Conference board activity.*

Reflect and Submit. Think about what you have learned about in this session. In a written summary:

- What additional knowledge and skills in these areas do you need for continuous improvement?

Using the *Assignment* feature, turn in your work into the assignment text entry box. Refer to the [tutorial](#) for a review of the *Assignment* feature.