

**Instructional Leadership
EDUC 7320
College of Education
Utah State University
Spring Semester 2007**

Instructor:

**Gary L. Carlston
396 Emma Eccles Jones Building
2815 Old Main Hill
Utah State University
Logan, Utah 84322-2815**

Phone: 435-797-0370

E-Mail: gary.carlston@usu.edu

We are all about exceeding expectations...

David Neeleman, Founder Jet Blue Airlines

Texts:

Brown, J. L. , & Moffett, C. A. (1999). *The hero's journey: how educators can transform schools and improve learning.* Alexandria, VA: Association for Supervision and Curriculum Development.

Glickman, C. D., Gordon, S. P., & Gordon J. M. R. (2004). *SuperVision instructional leadership: a development approach (6th ed.).* Needham Heights, MA: Allyn & Bacon.

Other Readings:

Ebmeier, H., (2003). How supervision influences teacher efficacy and commitment: an investigation of a path model. *Journal of Curriculum of and Supervision*, 18, 110-141.

Elmore, R. F., (2000). Building a New Structure For School Leadership.
The Albert Shanker Institute, Winter 2000.

Course Overview

This course is designed for doctoral students who are interested in developing an understanding of the theory and practice of instructional leadership. In this modern era of education, instructional leadership is most often associated with leadership behaviors or practices that lead to supporting teachers and improved student achievement. Research supports the notion that the most effective schools have strong leaders. It is generally recognized that the single most important element of school improvement and reform is strong leadership. This course emphasizes the importance of instructional leadership. Strong instructional leaders do not try to do it all themselves, but they build leadership teams and build capacity for participation and empowerment of others in the school improvement process. Effective instructional leaders are informed and create a climate for learning, trust, are optimistic and refuse to accept failure for their students. Even with the importance of effective instructional leadership in schools, there is still much to learn and study in the field of instructional leadership. As with any study of leadership, it is not an exact science and students must consider the elements and challenges of the change process in a human organization such as a public school. This course seeks to challenge students to understand instructional leadership behaviors and practices along with the dynamics and conditions for school transformation and change. Students successfully completing this course should attain both theoretical and practical knowledge of instructional leadership and its applications.

Course Objectives

- 1. Students will develop a knowledge and understanding of instructional leadership, supervision, theory and practice.**
- 2. Students will examine and understand the challenges of school change and transformation.**
- 3. Students will develop a reflective and informed dialogue about instruction and instructional leadership.**

4. Students will examine current literature and research related to instructional leadership and school change and improvement.

5. Students will develop insights into their own beliefs about leadership and school change.

6. Students will develop a protocol and questions to interview a practicing instructional leader.

Course Requirements

1. Attendance: Students are expected to attend each class session and participate in class discussions and presentations. Required readings and outside preparation for active class participation will be important to the success of each student.

2. Class Presentation: Each student will be asked to prepare a presentation on an identified topic to the entire class. This presentation is to be related to the scheduled topic for the particular class session. The presentation should add to and broaden the discussion of the selected topic. Additional reading and literature review on the topic beyond the assigned reading should provide the substance for the presentation. Please plan on 25-30 minutes for the presentation and provide a copy for each class member.

3. Literature Related Discussion Issues: Each student will identify two issues found in the literature related to instructional leadership and initiate discussion on these issues with the entire class. Research journals are preferred, however some issues may come from non-peer reviewed journals. A short written summary of the article and the class discussion will be due the week following the discussion on the issue.

4. Reflective Journal and Beliefs Paper: Students are encouraged, but not required, to keep a reflective journal on readings and class discussions. This journal will be valuable in examining one's own perceptions and beliefs about instructional leadership. This is also an effective method to track one's development and understanding of instructional leadership along with appropriate applications. The journal will also be useful in preparing a required paper on instructional leadership. Requirements for this paper are:

- a. 10 pages in length;
- b. the paper is a summary of your understanding of instructional leadership, supervision, and change, including your definitions;
- c. include the review of current literature and research;
- c. appropriate citations and use of APA style;
- d. due April 18.

5. Leadership Interview: identify and interview at least one practicing instructional leader. Students will also identify the questions and protocol used for this interview. The interview should focus on the elements of instructional leadership in a school or district setting. A summary of the interview questions, responses, and the student’s comments in approximately five pages will be required. Please keep the identity of the school, district and individual anonymous. Due March 7.

Grading

Listed below are the assignments for this course and the value of each assignment:

1. Attendance and Participation	60	points
2. Class Presentation	75	points
3. Discussion Issues	50	points
4. Inst. Leadership Research Paper	150	points
5. Inst. Leader Interview	50	points

Total Possible Points **385 points**

Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Reference</u>
Jan. 10	Introductions Course Overview and Requirements	Course Syllabus

Jan. 17	Educational Transformation and Organizational Change	<i>Hero's Journey</i> , chs. 1-3
Jan. 24	Confronting Resistance and Challenges to Change	<i>Hero's Journey</i> chs. 4-7
Jan. 31	Instructional Leadership, Supervision, and Adult Learning	Glickman chs. 1-4
Feb. 7	Beliefs and Practices of Inst. Leadership and Supervision	Ebmeir Article Glickman ch. 5
Feb. 14	Clinical Supervision Developmental Supervision	Glickman ch. 16 Glickman chs. 7, 12
Feb. 21	Supervisory Behaviors	Glickman chs. 8-11
Feb. 28	Inst. Leadership and Supervisory Technical Skills	Glickman chs. 13-15
Mar. 7	Helping Teachers and Leadership for Groups	Glickman chs. 16-17
Mar. 14	Spring Break (No Class)	
Mar. 21	Leadership in Professional and Curriculum Development	Glickman chs. 18-19
Mar. 28	Action Research	Glickman ch. 20

Apr. 4	A New Structure For School Leadership	Elmore Article
April 11	Effective Schools Research	Glickman ch. 5
April 18	Leadership, Supervision, and School Change	Glickman chs. 21-22 (<u>Research/Beliefs Paper Due</u>)
April 25	The Future for Instructional Leadership/Closing Discussion	

Additional Resources

Principal

**Published by the National Association of Elementary School Principals
www.naesp.org**

NASSP Bulletin

**Published by the National Association of Secondary School Principals
www.nassp.org**

The School Administrator

**Published by the American Association of School Administrators
www.aasa.org**

Educational Leadership & Journal of Curriculum and Supervision

**Published by the Association for Supervision and Curriculum Development
www.ascd.org**

Kappan

Published by Phi Delta Kappa
www.pdkintl.org

Associations and Councils

National Staff Development Council www.nsd.org

Council of Chief State School Officers www.ccsso.org

**Interstate School Leaders Licensure
Consortium Standards for School Leaders** www.ccsso.org

**National Council for Accreditation of
Teacher Education** www.ncate.org

The Personnel Evaluation Standards www.eval.org

NOTICE

Qualified students with disabilities may be eligible for reasonable accommodations. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, larger print or digital) are available with advance notice.