

John Carroll University
Department of Education and Allied Studies
Syllabus

Course Number: ED 553

Course Title: School Leadership II: Instructional Leadership

Knowledge base or rationale: Research indicates that the role of the principal in high-performing schools is critical. Part of its critical nature is related to their ability to coach teachers for improved instruction. A coaching model of supervision is stressed, using four increasingly more complex types of conferences. Build from a Theory Y, it places the responsibility for improved performance of teachers on the principal. Specifically, the following theory-based views of supervision are included:

- ◆ Theory X; Theory Y; Theory Z.
- ◆ The importance of interpersonal communication skills
- ◆ The importance of listening for feeling.
- ◆ Observation of instruction.

Major Target Areas from the ELCC guidelines:

3. Curriculum, Instruction, Supervision and the Learning Environment
4. Professional Development and Human Resources
7. Interpersonal Relationships.

Course Objectives:

Knowledge: The student:

1. Knows theories, concepts and principles of coaching teachers for improved performance affecting such instructional leadership areas as planning, conferencing, observing teachers' lessons, behavioral change theory, leadership, lesson content analysis, classroom climate analysis, the nature and importance of interpersonal communication, action research, and diagnostic-prescriptive teaching.
2. Knows major concepts in both verbal and nonverbal interpersonal communications.
3. Knows the ideas behind the school as a "learning organization."
4. Knows the importance of building trust with teachers.
5. Understands why building a common language is necessary for effective coaching of teachers.

Skills: The student will be able to:

1. Observe classroom instruction using a script-taping technique.
2. Construct a plan for holding effective pre- and post-instructional conferences.
3. Conduct four different types of conferences within the coaching model of teacher supervision.
4. Use a mutually developed professional language for discussing teaching/learning.

Attitudes: The student will believe:

1. That continuous improvement is necessary for high-performing schools.
2. That the instructional leadership is the most important role of the principal.
3. That coaching teachers for improved performance is necessary for continuous improvement.

Desired Results:

- ◆ seeks out opportunities for professional development and growth
- ◆ actively participates in professional events and projects
- ◆ assists fellow professionals
- ◆ demonstrates knowledge of content and pedagogy
- ◆ demonstrates knowledge of resources
- ◆ uses knowledge of communication techniques to foster collaboration and supportive interaction.
- ◆ takes initiative in assuming leadership roles
- ◆ initiates activities that contribute to the profession
- ◆ assumes responsibility in decision-making and helps to ensure that decisions are based on the highest professional standards.
- ◆ Challenges negative attitudes and practices; is proactive in serving clients/students/colleagues

Course Outline:***Module I: Background and Assumptions***

1. Theories of supervision applied to school administration
 - ◆ Scientific management vs. humanistic management/leadership
2. A systems model of learning and schooling
3. Instructional supervision triangle

Module II: Teaching and Learning

4. Current research on the results of schooling: Is there a problem?
 - ◆ Finn (1988)
 - ◆ Public Agenda
 - ◆ OPTs
5. What do we know about what works
 - ◆ Standard psychometric model of schooling used by most schools
 - ◆ Effective schools research
 - ◆ Proximal vs. distal variables for improving schools
 - ◆ TEMPO
 - ◆ Mastery learning/mastery teaching: Carroll; Bloom; Hunter; Cohen Instructional alignment

Module III. Coaching for Instructional Improvement

6. Script-taping
7. Formative and summative evaluation
8. Five types of conferences
9. Lesson design
10. Clinical experiences: Micro-teaching

Clinical/Field Experience:

- ◆ Observe instruction over time of 3 selected staff members in the school, using the technique of script-taking.
- ◆ Designing a pre- and post-instruction conference.
- ◆ Write a summary of the activities listed above - include notes and/or script tapes. In this summary, identify potential professional development problems, and how you would use address the problem using job targets. Describe the ethnic and racial

composition of the classes observed. Make recommendations about the flexibility of strategies observed for diverse populations. Describe the personal motivational style used in the conferences, and explain its theoretical rationale.

Evaluation:

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| 1. Observation and conferencing with teachers | 20% |
| 2. Mid-term Exam | 20% |
| 3. Script taping samples | 20% |
| 4. Attendance and participation | 20% |
| 5. Final project | 20% |

Lab: (15 hours of field work)

Observe instruction over time of 3 selected staff members (8 hours)
in the school, using the technique of script-taking.

Select and complete three activities from the following list: (7 hours total)

1. Influences teachers to develop educational objectives and to work toward concrete goals.
2. Organizes appropriate decision-making and communication procedures to enhance goal achievement on the instructional program.
3. Initiates procedures and influences teachers to improve instruction intervisitation and self-analysis techniques.
4. Appraises interpersonal, group climate and works to establish a climate, which will stimulate individual growth.
5. Establishes feedback procedures, which reduce misunderstanding of conditions and problems.
6. Councils teachers in the selection and use of teaching strategies, media and materials appropriate to the educational levels and needs of children.

Other assignments may be given or changed if appropriate to the topic being covered.

Attendance is expected at all scheduled classes, but reasonable needs for absence will be honored. Students are responsible to notify the instructor prior to class if they are unable to attend. A 4-point deduction will be assessed to any student with an absence.

Representative Works Consulted:

References:

- Ackoff, R. L. (1974) Redesigning the future. New York: John Wiley & Sons.
- Beer, S. (1985). Diagnosing the system for organizations. New York: John Wiley & Sons
- Burns, J.M. (1978). Leadership. New York: Harper.
- Creemers, B.P.M., (1994). The effective classroom. New York: Cassell.
- D'Aprix, R. (1982). Communicating for productivity. New York: HarperCollins.
- Euske, K.J. (1984). Management control: Planning, control, measurement, and evaluation. Reading, MA: Addison-Wesley.
- Goodlad, J.I. (1984). A place called school: Prospects for the future. New York: McGraw-Hill
- Hilt, W.D. (1991). The leader-manager. Columbus, OH: Battelle.
- Isgar, T. (1988). The ten-minute team: Ten steps to building high performing teams. Boulder, CO: Seller Press

- Ivey, A.E. (1988). Managing face to face. Kent, England: Chartwell-Brat.
- Johnson, J. and Immerwhar, J. (1994). First things first: What American's expect from the public school. New York: Public Agenda.
- Leithwood, K., Begley, P.T., & Cousins, J.B. (1992). Developing expert leadership for future schools. Washington, DC: Falmer
- Louis, K.S., & Miles, M.M. (1990). Improving the urban high school: What works and why. New York: Teachers College.
- Martin, A.P. (1983). Think productive: new insights into decision-making. Ottawa, Canada: The Professional Development Institute.
- Merrill, A.R., (1987). Connections: Quadrant II time management. Salt lake City, UT: Publishers Press.
- Ohmae, K. (1982). The mind of a strategist: The competitive advantage. New York: Penguin.
- Pellicer, L.O. Et al. (1990) High school leaders and their schools. Reston, VA: National Association of Secondary Principals.
- Peters, T., & Waterman, R.H. (1982). In search of excellence. New York: Harper & Row.
- Scheerens, J. (1992). Effective schooling: Research, theory and practice. New York: Cassell.
- Senge, P. (1990). The fifth discipline. New York: Doubleday/Currency.
- Shaw, J.C. (1978). The quality-productivity connection. New York: Van Nostrand Reinhold.
- Smith, W.J. (1994). Educator's guide to implementing outcomes. Princeton Junction, NJ: Eye on Education.
- U.S. Department of Labor. The Secretary's Commission on Achieving Necessary Skills: A SCANS Report for America 2000. Washington, DC: US Government Printing Office.
- Varney, G.H. (1989). Building productive teams: An action guide and resource book. San Francisco: Jossey-Bass.
- Want, M., & Haertel, G.D., & Walberg, H.J. (1993). A knowledge base for school learning. *Review of Educational Research*, 63. 249-294.
- Wheeler, D.J. (1993). Understanding variation: The key to managing chaos. Knoxville, TN: SPC Press.

Journals consulted on a regular basis:

Harvard Educational Review
Harvard Educational Newsletter
Teachers College Press
ERIC Digest
Bulletin of the NASSP
The Elementary Principal

Writing Style:

The APA Style manual should be consulted for written work.

SPECIAL NOTE:

Students with documented disabilities are entitled to reasonable accommodations if needed. If you believe you need accommodations, please see the professor of this course or JCU's Coordinator for Students with Disabilities (EXT>4967) as soon as possible. Accommodations will not be granted retrospectively.