EDAD 574 Developing Quality Instructional Programs
COURSE SYLLABUS
SPRING 2015

Instructor: Jackie Jones, Ed.D.
Home Location: 3121 Turquoise Lane, Plano, Texas, 75074-2713
Office Location: Online
Office Hours: Online & TBA
Skype: jackie.jones1777

Office Phone, Text, FaceTime: 903-244-1777
University Email Address: jackie.jones@tamuc.edu
Yahoo Email Address: jlhjones@yahoo.com

Words of Welcome

Welcome to our class! These next few weeks will provide each of us with the chance to learn from each other, to discover new ideas, and to apply our current experiences to the Instructional Leadership Development. I look forward to working with each of you!

I will do everything that I can to ensure that the next weeks will be a stimulating learning experience for all of us. If you ever have questions or need coaching, please feel free to email me. Together, I trust that we will have an exciting, stimulating and rewarding class adventure.

COURSE INFORMATION

Suggested Text: (No university required text)

Erickson, H. (2006*). Concept-Based Curriculum and Instruction for the Thinking Classroom* Corwin Press; # ISBN-10: 141291700X # ISBN-13: 978-1412917001

Course Description:
Instructional Leadership Development is a state mandated certification training for teacher appraisers that is within EDAD 574. This course is an online course offered by the Educational Leadership Department of Texas A&M University-Commerce. The course will be delivered through Region 13 ESC.

COURSE REQUIREMENTS

Instructional / Methods/Activities/ Assessments

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

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:

1. For this course you need to visibly participate in discussion by posting initial responses to the discussion question.

2. At least two 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.

3. 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.

4. 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. Think about how your response would be plotted on the Texas Depth and Complexity Model that is used in this course.

Threaded discussion questions will be posted to the ***Conference*** board for each "Session" and each "Topic" – you may go ahead to prepare your responses, however, you must maintain the pace with the class. Please post before Thursday and RESPOND before Sunday at midnight.

Discussion question responses should be your unique thoughts that support/answer the question. Responses should be at the "application of concepts level" or higher.

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 proof read 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 professor 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: Based upon mastery learning where work is returned to student if not sufficient and does not demonstrate mastery of each skill.
Feedback: Comments on assignments will be made when they do not meet quality expectations.
Grading Formula: To meet ILD certificate requirements, each student must:

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

The academic grade is determined by the judgment of the professor and based on the quality of the work of the student.

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.

What additional data do you need?
Based on the information that you have at this time, what are the implications for LSMS?

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.

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, and, 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 Plan A and Lesson Plan B** to your computer.

2. Download the **Lesson Plan Analysis Worksheets** to your computer.

3. Read through **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 text entry box. 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.

5. 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.

6. 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.

7. Save the spreadsheet.

8. 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 2: 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 demonstrations 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 3: 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 pre-conferences 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 pre-conferences successful?

What observations did you make that were unique to Cheryl? Unique to Kelley?

What observations did you make that were common in both pre-conferences?

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: Planning Post-Observation Conference *Note this is not a Conference board activity.*

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

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: 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: 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.

TECHNOLOGY REQUIREMENTS

Technology requirements are outlined in the tutorial on the Region 13 Education Service Center website. This is an online course requiring regular internet access.

ACCESS AND NAVIGATION

This course & training is accessed on the ecampus platform on the Region 13 Education Service Center website. Your professor will communicate through University Leomail or through the Region 13 ESC platform.

COMMUNICATION AND SUPPORT

Students can continuously contact the professor via email for support related to the course and Mark Kolstad with the Region 13 ESC for technical support (512-633-1915).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

This course is an online course offered by the Educational Leadership Department of Texas A&M University-Commerce. The course will be delivered through Region 13 ESC. Regular access to high speed Internet is required.

University Specific Procedures:

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce

Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See the *Code of Student Conduct from the Student Guide Handbook).*

COURSE OUTLINE / CALENDAR

Instructional Leadership Development is a certification training that is within the EDAD 574 course.

Following is information that will be helpful to you in completing the course and the requirements for the ILD certificate.

1. All content, discussion questions (referred to as "Topics") and assignments are found in the online materials. It is important that you read everything carefully and view all video segments in order to respond to topics and complete assignments.

2. Topics provide an opportunity for each of you to respond to the question(s) provided and to have an online discussion. You should submit all responses to topics during the week specified in the schedule below. **It is expected that you will post your response to the topic and submit at least one more response to other students' postings.** This will ensure a rich discussion among class members. A minimum of two quality postings for each topic is required to earn credit. It is strongly recommended that you read any postings that are added after you submit your ideas in order to learn from everyone.

3. Assignments are due by the date posted in which they are listed in the chart below. These will be graded and will either be approved, returned for additional work, or not approved. It is your responsibility to monitor the status of each assignment and re-do any work that is returned.

4. Quality assignments reflect deep thought and a thorough understanding of the content that has been presented. It is expected that assignments will reflect a high quality of work. As a graduate student, all assignments should use formal writing and should be proofed and edited for spelling, capitalization, grammar and punctuation prior to submission.

5. Eligibility for the ILD certificate is based on completion of all topic postings and all assignments. All work should be completed according to the timeline below, unless arrangements have been made with the professor.

6. There is no text book for this course. The book listed in the Region XIII syllabus is a suggested resource, but will not be used as a required text.

7. Prior to beginning the course, be sure to go through the tutorial to become familiar with the online system.

8. **THE MOST COMMON MISTAKE MADE BY STUDENTS IN THIS COURSE IS TO FORGET TO HIT THE TURN IN OR SUBMIT ASSIGNMENT BUTTON.**

9. Session 2, Topic 4 refers to the readings in the book that was not required. Please post something relevant to this session and topic.

My syllabus is general – the online syllabus is specific – both apply.

Assignment Schedule:

All sessions begin on Monday and end on Sunday at midnight. Topics and assignments are due on Sunday at the end of each week.

Due Date	Session #	Topic #s	Assignment #s
Week 1 1/20-25	1	1-5	1.1; 1.2
Week 2 1/26-2/1	2	1-5	2.1; 2.2
Week 2	2	6	2.3; 2.4
Week 2	2	7	
Week 3 2/2-2/8	3	1-4	3.1; 3.2
Week 3	3	5-6	3.3; 3.4
Week 3	3	7-8	3.5; 3.6
Week 3	3	9-10	
Week 4 2/9-2/15	4	1-2	4.1; 4.2
Week 4	4	3	4.3; 4.4
Week 4	4	4-5	
Week 4	4	6-7	
Week 5 2/16-22	5	1-2	5.1
Week 6 2/23-3/1	6	1-3	6.1
Week 6	6	4-5	

All assignments are due at the end of Week 6 by midnight on March 1st even though the last day of class is listed as March 6th. The directions of how to obtain your certificate at the end of the course are found on the next page.

To Obtain Your ILD Certificate:

The ILD certificate fee is $50.00. Please use the link below to make the $50.00 ILD payment. The TAMU-Commerce Market Place has been described as "very quick, convenient, and easy" for you to use.

Go to: http://marketplace.tamuc.edu

Under the market basket, toggle down to Educational Leadership. At the bottom is the link to ILD. Simply click "add to cart" and then complete information in the drop down.

The fee is a pass through fee collected by TAMU-Commerce and then sent to REGION 13 as the state requires a fee for the certificate. You are required to have the ILD certificate and the PDAS certificate in order to officially appraise professional staff. If this fee is not paid by the end of week six of this course, you will be dropped from the roster and will not be eligible for an ILD certificate.

PLEASE SEND THE FEE (WHEN YOU RECEIVE THIS MESSAGE) OR NO LATER THAN AT THE BEGINNING OF THE SEMESTER.