Human Services and Educational Leadership
EDLE 6331
Instruction and School Effectiveness
Summer 2024

Instructor: Dr. Summer Pannell
Office: Human Services 301
Office Phone: 936-468-1150
Email: summer.pannell@sfasu.edu

Course Location: Online
Office Hours: Virtual
Credits: 3

Prerequisites: Admission to doctoral candidates formally admitted to the doctoral program in Educational Leadership.

Course Description:
This course is designed to develop or strengthen the instructional leadership capability of K-12 practitioners. Students in this course will examine elements of instructional improvement and collective leadership at all levels of K-12 schooling (elementary, middle & high school) in the context of school effectiveness, reform, state and federal policies, and the change process. In addition, the course will address how leaders can provide support and leverage for school improvement efforts. Students will apply the concepts to their own schools/districts as they propose instructional improvement plans for their respective sites that include multiple elements (curriculum, assessment, professional development, supervision, and student/community engagement) of effective school reform.

Course Credit Hour Justification:
This course is a 3-credit hour course one of the core requirements for the K-12 concentration for the Ed.D. in Educational Leadership. Each week of the 15-week semester, doctoral students will engage in 3 hours of instructor-directed activities, including but not limited to lectures and discussion of readings, case studies, and selected activities. Additionally, the class will require students to devote a minimum of 6 hours of active discussion engagement, complete all readings assigned for class discussion (via Zoom or D2L), and complete all writing activities and/or projects. Each doctoral student will complete various activities, weekly reflections, discussions, readings, presentations, instructional analyses, etc. In each module, the student will read articles/chapters, participate in discussions and/or reflections, and complete all activities/projects. Each week, students will spend a minimum of 9 hours working on the readings and assignments/writings. As a final product, each doctoral student will prepare a formal instructional problem analysis and provide possible strategies. (total instructor-directed activities=45 hours and total out-of-class activities= 90 hours; total hours=135 hours for the 3 credit hours).
Intended Learning Outcomes/Goals/Objectives

Program Learning Outcomes (PLOs):
Students graduating with an Ed.D. in Educational Leadership will be able to:
1. use data, policy, and research to lead continuous improvement and drive transformative change and innovation in P-20 education settings (RSCH 6314)
2. demonstrate knowledge of ethical and moral responsibilities of leadership (EDLE 6342)
3. apply theory and contextual knowledge to educational practice (EDLE 6341)
4. practice analytical and communication skills in leadership roles (EDLE 6345)
5. understand, design, and conduct research in educational leadership (EDLE 6199)

Student Learning Outcomes (SLOs):
By the end of the course, students will be able to:

1. Demonstrating an understanding of the role of instructional leadership in PreK-12 schools.
2. Identifying characteristics of highly effective schools and the behaviors evident in leaders of such schools.
3. Analyze the role of the instructional leader as a change agent in the school environment.
4. Develop knowledge of how to lead schools in the context of the cultural, political, economic, and structural influences on schools as well as federal, state, and district policies.
5. Develop a conceptual framework and analytic skills to organize schools for high-quality learning and teaching.
6. Explore, critique, and develop useful strategies for addressing educational issues related to teaching and learning based on evidence-based- and research-based pedagogy and learning theories.
7. Understand the levels at which diversity and responses to diversity occur and their influence on learning and teaching.
8. Describe how school-based plans for instructional improvement impact classroom and student performance.
9. Learn how to build district and school cultures that regularly collect, analyze, and use data to make decisions regarding instruction and support of instruction.
10. Strengthen students’ ability to identify and develop strategies that foster distributed leadership and build professional learning communities.
11. Students will become familiar with strategies and pedagogies for engaging their schools to identify the assets among K-12 students’ differences which provide a foundation upon which to build new learning while tackling problems related to inequities in educational outcomes and experiences.

Course Assignments, Activities, Instructional Strategies, use of Technology

Assignments, and Assessments

Reflections (7 x 10 points each = 70 points)

Reading reflections and assignments will be submitted as assigned. In preparing assignments students will describe one critical point they learned during the module and discuss the
implications of practice this point presents. Students will use current research to support or make their points.

Discussions (6 x 10 points each = 60 points)

Each student is expected to complete all reading and writing assignments and then post and respond to discussion prompts by closely connecting class topics and discussions to textbooks and other readings.

Article Critiques (3 x 15 points each = 45 points)

Students will be required to critically read a piece of research and identify and evaluate the strengths and weaknesses of the article.

Instructional Leadership Book Response and Presentation (100 points)

Candidates will each select a book specific to instructional leadership and prepare an in-class presentation to be made during the semester. They will also write a book response. This assignment provides students the opportunity to be exposed to a variety of ideas that impact instructional leadership and to write in a scholarly style that presents their thoughts in a meaningful way.

The presentation should be approximately 15 minutes in length. A set of questions should be provided to facilitate an in-class conversation on curriculum leadership.

The paper will be 5-7 pages long and use the appropriate format for papers as specified in the APA Publication Manual (7th ed.). Seek to make sense of the authors’ work and infuse your ideas about how the authors’ point-of-view and supporting ideas can be integrated into your work in curriculum and instructional leadership. Indicate awareness of the implications of those ideas or perspectives in the current educational environment. You are free to take any position relative to the authors’ point of view, but you must be able to support your position actively. That is, you are to be actively engaged with the text and can demonstrate your engagement with frequent relevant quotes to support your ideas.

The paper will answer/discuss the following:

- What are the authors’ purpose(s) for writing this book?
- What are some of the significant ideas the authors are advocating?
- What are the implications of the authors’ ideas for instructional leaders? If you as a leader were swayed by the authors’ ideas, what might that mean for the understanding and vision at your workplace for the improvement of instruction?
- How would you apply the authors’ ideas and arguments to your work as an instructional leader? What might be the implications of such an application to practice? Which of the author’s ideas (some or all), would you adopt and how would you go about implementing these ideas in practice? What kind of impact would you expect to see? Why might these ideas be important for the overall function of the teachers and students at your workplace as regards teaching and learning?

Instructional Problem (75 points)
This assignment requires that you: 1) analyze your school’s practices in comparison to “best practices” found in the literature to identify strengths and weaknesses; 2) propose recommendations for improvement; and 3) describe how your school could better serve the needs of students by putting in place best practices you have identified.

Reflecting on the six elements that follow identify areas of strength and weakness (SWOT analysis). From the first four elements listed, choose the two elements that you as an instructional leader would recommend as most critical for improvement at your site. Provide the rationale/justification for your selection with appropriate supporting data.

Note: Make your two selections from elements identified in items 1 – 4 below. You may add to the two selected items, items 5 and/or 6 if you believe it necessary to address their impact or influence.

1. Curriculum and instruction
2. Research-based instructional strategies
3. Expectations: students, teachers, and school community
4. Summative & formative data-driven decision-making
5. Administrative & teacher leadership
6. Professional Development

For each of your two selected elements identify at least one best practice found in the literature which you feel is currently a challenge for your school and:

- Describe your school’s current practice in comparison/contrast to the best practice detailed in the literature
- Provide analysis as to why your school’s practice is in its current state, including, as applicable:
  - Student factors
  - Teacher factors
  - Leadership factors
  - District factors
  - Community factors
  - Impediments/barriers to change and the change process
- Use the information to identify strategies that the school leader can employ to improve the current practices, including:
  - Administrative leadership
  - Collective leadership
  - Moving toward becoming a professional learning community
  - Professional capital development
  - Working differently with parents and the community
- Reflect on the challenges the school leader might face in attempting to implement such changes.

Reflection and Action Plan Presentation (25 points)
Reflecting on EDLE 6331, think about the following and prepare a statement (or something creative) that incorporates what you have learned and how that will influence what you will do. What are your greatest opportunities for personal and professional growth that may have an impact on others? What are your greatest strengths and how can you use this knowledge to influence change? Remember your life is made up of different environments and experiences. They might include:

- Knowledge and Learning
- Core Values
- Social
- Health (Mental, Physical, Emotional)
- Career and opportunity
- Family
- Giving to others
- Giving to yourself

**Evaluation and Assessment (Grading)**

**All decisions about the evaluation/grading of student material rest with the professor.**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Reflections</td>
<td>70</td>
</tr>
<tr>
<td>Discussions</td>
<td>60</td>
</tr>
<tr>
<td>Article Critiques</td>
<td>45</td>
</tr>
<tr>
<td>Instructional Leadership Book Response and Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Instructional Problem</td>
<td>75</td>
</tr>
<tr>
<td>Reflection and Action Plan Presentation</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>375-338</td>
</tr>
<tr>
<td>B</td>
<td>337-300</td>
</tr>
<tr>
<td>C</td>
<td>299-263</td>
</tr>
<tr>
<td>F</td>
<td>Below 263</td>
</tr>
</tbody>
</table>

**Readings (required and possibly recommended)**

Selected course readings include but are not limited to the following required books. Other readings such as articles and chapters may be given throughout the semester.

**Required Texts:**


Additional Readings:

A book of the student’s choice that addresses a topic related to instructional leadership.


Course Evaluations

Near the end of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

Student Ethics and Other Policies

Academic Accommodation for Students with Disabilities

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services, Human Services Building, Room 325, 936.468.3004 / 936.468-1004 (TDD) as early as possible in the semester. Once verified, the Office of Disability Services will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations.

Student Academic Dishonesty
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Reference: HOP policy 04-106

Withheld Grades

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average.

Reference: HOP policy 02-206
Student Wellness and Well-being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

Health and Wellness Hub (“The Hub”)

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person — mind, body, and spirit. Services include:

- Alcohol and other drug education
- Counseling Services
- Food Pantry
- Health Services
- Student Outreach and Support
- Wellness coaching

The Hub is located at the corner of East College and Raguet St.

Health and Wellness Hub
936.468.4008
thehub@sfasu.edu

Crisis resources

Student Mental Health Resources provides a directory of on-campus and community mental health services. Key resources for crises include:

- Burke 24-hour crisis line: 1.800.392.8343
- Crisis Text Line: Text HELLO to 741-741
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)

Additional campus resources

Dean of Students Office
Rusk Building, Third Floor Lobby
936.468.7249
dos@sfasu.edu