

**St. John's University**  
**School of Education**  
**Department of Administrative and Instructional Leadership**

EDU 7701

Research Development in Instructional Strategies

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Course Description: Emphasis is placed on leadership strategies and supervisory skills for instructional development and teachers' professional growth; current trends and innovations in planning, development, implementation and evaluation of supervisory programs. Focus will be on methodologies in supportive supervision and instructional supervision as well as implementation of professional development to address best pedagogical practice.

#### ISLLC STANDARDS

Standard I: Setting a widely shared vision for learning.

Standard 2: Developing a school culture and instructional program conducive to student learning and professional growth.

#### COURSE OBJECTIVES

1. Relate PDK polling data to educational planning.
2. Compare PDK findings to school organizations' practices.
3. Recognize, analyze and apply the process of setting systems disciplines in place in an educational setting.
4. Evaluate the relationship among school culture, instructional practice and effectiveness, leadership, and professional growth.
5. Analyze and apply the tenets of Futures Based Change Leadership.
6. Recognize the principles of action research methodologies

7. Apply Action Research to school culture, instructional practice and effectiveness, leadership, and professional growth.
8. Evaluate the effectiveness of Instructional Design Models.
9. Evaluate the role of PELP structure in organizing for coherent change.
10. Evaluate school organizations against P21 futures based competencies
11. Evaluate school organizations against the IOGA framework and relate it to Thomas Popkewitz's model.
12. Evaluate and apply Tuning Forks Model to issues associated with coherent change processes.

## COURSE REQUIREMENTS

A blend of theory and research based practice will be applied in a series of written and project based activities focused on supportive supervisory models and effective instructional practice. Problem sets and case studies will be analyzed requiring the development of action plans and Board presentations with the goal of building and demonstrating competency in varied forms of oral and written communication.

Independent and collaborative exercises will be closely coordinated with the topics, and course participants will complete assignments using digital tools for communication and other means as they relate to and support quantitative and qualitative research.

## COURSE MEETING TIMES AND ATTENDANCE EXPECTATIONS

Friday – 5 – 9 PM  
 Saturday – 8 – 4 PM  
 Sunday – 8 – 12 PM

## **REQUIRED TEXTS**

Bernato, Richard F.(2016). *The Futures Based Change Leader: A Formula for Sustained Change*. Maryland. Rowan and Littlefield. (Chapters 1, 4 – 8)

Freeley, Mary Ellen and Scricca, Diane (2015). *Become a Leader of Leaders; Raising Student Achievement*. Maryland. Rowan and Littlefield

Schein, Edgar. (2010) *Organizational Culture and Leadership*. San Francisco. Jossey-Bass . 4<sup>th</sup> ed.

## **SUGGESTED READING AND SOURCES**

Coppola, A., Scricca, D. & Connors, G. (2004). *Supportive Supervision: Becoming a*

*Teacher of Teachers*. Virginia: ACSD \*\*\*\*\*

Dweck, C. (2006), *Mindset: The New Psychology of Success*. New York, NY. Ballantine Books.

Elmore, Sarah E, Fiarman, Lee Teitel *Instructional Rounds in Education: A Network A to* Elizabeth A. City, Richard F. ISBN 97819347421,67 o201\_0

Reeves, D. (2009). *Get Results*. Virginia: ASCD.

Robbins, P. (2015). *Learning &* Virginia: ASCD.

New York State Report Card Data Educational Reform Act - Annual Professional Performance Review School District Bargaining Agreements

<https://www.ed.gov/sites/default/files/netp2010-execsumm.pdf> - Executive Summary template

[https://www.google.com/search?q=schein+model+organizational+culture&biw=1280&bih=671&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwj6\\_Nbh9frOAhUH1SYKHbtcARUQsAQIKQ](https://www.google.com/search?q=schein+model+organizational+culture&biw=1280&bih=671&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwj6_Nbh9frOAhUH1SYKHbtcARUQsAQIKQ) - Schein models

Pdk.org

Ascd.org

Mindtools.org

Mindshift.org

IOGA Advocacy Center Model

Popkewitz

PELP

P21.org – model

P21.org – exemplary school program

Youtube

- <https://www.youtube.com/watch?v=qeL8IDZnQko> - Addie
- <https://www.youtube.com/watch?v=JZdv5lrJs4U> - Addie
- <https://www.youtube.com/watch?v=f2q-SYS2Kbc> - instructional design
- <https://www.youtube.com/watch?v=-NMggrCM25U> - instructional design

- <https://www.youtube.com/watch?v=ZMpOiWnzEWS> - PELP
- <https://www.youtube.com/watch?v=fsZqnHXQi5k> - PELP power of the team
- <https://www.youtube.com/watch?v=B60UGs90RW8> - Fullan Coherence Network
- <https://www.youtube.com/watch?v=jCwP4PIEfQ8> - Leadership and Instruction
- <https://www.youtube.com/watch?v=8jENIAs-V4Q> - Action Research Overview
- <https://www.youtube.com/watch?v=8jENIAs-V4Q> - Action Research
- [https://www.youtube.com/watch?v=LGt\\_jKuMTP4](https://www.youtube.com/watch?v=LGt_jKuMTP4) - Action Research
- <https://www.youtube.com/watch?v=cjupQpmVrLI> - Action Research
- <https://www.youtube.com/watch?v=7KMM387HNQk> - P21 4 Cs
- <https://www.youtube.com/watch?v=XMaqd3-bMh0> - P21 4 Cs
- <https://www.youtube.com/watch?v=ayyJ6vJDIAE> - P21 Exemplar
- <https://www.youtube.com/watch?v=jeiTUq5CPY> - P21
- <https://www.youtube.com/watch?v=DFa5heWVvlw> - P21
- <https://www.youtube.com/watch?v=4Fw5H7GWzog> - Schein
- <https://www.youtube.com/watch?v=6ZB3jJIGWuk> - Schein
- <https://www.youtube.com/watch?v=GtV3Jx01BqU> - Schein
- <https://www.youtube.com/watch?v=wdh40kgY YOY> - Hofstede
- <https://www.youtube.com/watch?v=LBv1wLuY3Ko> - Hofstede

## **TEACHING ACTIVITIES**

1. Relate PDK polling data to educational planning.
2. Compare PDK findings to school organizations' practices
  - a. Review PDK data overview
  - b. Review 5 Why and Fish Tail root cause strategies
  - c. Group by topic
  - d. Panel Discussion – Compare to org practices
  - e. Overview of Executive Summary Framework - <https://www.ed.gov/sites/default/files/netp2010-execsumm.pdf>
3. Recognize the process of setting systems disciplines in place in an educational setting.
  - a. Use Systems Thinking Systems Change Simulation
  - b. Debrief for systems issues.
  - c. Relate to PDK findings and to school organizations
4. Evaluate the relationship among school culture, instructional practice and effectiveness, leadership, and professional growth.
  - a. Artifact analysis
  - b. Review Schein model
  - c. Models

- i. [https://www.google.com/search?q=schein+model+organizational+culture&biw=1280&bih=671&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwj6\\_Nbh9frOAhUH1SYKHbtcARUQsAQIKQ](https://www.google.com/search?q=schein+model+organizational+culture&biw=1280&bih=671&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwj6_Nbh9frOAhUH1SYKHbtcARUQsAQIKQ)
    - d. You Tube
      - i. Round robin
    - e. Consider Cultural Capacity to Change Bernato, Chapter 5
      - i. How do you evaluate?
      - ii. What do you do with your assessment of capacity?
- 5. Analyze the tenets of Futures Based Change Leadership.
  - a. SUM the Sim
    - i. Pre and Post
    - ii. Debrief
  - b. Chapter one – the formula
    - i. analyze
  - c. Chapter four – CLP
    - i. Review
    - ii. Assess for existence?
  - d. Chapter 5 – CCC
    - i. Review
    - ii. William Judge
    - iii. Construct our own instrument
  - e. Chapter 6 – Futuring Rationale, Types I and II
    - i.
  - f. Chapter 7 – Type III
  - g. Chapter 8 – Action Planning
  - h. SUM the Sim post
    - i. debrief
  - i. ASSIGNMENT – Design Scenario and Action Plan to implement Effective Instructional Design and Teaching into School Organizations
- 6. Evaluate the role of PELP structure in organizing for coherent change.
  - a. Link PELP with Action Planning
  - b. Watch PELP PP
  - c. Assess the extent to which PELP variables exist in school organizations.
- 7. Evaluate school organizations against the IOGA framework and relate it to Thomas Popkewitz’s model.
  - a.
- 8. Evaluate school organizations against P21 futures based competencies
- 9. Review Tuning Forks Model.
- 10. Evaluate the leadership drivers that obstruct or promote innovative practices.
- 11. Evaluate the effectiveness of Instructional Design Models?
- 12. Recognize the principles of action research methodologies
- 13. Apply Action Research to school culture, instructional practice and effectiveness, leadership, and professional growth.

- a. <https://www.youtube.com/watch?v=8jENIAs-V4Q> - Action Research
- b. [https://www.youtube.com/watch?v=LGt\\_jKuMTP4](https://www.youtube.com/watch?v=LGt_jKuMTP4) - Action Research
- c. <https://www.youtube.com/watch?v=cjupQpmVrLI> - Action Research

## TEACHING ORDER

### FIRST WEEKEND

#### Friday

1. Meet and greet
2. Housekeeping
3. Communication
4. Syllabus Review
5. Assignments
  - a. EXECUTIVE SUMMARY Model
    - i. <https://www.ed.gov/sites/default/files/netp2010-execsumm.pdf> - Executive Summary template
  - b. ACTION RESEARCH You Tube Videos as Model
    - i. <https://www.youtube.com/watch?v=8jENIAs-V4Q> - Action Research
    - ii. [https://www.youtube.com/watch?v=LGt\\_jKuMTP4](https://www.youtube.com/watch?v=LGt_jKuMTP4) - Action Research
    - iii. <https://www.youtube.com/watch?v=cjupQpmVrLI> - Action Research
6. OBJECTIVES One and Two
  - a. Relate PDK polling data to educational planning.
  - b. Compare PDK findings to school organizations' practices
  - c. Review PDK data overview
  - d. Review 5 Why and Fish Tail root cause strategies
  - e. Group by topic
  - f. Panel Discussion – Compare to org practices
  - g. Overview of Executive Summary Framework - <https://www.ed.gov/sites/default/files/netp2010-execsumm.pdf>

#### FIRST SATURDAY

1. Review
2. OBJECTIVE – Three
3. Recognize the process of setting systems disciplines in place in an educational setting.
  - a. Use Systems Thinking Systems Change Simulation
  - b. Debrief for systems issues.
  - c. Relate to PDK findings and to school organizations
4. Transition
5. OBJECTIVE FOUR

6. Evaluate the relationship among school culture, instructional practice and effectiveness, leadership, and professional growth.
  - a. Artifact analysis
  - b. Review Schein model
  - c. Models
    - i. [https://www.google.com/search?q=schein+model+organizational+culture&biw=1280&bih=671&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwj6\\_Nbh9frOAhUH1SYKHbtcARUQsAQIKQ](https://www.google.com/search?q=schein+model+organizational+culture&biw=1280&bih=671&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwj6_Nbh9frOAhUH1SYKHbtcARUQsAQIKQ)
  - d. You Tube
    - i. Round robin
  - e. Consider Cultural Capacity to Change Bernato, Chapter 5 insofar as instructional systems are concerned.
    - i. How do you evaluate?
    - ii. Develop your own instrument
    - iii. What do you do with your assessment of capacity?
7. Objective 5
8. Analyze the tenets of Futures Based Change Leadership.
  - a. SUM the Sim
    - i. Pre and Post
    - ii. Debrief
  - b. Chapter one – the formula
    - i. analyze
  - c. Chapter four – CLP
    - i. Review
    - ii. Assess for existence?
  - d. Chapter 5 – CCC
    - i. Review
    - ii. William Judge
    - iii. Construct our own instrument
  - e. Chapter 6 – Futuring Rationale, Types I and II
    - i.
  - f. Chapter 7 – Type III
  - g. Chapter 8 – Action Planning
  - h. SUM the Sim post
    - i. debrief
  - i. ASSIGNMENT – Design Scenario and Action Plan to implement Effective Instructional Design and Teaching into School Organisations

#### FIRST SUNDAY

1. Review
2. FBCL?
3. Recognize the principles of action research methodologies
4. Apply Action Research to school culture, instructional practice and effectiveness, leadership, and professional growth.

- a. <https://www.youtube.com/watch?v=8jENIAs-V4Q> - Action Research
- b. [https://www.youtube.com/watch?v=LGT\\_jKuMTP4](https://www.youtube.com/watch?v=LGT_jKuMTP4) - Action Research
- c. <https://www.youtube.com/watch?v=cjupQpmVrLI> - Action Research

## SECOND FRIDAY

1. REVIEW
2. Objectives 6, 7, 8, 9
  - a. Evaluate the role of PELP structure in organizing for coherent change.
  - b. Link PELP with Action Planning
  - c. Watch PELP PP
  - d. Assess the extent to which PELP variables exist in school organizations.
  - e. Evaluate school organizations against the IOGA framework and relate it to Thomas Popkewitz's model.
  - f.
  - g. Evaluate school organizations against P21 futures based competencies
  - h. Review Tuning Forks Model.
  - i. Evaluate the leadership drivers that obstruct or promote innovative practices.
  - j. Evaluate the effectiveness of Instructional Design Models?

## ASSIGNMENTS

1. Analyze the PDK poll, identify systems based, collaborative, capacity, and futures based issues at hand.
2. Identify the root causes at play that may affect student performance and / or organizational effectiveness
3. Present executive summary to mock board. 25%
4. Construct and complete an action design study related to an issue of instructional and / or change / vision/ culture to your school setting.. 50%
5. Read FBCL, Chapters Four to Chapter Eight
6. Use FBCL checklist to analyze ....
7. Use Type I, II, and III processes to align cultural practices to assure instructional excellence. 15%



8. Review the IOGA, PELP, Tuning Forks, P21, and FBCL frameworks. Evaluate your school's components. Make decisions re whether this analysis leads you to categorize the school vs Popkewitz' model. 10%