# Course Description

Educational leaders are change agents. This course will focus on the critical knowledge, skills, and dispositions that both formal and informal leaders need to set direction for schools, programs, and services. Educational leaders such as classroom teachers, principals, supervisors, coordinators, and directors will learn how to advance a vision, purpose, and agenda in their schools.

# University Learning Outcomes (ULO)

* **ULO1**:Communication Skills
* **ULO2**: Professional Competency
* **ULO3**: Moral and Ethical Judgment
* **ULO4**: Problem Solving
* **ULO5**: Critical Thinking ­
* **ULO6**: Leadership in Society
* **ULO7**: Critical and Competent Use of Technology

# Program Learning Outcomes (PLO)

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Explain the difference between student-centered schools and traditionally organized schools.
* **CLO2:** Explain why an educational leader must be a change agent and a strategic planner.
* **CLO3:** Determine strategies for nurturing the growth and development of schools as professional learning communities.
* **CLO4**: Determine how instructional leadership strategies result in high levels of achievement for all students.
* **CLO5**: Apply the “total leaders” model to meld various approaches to leadership into cohesive practice.

# Student Expectations

Students are expected to:

* ask probing and insightful questions related to course content.
* make meaningful and relevant connections and application to their own learning process.
* be productive and contributing members of class discussions.

# Required Course Materials

Grogan, M., & Fullan, M. (2013). *The Jossey-Bass Reader on Educational Leadership, 3rd Edition*. John Wiley & Sons.

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Student-Centered Leadership | 25 | <insert due date> |
| Journal: Your Experience with Principals | 25 |  |
| Case Study One: Oakdale School District | 60 |  |
| **Week 2** |  |  |
| Discussion: Thinking about Professional Learning Community | 25 |  |
| Journal: Professional Learning Community | 25 |  |
| Case Study Two: Oakdale School District | 60 |  |
| **Week 3** |  |  |
| Discussion: Change in an Educational Environment | 25 |  |
| Journal: Professional Learning Community | 25 |  |
| Presentation: Leader as a Change Agent | 60 |  |
| **Week 4** |  |  |
| Discussion: Comparing Leadership Styles | 25 |  |
| Journal: Assessing a Leadership Model | 25 |  |
| Case Study Three: Oakdale School District | 60 |  |
| **Week 5** |  |  |
| Discussion: Developing a Student-Centered School | 25 |  |
| Journal: Assessing a Leadership Model | 25 |  |
| Case Study Four: Oakdale School District | 60 |  |
| **Week 6** |  |  |
| Discussion: Principles and Practices of a PLC School | 25 |  |
| Discussion: Cage-Busting Leadership | 25 |  |
| Journal: Capstone Preparations | 25 |  |
| **Week 7** |  |  |
| Capstone Assignment: Leadership Insight | 100 |  |
| Presentation: Leadership Insight Capstone | 90 |  |
| Final Exam | 60 |  |
| Exploring Your School Setting | 125 |  |
| **Total Points** | **1000** |  |

Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| **Week One: The Student-Centered School** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the characteristics of a student-centered school. | | CLO1 | |
| * 1. Identify value of a student-centered school. | | CLO1 | |
| * 1. Compare a student-centered school to a traditional school. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200–250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100–150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | | N/A | N/A |
| **Week One Reading**  **Read** the following sections of *The Jossey-Bass Reader on Educational Leadership*:   * Introduction * Ch. 18-20 * Ch. 24   **Post** any comments or questions in the Week One General Discussion Forum. | | 1.1, 1.2, 1.3 | Reading: review, comments, questions=  **1 hour** |
| **Resource: Educational Leadership**  **Watch** “Educational Leadership with Dr. Douglas Reeves” (4:44): <http://www.youtube.com/watch?v=Dis2rTPLIdc>  **Post** any comments or questions in the Week One General Discussion Forum. | | 1.1, 1.2, 1.3 | Video – review and post response = **1 hour** |
| **Upcoming Assignment: Oakdale School District Case Studies**  Throughout this course, you will be completing case studies that reference the Oakdale School District. Each of the case studies will highlight an aspect of the responsibilities surrounding educational leadership using real-world examples. Each case study will ask you to respond in a different manner, either through a written explication, presentation, or other method of assessment.  **Complete** each case study within the week it is assigned. | | N/A | N/A |
| **Upcoming Assignment: Capstone Assignment: Leadership Insight**  During this course, you will learn about a variety of leadership models and principles of leadership and how they can apply to and mold a learning environment. In the capstone assignment for this course, you will synthesize your learning into a cohesive philosophy that will help you build better learning environments.  The capstone assignment is split into two parts: a reflective paper and a short presentation. The reflective paper will be submitted directly to your instructor, but the short presentation will be shared out to the rest of the class for feedback.  **Review** the instructions for each part of the Capstone Assignment.  **Post** any comments, questions, or concerns in the Capstone Assignment Questions and Comments discussion. | | N/A | N/A |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  Note: A recorded lecture will be made available to those who are unable to attend the live session. | | n/a | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Student-Centered Leadership**  **Respond** to the following questions in the Student-Centered Leadership discussion forum by Thursday:   * What does student-centered leadership mean to you? * What value does student-centered leadership hold for students?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.1, 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Your Experience with Principals**  **Reflect** on the practices of a principal you have worked for. We’ll refer to this person as “your principal.”  **Write** a 250–400-word reflective journal in which you respond to the following questions:   * Would you describe his/her leadership as student centered? Why or why not? * To what degree are the described practices a model for you? How will they influence your future school leadership work?   **Submit** your assignment to your instructor via Blackboard. | | 1.3 | Journal – one private posting = **.5 hours** |
| **Case Study One: Oakdale School District**  **Read** Fact Sheet: Oakdale School District.  **Read** Case Study One: Oakdale School District.  **Respond** to the following questions using the information contained in the fact sheet and Case Study One:   * What would be your immediate response to these two board members and what—if any—commitments would you make to them? * How would you proceed after they left your office? * What issues will this meeting raise with you, and how might you begin to address them? * What longer-term considerations—if any—do you think are presented to you as a result of this conference?   **Submit** your assignment to your instructor via Blackboard. | | 1.1, 1.2, 1.3 | Case Study =  **1 hour** |
| **Total** |  |  |  |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then use the questions that come up in the first part of the week to tailor the live Adobe Connect class session scheduled in the later part of the week. That one-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording should be posted to the course page so any student who misses the session can review it later in the week.

Note: It is the instructor’s choice as to what day they will schedule the Adobe Connect live session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: The School as a Professional Learning Community | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the characteristics of a professional learning community (PLC). | | CLO3 | |
| * 1. Identify the value of a PLC school. | | CLO3 | |
| * 1. Compare a PLC school to a traditional school. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Two Reading**  **Read** the following sections of *The Jossey-Bass Reader on Educational Leadership*:   * Ch. 13 * Ch. 15   **Post** any comments or questions in the Week Two General Discussion Forum. | | 2.1, 2.2, 2.3 | Reading: review, comments, questions=  **1 hour** |
| **Resource: What Is a Professional Learning Community?**  **Read** “ASCD: What Is a Professional Learning Community?”:  <http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx>  **Post** any insights or questions you have after viewing the ASCD article in the Week Two General Discussion Forum. | | 2.1-2.3 | Reading – review and post response = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Thinking about Professional Learning Community**  **Respond** to the following questions in the Thinking about Professional Learning Community discussion forum by Thursday:   * How does a professional learning community differ from a committee or a study group? * What does Fullan mean by “learning is the work”? What does it mean to you?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.1, 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Professional Learning Community**  **Write** a 250–400-word reflective journal in which you respond to the following questions:   * How does a PLC differ from other approaches to solving problems and dealing with issues? * Is this an approach that you believe would be useful in your own educational leadership practice? * If so, what would be your greatest challenges? If not, why?   **Submit** your assignment to your instructor via Blackboard. | | 2.3 | Journal – one private posting = **.5 hours** |
| **Case Study Two: Oakdale School District**  **Read** Fact Sheet: Oakdale School District.  **Read** Case Study Two: Oakdale School District.  **Respond** to the following prompt in the “Case Study Two: Oakdale School District” discussion using the information contained in the fact sheet and Case Study Two no later than ***Thursday***:   * **Describe** in detail what your immediate next steps would be and when you would take them.  (For example, if you plan to write a letter(s)/memo(s), indicate to whom it/they would be written and include a detailed description of content; of if you’d make phone call(s), tell whom you’d call and describe what you’d say.) Then, describe what you think might be likely second steps in addressing this issue.  Post these.   **Read** the posts of at least three other students.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. Your comments should include (but shouldn’t necessarily be limited to) obvious connections to concepts described in course readings assigned up to this point. | | 2.2, 2.3 | Case Study =  **1 hour** |
| **Total** |  |  | **4.5** |

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| Week Three: The Leader as Change Agent | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the characteristics of a leader as a change agent. | | CLO2 | |
| * 1. Identify the components of strategic planning. | | CLO2 | |
| * 1. Identify the value of change agent leadership and strategic planning. | | CLO2 | |
| * 1. Compare the role of the leader as a change agent and strategic planner to traditional school leadership. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Three Reading**  **Read** the following sections of *The Jossey-Bass Reader on Educational Leadership*:   * Ch. 1 * Ch. 3-6   **Post** any comments or questions in the Week Three General Discussion Forum. | | 3.1, 3.2, 3.3, 3.4 | Reading: review, comments, questions=  **1 hour** |
| **Resource: Characteristics of a Change Agent**  **Read** the following resource, which describes and explains the characteristics of a change agent:  5 Characteristics of a Change Agent. (2013, March 02). Retrieved August 11, 2016, from [http://connectedprincipals.com/archives/7184](http://connectedprincipals.com/archives/7184%20)  **Post** any comments or questions in the Week Three General Discussion Forum. | | 3.1, 3.4 | Reading: review, comments, questions=  **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Change in an Educational Environment**  **Respond** to the following questions in the Change in an Educational Environment discussion forum by Thursday:   * What are the obstacles to change, and how can you overcome these obstacles? Which characteristics of a change agent are necessary for principals in this situation? * How does strategic planning go beyond typical planning? * How might students benefit from a school that practices strategic planning and adopts new practices?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.1, 3.2, 3.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Professional Learning Community**  **Write** a 250–400-word reflective journal in which you respond to the following questions:   * Could you describe your principal as a change agent? Why or why not? * How important is “change agency” behavior among school leaders?   **Submit** your assignment to your instructor via Blackboard. | | 3.4 | Journal – one private posting = **.5 hours** |
| **Presentation: Leader as a Change Agent**  **Choose** a school you are familiar with (or a school you can research).  **Choose** an issue at the school that you can address through change leadership.  **Create** a 10–15-slide presentation with detailed speaker’s notes (using PowerPoint or another professional compatible presentation tool of your choice) that expresses your plan to address the issue through the lens of the leader as a change agent model of leadership.  **Address** the following in your presentation:   * Describe the issue. * Differentiate between the traditional view of the issue versus a change agent’s view of the issue. * Explain how the leader as a change agent could positively affect the issue.   **Submit** this assignment to your instructor via Blackboard. | | 3.4 | Presentation – reviews and posts = **1 hour** |
| **Total** |  |  |  |

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| Week Four: Leadership Models | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain various leadership models. | | CLO4 | |
| * 1. Compare how the role of the leader differs in each model. | | CLO4 | |
| * 1. Explain the value of each model as it relates to student achievement. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Four Reading**  **Read** the following sections of *The Jossey-Bass Reader on Educational Leadership*:   * Ch. 2 * Ch. 16 * Ch. 22-23   **Post** any comments or questions in the Week Four General Discussion Forum. | | 4.1-4.3 | Reading: review, comments, questions=  **1 hour** |
| **Activity: Self-Assessment of Personal Leadership Style**  **Complete** the Self-Assessment of Personal Leadership Style. | | 4.1-4.3 |  |
| **Resource: Emotional Intelligence**  **Watch** “Emotional Intelligence: How Good Leaders Become Great – UC Davis Executive Leadership Program,” available on YouTube [33:38]: <https://www.youtube.com/watch?v=HA15YZlF_kM>  **Post** any comments or questions in the Week Four General Discussion Forum. | | 4.2 | Video: review, comments, questions=  **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Comparing Leadership Styles**  **Respond** to the following questions in the Comparing Leadership Styles discussion forum by Thursday:   * Explain three leadership models other than student-centered leadership. * How does the role of the leader in each of the three models you chose differ from each other? * Explain the value of each of the three models you chose as it relates to student achievement.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 4.1, 4.2, 4.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Assessing a Leadership Model**  **Write** a 250–400-word reflective journal in which you respond to the following questions:   * What model, if any, most closely resembles the practice of your principal? If none, describe what you believe to be his or her model. * What examples of effective use of emotional intelligence (EI) in leadership have you personally observed? Have you witnessed situations in which ineffective use of EI resulted in lost opportunities for leadership?   **Submit** your assignment to your instructor via Blackboard. | | 3.4, 4.1, 4.2 | Journal – one private posting = **.5 hours** |
| **Case Study Three: Oakdale School District**  **Read** Fact Sheet: Oakdale School District.  **Read** Case Study Three: Oakdale School District.  **Create** a 10–15-slide presentation with detailed speaker’s notes (using PowerPoint or another professional compatible presentation tool of your choice) that expresses your plan to address the issue through the lens of the leader as a change agent model of leadership.  **Submit** your assignment to your instructor via Blackboard. | | 4.1, 4.2, 4.3 | Case Study =  **1 hour** |
| **Total** |  |  |  |

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| Week Five: Leadership Models and the Student-Centered School | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Compare the principles and practices associated with various leadership models to those associated with a student-centered school. | | CLO5 | |
| * 1. Evaluate how the principles and practices associated with various leadership models may foster the development of a student-centered school. | | CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Five Reading**  **Read** the following sections of *The Jossey-Bass Reader on Educational Leadership*:   * Ch. 9 * Ch. 12   **Post** any comments or questions in the Week Five General Discussion Forum. | | 5.2 | Reading: review, comments, questions=  **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Developing a Student-Centered School**  **Respond** to the following questions in the Developing a Student-Centered School discussion forum by Thursday:   * Compare principles and practices associated with three leadership models to principles and practices associated with a student-centered school. * How do principles and practices associated with three leadership models foster the development of a student-centered school?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 5.1, 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Assessing a Leadership Model**  **Write** a 250–400-word reflective journal in which you respond to the following question:   * In what ways might the three leadership models be inconsistent with student-centered leadership?   **Submit** your assignment to your instructor via Blackboard. | | 5.1, 5.2 | Journal – one private posting =  **.5 hours** |
| **Case Study Four: Oakdale School District**  **Read** Fact Sheet: Oakdale School District.  **Read** Case Study Four: Oakdale School District.  **Create** a 600–800-word action plan, including immediate and long-term actions, that demonstrates your commitment to developing a student-centered school.  **Include** an explanation of how your action plan related to a leadership model discussed in the course.  **Submit** your assignment to your instructor via Blackboard. | | 5.1, 5.2 | Case Study =  **1 hour** |
| **Total** |  |  |  |

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| Week Six: Leadership Models and the School as a Professional Learning Community | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Compare the principles and practices associated with various leadership models to those associated with a PLC school. | | CLO5 | |
| * 1. Evaluate how the principles and practices associated with various leadership models may foster the development of a PLC school. | | CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Resource: Cage-Busting Leadership Video Series**  **Watch** the videos that are part of the following video series playlist available on YouTube from the American Enterprise Institute:   * [Cage-Busting Leadership](https://www.youtube.com/watch?v=Ud2CSvYJZ-g&index=1&list=PLytTJqkSQqtrckv5yBcAPE4ipRmqzrHUz)   **Post** any comments or questions in the Week Six General Discussion Forum. | |  |  |
| **Resource: Michael Fullan: On School Reform**  **Watch** “Michael Fullan On What School Reform Is,” available on YouTube [13:28]: <http://www.youtube.com/watch?v=bxjLqHphsVY>  **Post** any comments or questions in the Week Six General Discussion Forum. | | 6.1-6.2 | Video – review and post response = **1 hour** |
| **Upcoming Assignment: Capstone Assignment: Leadership Insight**  Next week, you will complete and submit the capstone assignment for this course, a synthesis of your learning into a cohesive philosophy that will help build better learning environments.  The capstone assignment is split into two parts: a reflective paper and a short presentation. The reflective paper will be submitted directly to your instructor, but the short presentation will be shared out to the rest of the class for feedback.  **Review** the instructions for each part of the capstone assignment.  **Post** any comments, questions, or concerns in the Capstone Assignment Questions and Comments discussion. | | 7.1, 7.2 | Preparation for Capstone: collaboration, comment, review, response=  **2 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Principles and Practices of a PLC School**  **Respond** to the following questions in the Principles and Practices of a PLC School discussion forum by Thursday:   * How do the principles and practices associated with three leadership models compare to those associated with a PLC school? * How do the principles and practices associated with three leadership models foster the development of a PLC school?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1, 6.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Cage-Busting Leadership**  **Respond** to the following question in regards to the Cage-Busting Leadership video series in the discussion forum by Thursday:   * Are Hess’s perspectives congruent with school leadership in a professional learning community? Justify your response.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1, 6.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Capstone Preparations**  **Write** a 250–400-word reflective journal in which you respond to the following questions:   * How are you preparing for and completing your capstone paper and presentation? * What are your roadblocks? How can you overcome them?   **Submit** your assignment to your instructor via Blackboard. | | 7.1, 7.2 | Journal – one private posting = **.5 hours** |
| **Total** |  |  |  |

# Faculty Notes

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| Week Seven: Melding Leadership Models into Practice | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze to what extent the principles and practices of various leadership models foster the development of a student-centered, PLC school. | | CLO5 | |
| * 1. Combine various leadership models into cohesive principles and practices that foster the development of a student-centered, PLC school. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Seven Reading**  **Read** the following sections of *The Jossey-Bass Reader on Educational Leadership*:   * Ch. 25 * Ch. 27   **Post** any comments or questions in the Week Seven General Discussion Forum. | | 7.1, 7.2 | Reading: review, comments, questions=  **1 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide a summary of the course’s themes and engage in questions about the final culminating assignment.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  Note*:* A recorded lecture will be made available to those who are unable to attend the live session. | | n/a | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Capstone Assignment: Leadership Insight**  During this course, you have been exposed to and learned about a variety of leadership models and principles of leadership and how they can apply to and mold a learning environment. In this capstone assignment, you will synthesize your learning into a cohesive philosophy that will help you build better learning environments.  **Write** a 900–1,050-word reflective paper in which you discuss the following:   * Your perspective on the leadership practices and models discussed in this course * Your view of how the combination of the various leadership models coalesce into cohesive principles and practices * How these cohesive principles and practices can foster the development of a student-centered, PLC school   **Submit** this assignment to your instructor via Blackboard. | | 7.1, 7.2 | Paper– paper private posting/ = **1 hour** |
| **Presentation: Leadership Insight Capstone**  **Create** a 5–8-slide presentation with detailed speaker’s notes (using PowerPoint or another professional compatible presentation tool of your choice) that accomplishes the following:   * Apply one of leadership models to a professional education experience you have been involved with either directly or indirectly * Describe the experience while not specifically identifying the individuals or school involved * Identify specific principles and practices from your coursework that could have been applied to this situation   **Post** your presentation to the Leadership Insight Capstone discussion forum.  **Review** each of your classmates’ presentations.  **Comment** on at least three presentations using constructive and meaningful feedback, as per the RISE Model of Meaningful Feedback: <http://www.risemodel.com/> | | 7.1, 7.2 | Presentation:  presentation share and comment  = **2 hours** |
| **Final Exam**  In the final exam, you will be asked to recognize models of leadership, evaluate their effectiveness, and synthesize your personal development of a mental model of leadership.  The final exam consists of short response questions and is open book and open note, but you will have only one attempt to complete the exam.  *Note*: This means that once you open the exam, you must submit it for a grade before closing it. You may not save your work on the exam. *Plan accordingly*.  **Complete** the Final Exam. | | 7.1, 7.2 | Online Exam – one hour test =  **1 hour** |
| **Exploring Your School Setting**  This course requires you to ***explore*** your School Setting by reviewing policy, procedures, plans, and collaborating with peers and your Building Principal in the following 3 areas:  ***1) Student Center Schools* –**  a) Describe your school setting –Traditional or Student Center?  b) List the characteristics of your school setting that identifies it as either Traditional or Student Center  c) If you listed your school as Traditional - Describe the strategies needed to make your school setting Student Center  If you listed your school as Student Center – describe what strategies are needed to enhance your setting as being more student center  ***2) Professional Learning Communities (PLC) –***  a) Does your school have one or more PLC?  If yes describe – a) Their focus (subject area or goal(s) b) Their effectiveness and c) challenges  If no- a) What would be a focus (subject area or goal(s) b) How would you evaluate their effectiveness and c) what challenges would you project they would encounter?  ***3) Strategic Planning*** *–*  a) Does your school have a Strategic or Improvement Plan? If yes, list 3 of the top focus areas  If no, why do you think they do not have a formal Plan?  b) Are all of the teachers aware of the Strategic or Improvement Plan?  If yes, has their been specific Professional Development related to the Plan?  If no, what needs to occur so that all the teachers are aware and have an active role in supporting the Plan?  If no, because there is no Plan in place, describe how you would communicate the Plan and provide training so that the Plan could be best implemented.  ***Submit*** a 2-Page Summary that responds to all of the points related to the 3 areas above: | |  | Field Experience = **20 hours** |
| **Total** |  |  |  |

# Faculty Notes

**Final Exam**

If a student has a technical issue and requires a second attempt at the final exam, you may use Blackboard to grant a second attempt (at your discretion).

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 5.5 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 4.5 |
| Supplemental |  |
| **Week 3** |  |
| Required | 4.5 |
| Supplemental |  |
| **Week 4** |  |
| Required | 4.5 |
| Supplemental |  |
| **Week5** |  |
| Required | 4.5 |
| Supplemental |  |
| **Week 6** |  |
| Required | 7 |
| Supplemental |  |
| **Week 7** |  |
| Required | 6 hours |
| Supplemental | 1 hour |
|  |  |
| **Total Required Hours** | 36.5 |
| **Total Supplemental Hours** | 2 |
| **Total Hours** | 38.5 |