

EDCI 535: Leadership & Supervision in Schools
Syllabus for
Spring, 2014

Dr. Martha M. Foote
OFFICE PH: 903-886-5413
FAX: 903-886-5581
E-Mail: Martha.Foote@tamuc.edu

CATALOG DESCRIPTION

EDCI 535: Leadership & Supervision in Schools Catalog Description: A study of the meaning and fundamental principles of leadership and supervision. Consideration is given to the development of teacher leaders and to the solution of administrative and pedagogical problems that supervisors and teacher leaders encounter in the elementary school.

PURPOSE OF THE COURSE:

The primary objective of EDCI 535 is to highlight and strengthen the skills of master teacher candidates that will distinguish them as leaders among their colleagues.

DATES AND TIMES

All classes meet on Mondays from 4:30 – 9:00 p.m. on the following dates:

January 21 February 18 March 18th April 8 th May 13

FORMAT OF THE COURSE

MED Cohort Graduate Course:

1. 24 clock hours of class, scheduled in 6 sessions of about 4 hours each. In addition, the student engages in out of class activities such as outside reading, writing papers, completing projects and other activities stipulated in the course syllabus; and in posting assignments, reflections and/or discussions and interacting through e-college.
2. A minimum of 15 hours of demonstrating or reflective activities regarding leadership skills that (a) are meaningful and challenging both personally and professionally and (b) contribute to the knowledge and growth of teachers, administrators, parents, and/or children. Unlike all other classes in cohort in which 15 hours are used to show improvement in teaching and learning in the teacher's classroom, the time in this course is spent outside of the classroom where the teacher works in a leadership capacity to help others improve the campus, classrooms, families, and/or community.
3. Web-Enhanced Instruction: This course is web-enhanced. The student is required to have access to e-mail and internet connections for the purpose of (1) preparing assignments to be submitted via email and/or "E-College", the online course system of Texas A&M-Commerce;
(2) communicating regularly with the course instructor and other students enrolled in the course;
(3) retrieve course materials and documents from the instructor; and (4) submit assignments for feedback and evaluation.

COURSE OBJECTIVES:

Designed for graduate-level students who are interested in strengthening their skills as leaders among their colleagues, participants in this course will:

1. Demonstrate an awareness and understanding of problems facing school leaders through assigned readings and class discussion..
2. Demonstrate professional improvement in the art of reflection as a tool to increase teacher effectiveness.
3. Contribute significantly to their campus and/or community by initiating leadership in special initiatives that will benefit teachers, classrooms, parents, administrators, and/or the community.
4. Demonstrate, as documented through the Leadership Log, the ability to translate what is learned into a variety of new and meaningful applications relative to teaching, instructional leadership, and student achievement in the classroom.
5. Demonstrate the importance of self-discipline, self-determination, and leadership among other teachers by developing a personal mission statement that not only addresses their core beliefs and commitments, but also provides direction and structure to their teaching enterprise.
6. Use reading of professional literature from business and industry to broaden their perspective and increase their skill in leading others to improve
7. Demonstrate, through the four essays and the final presentation, that the academic and professional experiences over the past three years in the cohort have resulted in clear and distinct changes and improvements in teaching effectiveness and student achievement.

REQUIRED TEXTS:

Rath, Tom and Conchie, Barry (2009), *Strengths –Based Leadership: Great leaders, Teams, and Why People Follow* , New York: Gallup Press. ISBN# 978-1-59562-025-5
***PURCHASE HARD COPY ONLY OF THIS TEXT

Hord, S. M., & Sommers, W. A. (2008). *Leading Professional Learning Communities: Voices from Research and Practice*. Thousand Oaks, CA. Corwin Press.

Monroe, L. (1997). *Nothing's impossible: Leadership lessons form inside and outside the Classroom*. New York: Public Affairs.

SUPPLEMENTAL TEXTS

Giancola, J. M., & Hutchison, J. K. (2005). *Transforming the culture of school leadership: Humanizing our practice*. Thousand Oaks, CA: Corwin Press.

Pellicer, L. O. (2003). *Caring enough to lead: How reflective thought leads to moral leadership*. Thousand Oaks, CA: Corwin Press.

ON-LINE RESOURCES:

Academic Leadership – <http://www.academicleadership.org/>

Advancing Women in Leadership – <http://www.advancingwomen.cm/awl/awl.html>

Center for Creative Leadership – <http://www.ccl.org/CCLCommerce/index.aspx>

Center for Ethical Leadership – <http://www.ethicalleadership.org/>

Journal of Cases in Educational Leadership – <http://www.ucea.org/html/cases/>

COURSE EXPECTATIONS & REQUIREMENTS:

1. **Class Attendance and Participation.** Attendance at all class meetings is required and is essential to your success in this experience. It is important that you demonstrate professional attitudes and behaviors that reflect the acceptance of responsibility, reliability, and dependability. Among these responsibilities is regular attendance at classes. Students who miss class without an excused absence are subject to a reduction in their final grade. Excused absences include (a) verified illness, (b) participation in a required/authorized university activity, (c) death in the student’s immediate family, (d) obligation at legal proceedings, and (e) other absence determined by individual faculty members to be excusable. Participants are expected to be on time and to actively participate. Your attendance and participation may impact your grade, particularly if you’re on the borderline of a grade. More than one absence (excused or not) results in a final grade no higher than B. In the event of a missed class, you are responsible for obtaining class materials/assignments/notes from one of your peers.

2. **Assigned Reading Reflections:** During the course of this class, you will be creating “pithy quotes” for each of your assigned readings. Typically, a pithy quote is comprised of three elements: a) one or more quotes of significance selected by you, b) an illustration and/or visual representation of the quote, and c) a personal reflection about the selection of the quote and its significance to you, leadership, and/or education. Your pithy quotes may be used in both Threaded Discussions within e-college and during in class discussions. They should eventually be compiled into a collection of quotes. You are encouraged to be creative in collecting and assembling this compilation. You should bring your pithy quotes for the assigned readings to every class meeting. Your final compilation will be brought to the fifth class session.

2. **Leadership Project & Log to Document 15 Hours of Leadership.** Please note that your log this semester has a significant change. In the past you have turned in Teaching Application Logs. This semester you will turn in a Leadership Log. This is a major change in focus from improvement in your own classroom to improvement of your leadership skills as a master teacher. The following events will occur:
 - First Class – Description of this requirement & proposal
 - Second Class –Review of your proposal with a focus on goal clarity, how you will document strategic actions, and assessment of outcomes.
 - Third Class Session- Leadership Log Update Report
 - Fourth Class Session-Leadership Log Update Report
 - Fifth Class Session –Leadership Log Update Report
 - Sixth Class Session - Leadership Log, Final Reflection & Project Presentation is due.

3. **Read and Discuss a Trade Book on Leadership.** In pairs, you will read and discuss a trade book on leadership, sharing important principles and strategies that apply to teacher leaders. Due dates on reading are as follows:
 - Due 2nd Class Session - First one-third of book.
 - Due 3rd Class Session - Second one-third of book.
 - Due 4th Class Session - Final one-third of book.

Books for Book Study Share may be selected from the following:

Books for Book Share Study	
Collins, Jim and Hansen, Morten H. (2011) Great by Choice: Uncertainly, chaos, and luck; why	

OVERALL PASS for the comprehensive exams. This OVERALL RATING of PASS or FAIL is required by the University to graduate.

6. **Complete Documentation Required for Graduation.** Although graduation is not a requirement for the course, it is an expectation of cohort membership. Therefore, during the course of the semester the following documents will be completed and turned in:
- **Application for Graduation** – For all members graduating in May, an application for graduation must be submitted and a fee (\$30.00) paid. This procedure will be completed in the second class session.
 - **Submission of final degree plan (submitted with the Application for Graduation)** Final copies of degree plans must be submitted with the Application for Graduation. This procedure will be done in the second class session.
 - **Application to take the Comprehensive Examination** – All cohort members must submit an application to take the comprehensive examination. This application is available online through the Department of Curriculum & Instruction. website This procedure will be completed in the second class session.
 - **Ordering Graduation Regalia (caps and gowns)** - Once your application for graduation is submitted, you will receive a letter from the university in which (a) you are approved to graduate or (b) deficiencies to be removed are identified. Once that is taken care of, you order your caps and gowns through the Commerce or Mesquite Center Bookstore.

To access and use eCollege, follow these directions:

1. Go the main TAMU-Commerce website: <http://www.tamu-commerce.edu/home/>
2. On the left side menu, click the “**Current Students.**”
3. Again, in the menu, click on **MyLeo.**
4. Enter your Username (Campus-wide ID) and Password (or PIN number). This will take you to the “MyLeo” home page for everything you do online: entering eCollege, registering for classes, paying tuition and fees, getting your transcripts, changing your name and address, checking email, etc.
5. Click on “eCollege” to take you to the Home Page for our class.
6. In one of the gray bands, click the + sign on the “Fall 2008 Web-Enhanced” link. That will take you to your course.
7. Now do three things:
 - Read any announcements that are there.
 - Take yourself through the Student Orientation Tutorial. This is required if you have not used eCollege before.
 - Take time to click on all of the links to read the syllabus, check on assignment dates, read through the assignments under each week of lessons, etc.
8. Look for assignments that are due between now and the 2nd class.

GRADING PRACTICES

Grading for the course is based on the evaluation of your work in the following areas:

- Attendance/Participation (which means coming prepared by having read the assignments) – 20% of your final grade
- Pithy Quote Collection and Threaded Discussion -20% of your final grade
- Growth Essays for Comprehensive Exam

- Written reflection, discussion, and presentation of your leadership book study share- 20 % of your final grade
- Leadership Log, Reflection, and Presentation of your Leadership Project -40% of your final grade

With the exception of the PDAS Essay Comprehensive Exam, which is graded as PASS/FAIL, all other requirements will be graded on a scale of 0 (lowest grade) to 100 (highest grade) based on the criteria outlined below:

90 – 100 = Exceptional: Well above average in thought, language structure, and word choice; extremely well organized; shows thorough understanding and assimilation of concepts; excellent sense of unity; polished transition between concepts or thoughts; frequent sentence variation which adds to flow and unity of paper; quality word choice that may be unusually striking, vivid, or creative; virtually free of errors.

80 – 89 = Commendable: In general command of thought, sentence structure, and word choice; organized; shows some understanding of concepts; good sense of unity; good transition between concepts or thoughts; some sentence variation which adds to flow and unity of paper; good word choice that may be vivid or striking; few, if any errors.

70 – 79 = Developing: Probably functional in terms of thought, sentence structure, and word choice; paper is organized although it may be weak in logic, example, or unity; shows some understanding of the concept; some points may lack clarity or sense of unity; although transition may be lacking, some sentence variation; appropriate word choice for college level writing, although word choice may sometimes be elementary; some errors may distract from continuity of paper; in need of instruction.

0- 69 = Not Turned In Or Does Not Meet Level of “Developing.” If work is turned in, it lacks in several of the following characteristics of good work: content, depth of coverage, analysis and/or thought, organization, quality, sentence structure, word choice, logic, depth of understanding, and neatness of presentation.

Semester Grade: Final grade in this course is based on the overall quantity and quality of course requirements, class activities, and level of participation as a cohort member.

- 1. Appeal of Final Grade in EDCI 535.** Any student who is not satisfied with their final grade in EDCI 535 and believes he or she can justify why the final grade should be higher is welcome to participate in the process of appeals. The policy for appealing a semester grade is available through the office of the Department of Elementary Education, Texas A&M University-Commerce, Commerce, Texas. Generally, the student must first make an appointment with his or her professor and present in writing the reasons why he or she believes a higher grade was earned. The professor is obliged to hear and read the case and provide an answer to that appeal with a reasonable time. If the student continues to be dissatisfied with the decision of the professor, the student may contact the head of the Department of Elementary Education and continue the appeal at that level.
- 2. Appeal of a Failing Grade On the Comprehensive.** If you fail your comprehensive examination (i.e., six essays), you may either (a) appeal the grade by requesting a meeting of a department advisory committee or (b) wait until the following semester and submit a new or revised portfolio. If you choose to appeal your grade and meet with the advisory committee, the decision of the committee will be in writing.

TENETS OF BEHAVIOR

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, Conduct)

ACADEMIC INTEGRITY/HONESTY STATEMENT

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, or be brought before a higher level of governance for possible dismissal from the university.

AMERICANS WITH DISABILITIES ACT (ADA)

Texas A&M University-Commerce does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. In the event a student with confirmed disabilities covered in the ADA expects modifications of any requirements, products, or performance in this course, the student has the responsibility of providing the instructor, at the beginning of the course, with written verification from the appropriate A&M Commerce officials of any disabling condition and the prescribed modifications. Requests from students with disabilities for reasonable accommodations must contact the Director of Disability Resources & Services, Halladay Student Services Bldg., Room 303D, (903-886-5835).

TENTATIVE COURSE OUTLINE/SCHEDULE

January 21 - Course Introduction, Syllabus Overview, Information about Leadership Project and Strengths Finder Assessment

February 18– Strengths Finder Results and Analysis; Examining Leadership Project Proposals; Leadership Activities related to readings and your leadership projects; Book Study Discussion of first 1/3 of Leadership Trade Book

March 18–Leadership Panel with invited leaders from your district; Book Study Discussion of second third of your Leadership Trade Book;

April 8- Book Study Discussion of the final third of your Leadership Book; Final Preparation and Presentation of Book Shares of your Leadership Books; Leadership Activities related to readings and your leadership projects

May 13- Presentation of Leadership Projects and other concluding activities.