



Course Syllabus

COURSE NUMBER	COURSE TITLE:	Instructor	CREDIT HOURS:
LEAD 6000.ID	Introduction to Education Leadership	Dr. Laura S. Brock 314/398-0441 laura@thebrocks.org	1

COURSE DESCRIPTION:

Introduction to Education Leadership initiates aspiring school leaders into the Webster University Specialist, Certification Program in Educational Administration. Participants will examine what leaders must know (knowledge), value (dispositions), and do (performances) to advance the learning and life chances of young people.

The fundamental premise of this course is that there are not prescriptions or recipes that guarantee excellent leadership. Research and practical knowledge suggest that exemplary leaders thrive on the challenges of answering significant questions, pursuing deep understanding, and participating in a community of learners.

Through introspection and interaction, each participant will engage in self-assessment and reflection in order to identify:

- a. Goals that build on personal strengths and address individual challenges;
- b. Strategies to reach (including professional growth experiences)
- c. Products and performances that document goals have been achieved.

This course introduces the seven abiding ethical leadership questions:

1. The Justice Question: How can we be just to each child, as an individual and as a learner, and create a just and disciplined school as well?
2. The Teaching Question: How can we assure our children and the community that every member is performing effectively and still value each individual staff member as well?
3. The Purpose Question: How can we produce measurable learning products and develop children who are capable of healthy learning, social, moral, and work process as well?

4. The Resource Question: How can we encourage constant growth and improvement in school and acknowledge the realistic limitations on our ability to meet such goals as well?
5. The Change Question: How can we foster improvement and change, and respect and value each staff member and citizen as well?
6. The Ownership Question: How can we honor the perspectives and purposes of multiple constituencies and work toward unified goals that will benefit all children as well?
7. The Autonomy Question: How can we honor the teacher creativity and autonomy and shared purposes, curricula, and equitable resources as well?

LEARNING OUTCOMES:

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
Develop strategies and goals that build on personal strengths and address individual challenges	<p>The educational leaders/graduate will demonstrate and model scholarship and lifelong learning skills.</p> <p>The educational leader/graduate will demonstrate effective teaching, learning, and leadership based on sound theory and practice and ethical decision making to create an optimal learning environment.</p>	<p>SOE Goals 1.1.1, 1.12, .1.4 SOE Dispositions 1.1.1, .1.2, 1.1. 3, 1.1.4 ISSLC 3.1.1,3.1.1.5, 3.1.1.6, 2.2.6, 1.2.2.7, 1.3.5.3.1, 1. 3.5, 3.12, 1.3.5.3.16</p>
Identify products and performances that document that goals have been achieved.	<p>The educational leader/graduate will reflect upon his/her own practice in order to become an agent of change in classrooms, schools and communities.</p> <p>The educational leaders/graduate will demonstrate respect for and participate in a diverse community of global learners including students, teachers, colleagues, and families</p>	<p>SOE Goals 1.1.4, 2.2.1, 2.2.2, 2.2.3, 2.2.4 SOE Dispositions 1.1.1, 1.1.3, 2.1.2, 2.2.4, 3.3.2 ISSLC 1.3.6.1.3, 1.3.6.1.7, 1.3.6.1.8, .3.6.2.1, 1.3.6.2.2, 1.3.6.2.5</p>

WEEKLY SCHEDULE OF READING, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

<p>Week 1: Introduction, course syllabus, assignments, activity</p>	<ul style="list-style-type: none"> • Overview of course and program • Goal setting • Self assessment on leadership traits, strengths/areas of competence • Teaching group activity/read and present • Philosophy of education leadership • Question 1 • Building your portfolio
<p>Week 2</p>	<ul style="list-style-type: none"> • Philosophy of education • Leadership development • Sharing question 2 • Case studies • Bring resume to next class
<p>Week 3</p>	<ul style="list-style-type: none"> • Review resume • Question 3 discussion • Question 4 discussion • Case study
<p>Week 4</p>	<ul style="list-style-type: none"> • Class summary • Turn in all papers

RESOURCES:

Buckingham, Marcus & Donald O. Clifton, (2001). Now, Discover Your Strengths. New York, N.Y.: Free Press. (ISBN 0-7432-0114-0)

Cahn, Steven M. (1997). Classical and Contemporary Readings in the Philosophy of Education. New York, N.Y.: McGraw-Hill. (ISBN 0-07-009619-8)

Publication Manual of the American Psychological Association (5th ed.), 2001, American Psychological Association. (ISBN 11557988102)

EVALUATION:

A multifaceted approach will be used to assess the learner's mastery of the knowledge, dispositions, and performances identified in the MOSTep Standards. Large and small group activities, individual and group projects, written reports and classroom presentations using technology will be utilized to allow students to demonstrate mastery in a variety of contexts.

TOTAL CLASS POINTS = 100

Attendance 15 points

Participation 15 points

Papers 70 points

Total 100 points

Assessments	Links to Course Outcomes	Percentage of Grade
Attendance	All	15
Participation	All	15
Papers	All	70

GRADING SCALE

90-100 A

80-89 B

70-79 C

60-69 D

LATE SUBMISSION OF ASSIGNMENTS:

Assignments, which are not handed in by the deadlines listed on the syllabus, will be penalized one full letter grade. No original assignments will be accepted after the final class time. Mutually agreed to revisions of previously evaluated assignments will not be accepted after the last scheduled day of the term.

Students who do not complete the requirements of the course by the final class period published on the syllabus will receive no credit unless they have developed a contract with the instructor in advance of the end of the course.

ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/web page address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

Students will receive a failing grade for the course.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMODATIONS POLICY:

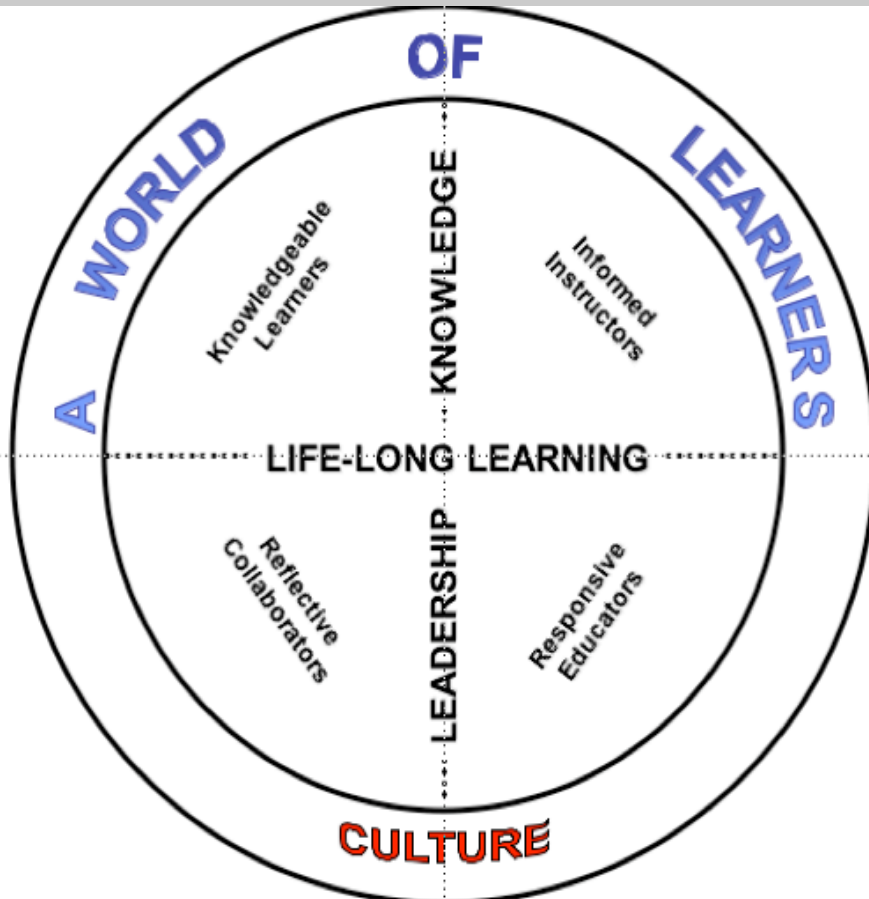
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: “ . . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence