



Course Syllabus

COURSE NUMBER: LEAD 6001 Fall 2008	COURSE TITLE Foundations of Educational Leadership	TERM: Fall, 2008
SITE: Litzsinger School Special School District	INSTRUCTOR CONTACT INFORMATION: Dr. Mary Bevel Annie Ritter	CREDIT HOURS: Five Credit Hours

1. COURSE DESCRIPTION: This course will help students understand how the educational process occurs in the context of modern society and is influenced by the forces of the larger community. The student will examine the role and responsibilities of the building principal as an educational leader. Students will employ active inquiry, experimentation and reflection to investigate issues of ethnicity, gender, equity, social justice and ethics.

2. LEARNING OUTCOMES:

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
The Student will: <ol style="list-style-type: none"> 1. Develop knowledge of and analyze complex historical, cultural, sociological, philosophical, and theoretical perspectives which impact the education leadership process. 2. Study the role of the building principal as an education leader. 3. Understand the theory and research that describe the effective school. 4. Identify specific strategies necessary to lead high performing schools. 5. Investigate issues of ethnicity, gender, equity, disability, social justice and ethics. 6. Investigate issues and concerns of educational leadership from the perspectives of urban, suburban and rural districts. 7. Select elementary, middle, or high school principalship as an area of concentration. 8. Develop inquiry and reflective 	Education Specialist Degree School of Education Webster University Goals 1.The educational leader/graduate will demonstrate and model scholarship and lifelong learning skills. 2.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 3.The educational leader/graduate will reflect upon his/her own practice in	ISSLC Standards 1.3.1 A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community Knowledge 1.3.1.1.1 1.3.1.1.2 1.3.1.1.2 1.3.1.1.3 1.3.1.1.5 1.3.1.1.6 Dispositions 1.3.1.2.1 1.3.1.2.2 1.3.1.2.4 1.3.1.2.6 1.3.1.2.7 Performances 1.3.1.3.1 1.3.1.3.2 1.3.1.3.3 1.3.1.3.4 1.3.1.3.5 1.3.1.3.6 1.3.1.3.7 1.3.1.3.8 1.3.1.3.9 1.3.1.3.10 1.3.1.3.11 1.3.1.3.12 1.3.1.3.13 1.3.1.3.14 1.3.2 A School administrator is an educational leader who promotes the success of all students by advocating, nurturing and

<p>skills.</p> <p>9. Demonstrate professional attitudes and behaviors expected of educational leaders</p>	<p>order to become an agent of change in classrooms, schools and communities.</p> <p>4. The educational leader/graduate will demonstrate respect for and participate in a diverse community of global learners including students, teachers, colleagues, and families.</p>	<p>sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Knowledge 1.3.2.1.3 1.3.2.1.7 1.3.2.1.9 1.3.2.1.10 1.3.2.1.11</p> <p>Dispositions 1.3.2.1.1 1.3.2.2.2 1.3.2.2.4 1.3.2.2.6 1.3.2.2.7 1.3.2.2.8</p> <p>Performances 1.3.2.3.1 1.3.2.3.3 1.3.2.3.4 1.3.2.3.6 1.3.2.1.3.7 1.3.2.3.8 1.3.2.3.10 1.3.2.3.11 1.3.2.3.12 1.3.2.3.15 1.3.2.3.16 1.3.2.3.18</p> <p>1.3.3 A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.</p> <p>Knowledge 1.3.3.1.1</p> <p>Dispositions 1.3.3.2.2 1.3.3.2.3 1.3.3.2.4 1.3.3.2.5 1.3.3.2.7</p> <p>Performances 1.3.3.3.3 1.3.3.3.4 1.3.3.3.7 1.3.3.3.8 1.3.3.3.9 1.3.3.3.12 1.3.3.3.13 1.3.3.3.14 1.3.3.3.15 1.3.3.3.16 1.3.3.3.17 1.3.3.3.18</p> <p>1.3.3 A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members responding to diverse community interests and needs, and mobilizing community resources.</p> <p>Knowledge 1.3.4.1.1 1.3.4.1.2 1.3.4.1.3 1.3.4.1.5</p> <p>Dispositions 1.3.4.2.2 1.3.4.2.3 1.3.4.2.4 1.3.4.2.5 1.3.4.2.6 1.3.4.2.7 1.3.4.2.8</p> <p>Performances 1.3.4.3.1 1.3.4.3.2 1.3.4.3.3 1.3.4.3.4 1.3.4.3.5 1.3.4.3.8 1.3.4.3.10 1.3.4.3.11 1.3.4.3.12 1.3.4.3.13 1.3.4.3.14</p>
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		<p>1.3.5 A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner .</p> <p>Knowledge</p> <p>1.3.5.1.1 1.3.5.1.2 1.3.5.1.3</p> <p>1.3.5.1.4 1.3.5.1.5</p> <p>Dispositions</p> <p>1.3.5.2.1 1.3.5.2.2 1.3.5.2.3</p> <p>1.3.5.2.4 1.3.5.2.5 1.3.5.2.6</p> <p>1.3.5.2.7</p> <p>Performances</p> <p>1.3.5.3.1 1.3.5.3.2 1.3.5.3.3</p> <p>1.3.5.3.4 1.3.5.3.5 1.3.5.3.6</p> <p>1.3.5.3.7 1.3.5.3.8 1.3.5.3.9</p> <p>1.3.5.3.10 1.3.5.3.11</p> <p>1.3.5.3.12</p> <p>1.3.5.3.13 1.3.5.3.15</p> <p>1.3.5.3.16</p> <p>1.3.6 A school administrator is an educational leader who promotes the success of all students by understanding and influencing the larger political, social, economic., legal and cultural context.</p> <p>Knowledge</p> <p>1.3.6.1.1 1.3.6.1.2 1.3.6.1.6</p> <p>Dispositions</p> <p>1.3.6.2.1 1.3.6.2.3 1.3.6.2.4</p> <p>Performances</p> <p>1.3.6.3.2 1.3.6.3.4</p> <p>1.3.6.3.3 1.3.6.3.6</p> <p>Standards for Advanced Programs in Educational Leadership ELCC Professional Competencies for School Leader Preparation (Advanced) ISLLC 1.3</p> <p>ELCC 1.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (ISLLC 1.3.1)</p> <p>ELCC 2.0: Candidates who complete the program are educational leadership who have the knowledge</p>
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		<p>and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff (ISLLC 1.3.2) ELCC</p> <p>ELCC 3.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment (ISLLC 1.3.3)</p> <p>ELCC 4.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources (ISLLC 1.3.4)</p> <p>ELCC 5.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner. (ISLLC 1.3.5)</p> <p>ELCC 6.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context (ISLLC 1.3.6)</p>

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Session I – August 27, 2008

Class Topics:

- Introduction and Overview of the Course
- Review of Expectations and Projects, Go over syllabus, Quality work 1x, Writing Center report, Grade rubric, Sign-in Sheet
- Organization of Learning Groups – Small group membership assigned
- Assignment of Responsibilities for Readings
- Facilitation of Discussion – everyone gets a chance
- Class Norms -- Facilitator
- Certification Requirements -- Shalla Phillips
- Organizational Structures in American Education – Chart your district, school, state. Differentiate public/private
- Analysis of Schools and the Structural Models Used
- Leadership, Management and Decision Making

Activities:

- Large group discussion – Leadership, Philosophy and Decision Making
 - List two people in class you would want to be with if an intruder were in your school-CONFIDENTIAL
- Small group discussion -- Purpose and Role of Public Education
- Hypothetical discussion – Conflicting Values

Assignment:

- Reading for next week: Cahn, Section 6, John Mill
- Jossey and Bass, Part One – The Principals of Leadership (Five authors)
- Fullan, Chap. 3 & 4
- Payne, Chap. 9

Session II - September 3, 2008

Class Topics:

- Defining Leadership
- Leadership & Motivation
- Leadership Styles & Theories
- Theories of Motivation

Activities:

- Report out on Conflicting Values* -- Facilitator
- Large group – Report out on Readings for this week (9)
- Small group discussion – Purpose and role of Public Education
- Hypothetical discussion – Can All Students Really Learn?

Assignment:

- Write a summary and review of a professional journal article related to leadership, problem solving or decision making
(Two page maximum, double space, 12 point Times Roman font). Turn in Session IV*
- Reading for next week: American Public School Law: Chapters 1 and 2
 - Cahn: Section 3 on Locke and Section 4 on Rousseau
 - Payne: Chapter 1

Session III - September 10, 2008

Class Topics:

Portfolio Development for Certification – Chip Jones
Colonial Education to the Civil War
Development of Public Education in the U.S.
Formal (Tightly Coupled) and Informal (Loosely Coupled) Organizations – handout small group exercise
Decision Making and Power – handout small group exercise

Activities:

Report out on Can All Students Really Learn? -- **Facilitator**
Large group – Report out on Readings for this week (5)
Small group discussion -- Handouts above
Hypothetical discussion – A Camera or a Fence?

Assignment:

Create an individual Power Point Presentation purposing A School Change – see School Change Project in this syllabus.

Turn in on Session XIV *//** **Presentation 18 minutes in sessions XIV, XV or XVI.**

Reading for next week: Cahn: Section 8 Dewey
Jossey and Bass, Part 2: Moral Leadership – 5 authors
Fullan: Chap. 2

Session IV – September 17, 2008

Class Topics:

Education: Civil War to the Present
Learning Theories
Moral Leadership

Activities:

Report out on A Camera or a Fence? -- **Facilitator**
Large group discussion – Report out on Readings for this week (7)
Small group discussion – Present/demonstrate what the theory looks like [Mills, Locke, Rousseau, Dewey]
Hypothetical discussion – A New Man in a Mess
***Turn in Review of journal article on Leadership, Problem Solving or Decision Making.**

Assignment:

Write a summary of an interview with a building level or district level administrator responding to the question:

What are your most important leadership functions in your role as a school administrator.

(Two pages, double space, 12 point Times Roman font). Turn in and give oral report on Session X**

Reading for next week: Jossey and Bass, Part 3 -- Culture & Change (Chap. 11, 12, 15) and
Part 4 -- Standards & Systems (Chap. 16, 18)
Fullan: Chap. 1 & 6

Session V – September 24, 2008

Class Topics:

Leading, Governing and Funding
Culture and Change
Standards & Systems

Activities:

Report out on A New Man in a Mess – **Facilitator**
Large group discussion – Report out on Readings for this week (7)
Large group – VIDEO on The Life of John Dewey
Small group discussion – How is Dewey effecting education in our schools today?
Hypothetical – Drawing a Line in the Sand

Assignment:

Write a summary and review of a professional journal article relating to school governance or school funding.

(Two pages, double space, 12 point Times Roman font). Turn in Session VII****

Reading for next week: Cahn: Chapter 7 – Alfred Whitehead
American Public School Law: Chapters 3 and 4
Fullan: Chap. 7

Session VI – October 1, 2008

Class Topics:

Differences between Systems Theory and Other Theories of Learning
Beliefs and Vision
Building a Vision
Organizational Planning and Strategic Planning
Action Planning/Project Management
Goals for Achievement
Restructuring the Curriculum, Learning and Time

Activities:

Report out on Drawing a Line in the Sand -- Facilitator
Large group discussion – Report out on Readings for this week (5)
Small group discussion -- Effective Schools Research – What really makes school work?
Hypothetical – Whose Vision Is It?

Assignment:

Create a small group presentation using a Flip Cam and Power Point to apply what you have learned from the Ruby Payne work A Framework for Understanding Poverty. Show what is happening in your schools, compare/contrast the schools. Propose changes that need to be made in each school to adjust for the impact of poverty on achievement.

Present to class Session XIII*****

Reading for next week: Cahn: Chapters 15 – Maritain and 16 – Freire
Payne: Chapters 2, 3, 4

Session VII – October 8, 2008

Class Topics: Language/Register, Classism, Racism, Poverty

Activities:

Report out on Whose Vision is It? -- Facilitator

Large group discussion – Report out on Reading for this week (5)
Large group activity – VIDEO on Henry Giroux
Small group discussion – Purpose and Role of Leadership
Hypothetical discussion – Walk a Mile in My Shoes

*****Turn in summary of a professional journal article relating to school governance or school funding.**

Assignment:

Write a reflection on the topic: Positive and negative implications of “No Child Left Behind” for my school would include: NOTE: Do NOT editorialize!
(Two pages, double space, 12 point Times Roman font). Turn in Session IX/**

Reading for next week: Cahn: Chapters 12 – Gutman and 13 – Scheffler
Payne: Chapters 5, 6, 7

Session VIII – October 15, 2008

Class Topics:

Educational Theory, Daily Reality and Leadership – make them connect.
Emotional Resources
Support Systems
Theories of Motivation
Discipline

Activities:

Report out on Walk a Mile in My Shoes -- Facilitator
Large group discussion -- Report out on Reading for this week (5)
Debate -- Intrinsic Verses Extrinsic Rewards

Small group discussion – What is an Ethical Leader? List traits and/or scenarios

Hypothetical discussion – Special Education in Kindergarten

ABC's of Disability Rights

Assignment:

Write a paper describing: The leadership style under which you prefer to work and why this style of leadership motivates you as a professional educator.

(Two pages, double space, 12 point Times Roman font). Turn in Session X***

Reading for next week: Cahn: Chapters 11 – Walzer and 21 -- Green

Jossey Bass, Part Five – Diversity & Leadership (4)

Session IX – October 22, 2008

(Change small groups)

Class Topics:

Publics and Diversity

The Impact of Gender, Ethnicity, Age and Other Diversities

Leading for Diversity

Activities:

Report out on Special Education in Kindergarten -- Facilitator

Large group discussion -- Report out on Reading for this week (6)

Large group – VIDEO on Brown vs. Topeka

Large group discussion – Ahha's on B v. T

-- Identify diversity sensitivities for various diversity groups

Hypothetical discussion – ABC's of Nooses and Hate Symbols

****/Turn in reflection on the Implications of "No Child Left Behind" in your school.***

Assignment for next week:

Do Simulation on-line: www.mpea.org (Click #1 Home, click Instmaterials, click vignettes, click vignette-summary.html., go to the right side of the page under "NEWS" click on Simulations do The Recalcitrant Child.

Be prepared to discuss next week.

Readings: Alexander and Alexander: Chapters 5 & 6

Session X – October 29, 2008

Class Topics:

Conflict Theory

The Benefits of Conflict

The Costs of Conflict

Conflict Management

Managing the Staff

Activities:

Report out on ABC's of Nooses and Hate Symbols-- Facilitator

Large Group – Report out on Readings for this week (2)

Large Group – Give Reports on a Leader (Interviews)

Student Debate – Conflict is Never Good

Hypothetical discussion – The Recalcitrant Child (simulation)

*****Turn in Leadership Interview***

******Turn in reflection paper on your preferred Leadership Style.***

Assignment:

Write a summary of a professional journal article regarding Conflict.

(Two pages, double space, 12 point Times Roman font). Turn in Session XII /**

Reading for next week: Cahn: Chapters 22 – Rorty and 23 – Searle

Session XI – November 5, 2008

Class Topics:

School Reform and Educational Change
Planning Change
Managing Change
Assessment

Activities:

Report out on The Recalcitrant Child – Facilitator
Large Group – Report out on Readings for this week (2)
Large group debate – A Nation at Risk Has Been the Best Thing to Happen to Public Education since Sputnik
Small group discussion – How does a building principal build teaming? List actions &/or attributes
Hypothetical discussion – Because I Have a Turban

Assignment for next week:

Reading: Alexander and Alexander: Chapters 12 & 19
Bring copies of your district policies related to two **law topics** you have read this semester.

Session XII – November 12, 2008

Class Topic:

School Law: The Legal System
Historical Perspective of Public Schools
Role of the Federal Government
Church / State Issues

Activities:

Report out on Because I Have a Turban – Facilitator
Large Group – Report out on Readings for this week (2)
Large group discussion – Discuss your district policies and how they relate to Law Readings
Small group discussion – List actions and practices principals can take to avoid legal issues.
Hypothetical discussion – The School Choir Sings at the Methodist Church
Turn in summary of a professional journal article relating to Conflict.!!

Assignment for next week:

Ruby Payne Small Group Presentation due next week.

NOTE: All Hard copies for presentations are due to both Mary Bevel and Annie Ritter on the first night of the presentation!

Session XIII – November 19, 2008

Class Topic and Activity:

All hard copies of presentations need to be given to Mary Bevel and Annie Ritter
Small Group Presentations on Ruby Payne work on Poverty and how it looks in Our Schools. *****
Hypothetical discussion – ABC's of Domestic Poverty

Assignment for next three (3) weeks:

Prepare for individual Power Point Presentation on your proposed “School Change Project”

Session XIV – December 3, 2008 at Emerson Library

Class Topic and Activity:

All hard copies of presentations need to be given to Mary Bevel and Annie Ritter */*/*/
Individual Presentation on a Proposed School Change

Assignment for next TWO (2) weeks:

Student Power Point Presentation of Change Project

Session XV – December 10, 2008 at Emerson Library

Class Activity:

List two people in class you would want to be with if an intruder were in your school

Individual Presentation on a Proposed School Change

Session XVI – December 17, 2008 at Emerson Library

Class Activity:

Individual Presentation on a Proposed School Change

Journal Reviews All journal articles must come from referred professional journals in education or a related field. The journal reviews shall follow APA style (12 point, Times Roman font) and contain three (3) sections:

1. A bibliographic reference for the article (single spaced)
2. A summary of the principle research questions studied in the article and the results or the policy issue discussed (double spaced)
3. An application of how the theme of the journal article can be applied to the student's educational responsibilities. (Double spaced)

The Scoring Rubric for the six (6) Journal Articles and Papers (40 points per paper = 240 total points possible):

1. **Critical Thinking & Analysis** – Sites application & insight into administrative work
Relates to philosophical and theoretical background **20 Points Possible**
 2. **Clarity, Organization of Writing** – Clear identification of introduction, body of discussion, analysis, key findings, and conclusion.
Writing is clear, descriptive, succinct and error free. **10 Points Possible**
 3. **Professional Appearance** -- Cover page with all relevant and needed information.
Clear use of space to enhance readability
No errors, APA Style, normal margins, proper spacing &
Font size, clear well designed graphics if needed. **10 Points Possible**
- 40 Total**

Poverty Project (120Points Possible)

A group of students (designated by instructors) will work together in groups to document, using a flip cam, and identify aspects of poverty and its ramifications in their individual schools. A Group power point presentation will show what is happening in the schools and compare/contrast the schools (objectively and without judgment). The final analysis will be to propose changes that need to be made in each school to adjust for the impact of poverty on achievement.

The Scoring Rubric for the Poverty Project (120Points Possible):

1. **Presentation and paper show collaboration between school, families and community to respond to diverse community interests, needs and resources:** **40 Points Possible**
 - Shows methods of outreach aimed at business, religious, political and Service organizations (4.1.e)
 - Demonstrates the ability to collaborate with community agencies to integrate health, social and other services (4.1.g)
 - Demonstrates leadership for serving students with special and exceptional needs (4.2.c)
 - Capitalizes on the diversity of the school community to improve school programs and meet diverse student needs (4.2.d)
2. **Presentation and paper demonstrate understanding, responding to, and influencing the larger political, social, economic, legal and cultural context:** **40 Points Possible**
 - Analyzes the complex causes of poverty in the school community on families, children and learning (6.1.c)
 - Describes the economic factors in the community that shape and affect the school (6.1.e)
 - Analyzes and describes the cultural diversity in the school community (6.1.f)
 - Describes the community norms and values and how they relate to the role of the school in promoting social justice (6.1.g)
3. **Clarity and Organization of Presentation and Writing** **10 Points Possible**
 - Clear identification of introduction, body of information and analysis as well

As a conclusion.

- Writing and presentation is clear, descriptive, succinct and error free.
4. All group members contribute equally to the project (input rubric) 10 Points Possible
5. Professional Appearance 20 Points Possible
- Cover page with all needed information
 - APA Style with typical margins, double spacing, 12 pt. Times Roman font for Readability
 - Hard copy turned in on time
 - Presentation and hard copy are error free

120 Total

School Change Project (140 total point possible)

- 1 Students will select a topic or something you would like to change in your district, school or classroom. The topic can be something discussed in class or another topic in which you have an interest. The topic must represent significant issues in schools today and reflect topics being addressed by colleagues in school districts. Examples include: inclusion, a new staff development model, changing from a semester to a trimester system for grading and reporting to parents, changing from a “letter grade” grading system to a standards based grading system, implementing a school wide discipline program.
- 2 Students will select an appropriate organizational behavior / change model that you will use to develop and guide the change selected. Indicate your rationale for selection of the change model.
- 3 Identify the stakeholders - - who will be affected by the change. Describe how you will introduce the change to the stakeholder groups, gain their support, and involved them in the process.
- 4 Students will describe a need and a rationale for the change. Use facts, data and research to support your need for change. Identify the source of the data. State the goals for the change project using specific, strategic, measurable, attainable, results oriented and time defined goals.
- 5 Develop an implementation / action plan for making the change a reality. Develop a timeline for the project, identify the individual who are responsible for the project, major assignments to individuals to accomplish the project, projected meetings, resources needed, training required, and approximate costs. The action plan should also include a method of evaluating the success of the program / project.
- 6 Describe what the program/project will look like if the change is successful. Who will benefit? What will be the outcome? How will the change be sustained - - who will be responsible for sustaining the change and how will that be accomplished?

The Scoring Rubric for the Change Project (140 total point possible):

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|---|--------------------|
| 1. The topic for change selected is significant (2.2.a) | 10 Points Possible |
| 2. The “Change Model” selected is appropriate and addresses rationale for selecting that change model (1.1.b, 3.1.a) | 10 Points Possible |
| 3. Using facts, data &/or research there is support for the needed change (1.2.b) | 10 Points Possible |
| 4. Stakeholders are identified and it is clear (1.5.a, 1.5.b, 3.3.a) | |
| • How the change is introduced | |
| • How the stakeholders’ support is gained | |
| • How stakeholders were brought “on board” to make the change happen | 20 Points Possible |
| 5. The sources of the research/data/facts are identified (1.4.b) | 10 Points Possible |
| 6. The goals of the change are stated (1.2.a) | 10 Points Possible |
| 7. An Implementation/Action Plan is developed with persons responsible stated (1.3.a, 3.1.a) | 10 Points Possible |
| 8. A timeline for the change plan is outlined (1.3.b) | 10 Points Possible |
| 9. There is a description of the project outcome (what the change will look like) if the change is successful. Who will benefit? (1.5.b, 3.1.b) | 10 Points Possible |
| 10. Describes how the change will be sustained both financially and manpower. | 10 Points Possible |
| 11. Presentation & hardcopy has a professional appearance is on time and error free. | 30 Points Possible |
| | 140 Total |

4. RESOURCES:

Required Text(s):

Required for all Four Blocks

Alexander and Alexander, American Public School Law, 6th Edition
West Thompson Learning ISBN 0-534-27424-2

Required for this Block

The Jossey-Bass Reader on Educational Leadership, SECOND EDITION –
A Wiley Company, 2000 ISBN 0-7879-8400-0

Cahn, Classic and Contemporary Readings in the Philosophy of Education ISBN 0-07-009619-8

Fullan, Leading in a Culture of Change ISBN 978-0-7879-8766-4

Payne, Ruby, A Framework for Understanding Poverty, ISBN 0-9647437-2-8

Websites

www.tolerance.org
www.mpea.org

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
Journal Articles and Reflections	1, 2, 3, 4, 5, 6, 7, 8, 9	240 Points
Poverty Project	1, 2, 6, 7, 8	120 Points
Change Project	1, 2, 3, 4, 5, 6, 8, 9	140 Points
Attendance	8, 9	80 Points
Preparation	8, 9	25 Points
Professionalism	8, 9	25 Points

6. GRADING SCALE:

A (93% & above) 586 – 630
A- (90%) 567 – 485
B+ (87%) 548 -- 566
B (83%) 523 – 547
B- (80%) 504 – 522
C+ (77%) 485 -- 503
C (70%) 441 – 484
F (69% & below) 440 and below

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE PROVIDED BY THE STUDENT. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE

ACADEMIC HONESTY POLICY

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/webpage 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:

One infraction will result in a "0" for the project. Another infraction will result in an "F" for the course.

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

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ACCESSIBILITY/ACCOMMODATIONS 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.

7. Attendance

Attendance in class is required. If a student misses any class, the student must notify the instructor. Students may miss one class without penalty. If a student misses two or three classes, the student will prepare a paper of at least 5 pages on one of the topics presented on the date the student missed. The paper should draw references from professional, refereed journals or from the DESE Website or from Websites of other Governmental Organizations or Professional Organizations. The paper will be due the week following the class.

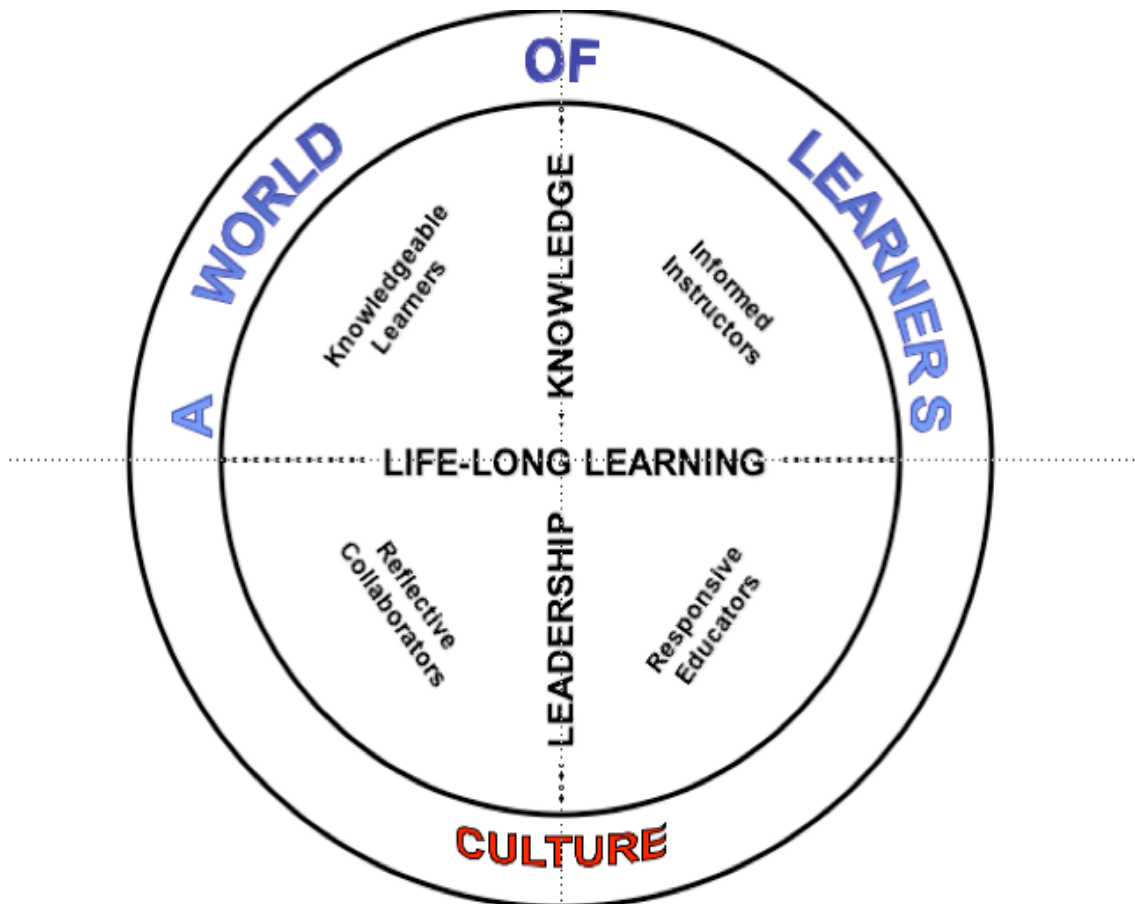
Students who miss more than three classes are subject to an "Incomplete" for the class. Special arrangements must be made with the instructor to determine the work that must be completed for a grade in the class. The instructor reserves the right to require that the student enroll for the class during a subsequent semester.

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.

**School of Education
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.

School of Education 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