

Course Syllabus

LEAD 6009 ID

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Leadership Seminar

Summer 2005

2 hours

Special School District
12110 Clayton Road
Town & Country MO

COURSE DESCRIPTION/COMPETENCIES/LEARNER OUTCOMES:

The Leadership Seminar is the culminating experience of the Specialist Degree in Educational Leadership administrator certification program. This course offers individualized and collaborative opportunities for prospective school administrators to:

- Integrate learning from coursework, internships and other professional experiences
- Complete and present a professional portfolio that documents achievement of all the Standards for School Leaders
- prepare for the Interstate School Leaders Licensure Consortium (ISLLC) Examination
- Articulate a philosophical, theoretical framework for leadership

Students will present documents and written commentary that, taken together, clearly demonstrate analysis, application, and synthesis of each ISLLC standard.

Standards for School Leaders

1.3 Professional Competencies for School Leader Preparation (Advanced)

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.

1.3.2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

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.

1.3.4: 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.

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.

1.3.6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

A major focus of this course will help students demonstrate knowledge, disposition/beliefs and p across each of the ISLLC standards for educational leadership. While each of the knowledge, dis performance sub indicators is addressed in this course, emphasis will be placed on cultivating the

The administrator believes in, values, and is committed to:

1.3.1.2.2. A school vision of high standards of learning

1.3.1.2.6. A willingness to continuously examine one's own assumptions, beliefs, and practices

1.3.1.2.7. Doing the work required for high levels of personal and organization performance

The administrator facilitates processes and engages in activities ensuring that:

:1.3.1.3.3. The core beliefs of the school vision are modeled for all stakeholders

1.3.1.3.8. The vision shapes the educational programs, plans, and actions

The administrator facilitates processes and engages in activities ensuring that:

1.3.2.3.7. Life long learning is encouraged and modeled

1.3.2.3.8. There is a culture of high expectations for self, student, and staff performance

1.3.2.3.12. The school is organized and aligned for success

The administrator has knowledge and understanding of:

1.3.3.1.1. Theories and models of organizations and the principles of organizational development

1.3.5.3.1. Examines personal and professional values

1.3.5.3.2. Demonstrates a personal and professional code of ethics

1.3.5.3.3. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance

Note: A listing of the "Knowledge," "Disposition," and "Performance" indicators specific to this outlined in the Missouri Standards for Teacher Education Programs (MoStep) will be provided in this course.

Questions that emulate the ISLLC examination will be presented and individually answered in ea areas. Students will share their own professional portfolio and response to these questions with e then make follow-up refinements in their own professional portfolio. A philosophical/theoretical leadership will be discussed throughout the course with reflective activities that solidify each indi own perspective. Finally, there will be a strong reflective/self-analysis component combined wit development plan that bridges into the future.

COURSE SCHEDULE:

Session 1:

Course overview

ISLIC Portfolio format and expectations
ISLLC examination format and expectations
Principle-Centered Leadership Overview

- Read Principle-Centered Leadership, chapters 1-6
Participation and reflective activity in reference to these presentation (in class activity 5 points)

Session 2:

Portfolio and examination response presentations and reviews
Facilitating the vision of learning within the school community
Understanding and responding to the larger context

- Complete the first two sets of activities in the ISLLC Portfolio
Component Package and include products completed during the overall specialist program that document your work in these areas. (15 points)
Presentations/overview/discussion of personal and interpersonal effectiveness
- Read Principle-Centered Leadership, chapters 7-12 with class
presentation of 1-2 selected chapters (10 points)
- Participation and a reflective activity in reference to these presentation (in class activity 5 points)

Session 3:

Portfolio and examination response presentations and reviews
Sustaining a culture conducive to student learning
Supporting Professional growth and development

- Complete the last three sets of activities in the ISLLC Portfolio
Component Package and include products completed during the overall specialist program that document your work in these areas
Presentations/overview/discussion of Managerial and Organizational Development
- Read Principle-Centered Leadership, chapters 13-18 with class
presentation of 1-2 selected chapters (10 points)
- Participation and reflective activity in reference to these presentation (in class activity 5 points)

Session 4:

Portfolio and examination response presentations and reviews
Organizing Resources for an effective learning environment
Collaborating with families and community

- Complete the last three sets of activities in the ISLLC Portfolio
Component Package and include products completed during the overall specialist program that document your work in these areas
Presentations/overview/discussion of Managerial and Organizational Development
- Read Principle-Centered Leadership, chapters 19-24 with class
presentation of 1-2 selected chapters (10 points)
- Participation and reflective activity in reference to these presentation (in class activity 5 points)

Session 5:

- Final revised portfolio and examination response presentation and review
- Share your final portfolio with focus placed on the revisions made as a result of feedback from this class
- Presentations/overview/discussion of Managerial and Organizational Development
- Read Principle-Centered Leadership, chapters 25-31 with class presentation of 1-2 selected chapters (10 points)
- Participation and reflective activity in reference to these presentation (in class activity 5 points)

Session 6:

- Final revised portfolio and examination response presentation and review
- Share your final portfolio with focus placed on the revisions made as a result of feedback from this class
- Turn in final program essay
- Accountability/Data/Advocacy
- Instructional outcomes for all: reach and teach each student together (instructional core and best practice)
- The Skillful Leader: Commitment/Expectation/Skill
- Collaborative Leadership among and between all
- Participation and reflective activity in reference to these presentation (in class activity 10 points)

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integrated Missouri Assessment Program (MAP) standards and grade levels will be integrated in the course when appropriate.

TEXT USED:

Principle-Centered Leadership, Stephen R. Covey, Franklin Covey Co., A Fireside Book Published by Schuster, New York

ISLLC School Leadership Series "Registration Bulletin," and "Test at a Glance," publication and School Leaders Licensure Assessment: Study Kit, books 1-4

You can order these over the phone (609-771-7395) or write to:

The School Leadership Series, Educational Testing Service, P.O. Box 6051, Princeton, NJ 0854

SUPPLEMENTS:

Interstate School Leaders Licensure Consortium (ISLLC) Portfolio Component, ISLLC

EVALUATION: A = 120 points
 A- = 115 points

B+ = 110 points

B = 105 points

LEAD 6009 Standards and Assessment Activities Code/ISLLC Indicator/Course Standard

Activity 1.3.1-6A major focus of this course will help students demonstrate knowledge, disposition performance/skills across each of the ISLLC standards for educational leadership. ISLLC Portfolio descriptor of the knowledge, disposition and performance for each sub indicator for every ISLLC Standard along with the corresponding documentation and a reflective activity for each standard. Documentation will include conceptual frameworks, model program narratives, school/program/district wide evaluation and improvement plans, belief platforms, position papers, application projects/activities, reflective journals, self analysis reflections, professional development action plans.

1.3.1.2.2 The administrator believes in, values, and is committed to a high standards of learning ISLLC Portfolio Activity: Narrative descriptor of the disposition/belief sub indicator for every ISLLC Standard along with the corresponding documentation and a reflective activity for each standard. The reflective component will stimulate growth, innovation, best practice application and implementation as it would relate to the individual, classroom, building district and community levels. Culminating professional development plan that bridges into the future. Documentation could include: include conceptual frameworks, belief platforms, position papers, reflective journals, self analysis reflections, professional development action plans.

1.3.1.2.6 The administrator believes in, values, and is committed to a willingness to continuously own assumptions, beliefs, and practices ISLLC Portfolio Activity: Narrative descriptor of the disposition/belief sub indicator for every ISLLC Standard along with the corresponding documentation and a reflective activity for each standard. The reflective component will stimulate growth, innovation, best practice application and implementation as it would relate to the individual, classroom, building district and community levels. Culminating professional development plan that bridges into the future. Documentation could include: include conceptual frameworks, belief platforms, position papers, reflective journals, self analysis reflections, professional development action plans.

1.3.1.2.7 The administrator believes in, values, and is committed to doing the work relevant to the levels of personal and organizational performance ISLLC Portfolio Activity: Narrative descriptor of the disposition/belief sub indicator for every ISLLC Standard along with the corresponding documentation and a reflective activity for each standard. Students will participate in and model the high standard of excellence through class discussion, study groups and individual assignments throughout this course. Documentation could include: include conceptual frameworks, model program narratives, school/program/district wide evaluation and improvement plans, belief platforms, position papers, application projects/activities, reflective journals, self analysis reflections, professional development action plans.

1.3.1.3.3 The administrator facilitates processes and engages in activities ensuring that the core beliefs of the school vision are modeled for all stakeholders ISLLC Portfolio Activity: Narrative descriptor of the performance/skills demonstrated for each sub indicator for every ISLLC Standard along with the corresponding documentation and a reflective activity for each standard. Documentation could include: include conceptual frameworks, model program narratives, school/program/district wide evaluation and improvement plans, belief platforms, position papers, application projects/activities, reflective journals, self analysis reflections, professional development action plans.

1.3.1.3.8 The administrator facilitates processes and engages in activities ensuring that the vision shapes the educational programs, plans, and actions ISLLC Portfolio Activity: Narrative descriptor of the performance/skills demonstrated for each sub indicator for every ISLLC Standard along with the corresponding documentation and a reflective activity for each standard. Documentation could include: include conceptual frameworks, model program narratives, school/program/district wide evaluation and improvement plans, belief platforms, position papers, application projects/activities, reflective journals, self analysis reflections, professional development action plans.

1.3.2.3.7 The administrator facilitates processes and engages in activities ensuring that life long learning is encouraged and modeled ISLLC Portfolio Activity: Narrative descriptor of the performance/skills demonstrated for each sub indicator for every ISLLC Standard along with the corresponding documentation and a reflective activity for each standard. The reflective component will stimulate growth, innovation, best practice application and next step implementation as it would relate to the individual, classroom, building district and community levels. Culminating professional development plan that bridges into the future. Documentation could include: include conceptual frameworks, model program narratives, school/program/district wide evaluation and improvement plans, belief platforms, position papers, application projects/activities, reflective journals, self analysis reflections, professional development action plans.

1.3.2.3.12 The administrator facilitates processes and engages in activities ensuring that there is a culture of high self, student, and staff performance ISLLC Portfolio Activity: Narrative descriptor of the knowledge, disposition and performance for each sub indicator for every ISLLC Standard along with the corresponding documentation and a reflective activity for each standard. Students will participate in and model the high standard of excellence through class discussion, study groups and individual assignments throughout this course. Documentation could include: include conceptual frameworks, model program narratives, school/program/district wide evaluation and improvement plans, belief platforms, position papers, application projects/activities, reflective journals, self analysis reflections, professional development action plans.

improvement plans, belief platforms, position papers, application projects/activities, reflective journal reflections, professional development action plans. 1.3.3.1.1 The administrator has knowledge and theories and models of organizations and the principles of organizational development ISLLC Portfolio Activity: Narrative descriptor of the knowledge, disposition and performance for each sub indicator for every ISLLC Standard along with the corresponding documentation and a reflective activity for each standard. Documentation could include: include conceptual frameworks, model program narratives, school/program/district wide evaluation and improvement plans, belief platforms, position papers, application projects/activities, reflective journal reflections, professional development action plans. 1.3.5.3.1 The administrator examines personal values ISLLC Portfolio Activity: Narrative descriptor of the disposition/belief sub indicator for every ISLLC Standard along with the corresponding documentation and a reflective activity for each standard. The reflective activity will stimulate growth, innovation, best practice application and next step implementation as it would relate to the individual, classroom, building district and community levels. Documentation could include: include conceptual frameworks, belief platforms, position papers, reflective journals, self analysis reflections, professional development action plans. 1.3.5.3.2 The administrator demonstrates a personal and professional code of ethics ISLLC Portfolio Activity: Narrative descriptor of the disposition/belief sub indicator for every ISLLC Standard along with the corresponding documentation and a reflective activity for each standard. Documentation could include: include conceptual frameworks, belief platforms, position papers, reflective journals, self analysis reflections, professional development action plans. 1.3.5.3.3 The administrator demonstrates values, beliefs, and attitudes that lead to higher levels of performance ISLLC Portfolio Activity: Narrative descriptor of the performance/skill sub indicator for each sub indicator for every ISLLC Standard along with the corresponding documentation and a reflective activity for each standard. Documentation could include: include conceptual frameworks, model program narratives, school/program/district wide evaluation and improvement plans, belief platforms, position papers, application projects/activities, reflective journals, self analysis reflections, professional development action plans. 1.3.1-6 A theoretical framework for leadership will be discussed throughout the course with reflective activities from each individual students own perspective. ISLLC Portfolio Activity: Narrative descriptor of the knowledge and performance for each sub indicator for every ISLLC Standard along with the corresponding documentation and a reflective activity for each standard. Students will discuss principles of effective leadership in a student centered manner. This framework will be incorporated into the portfolio narrative and documentation. Documentation could include: include conceptual frameworks, model program narratives, school/program/district wide evaluation and improvement plans, belief platforms, position papers, application projects/activities, reflective journals, self analysis reflections, professional development action plans. 1.3.1-6 Administrators will complete a reflective/self-analysis activity and a professional development plan that bridges into the future. ISLLC Portfolio Activity: Narrative descriptor of the disposition/belief sub indicator for every ISLLC Standard along with the corresponding documentation and a reflective activity for each standard. The reflective activity component will stimulate growth, innovation, best practice application and next step implementation as it would relate to the individual, classroom, building district and community levels. A final program essay/self reflection activity will be completed. A cultural and professional development plan that bridges into the future will also be completed.

FINAL PROJECT: Educational Leadership Portfolio: Students must present convincing evidence that all standards have been met.

FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

- Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.

NOTE; Papers will not be available for pick up from the School of Education Office.

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.
- STUDENTS ARE TO MAKE COPIES OF ALL THEIR WORK FOR THE INSTRUCTOR TO KEEP. THUS, A COPY OF THE FULL PORTFOLIO WILL BE RETAINED FOR THE PROGRAM.

