

Course Syllabus

COURSE NUMBER: LEAD 6009 ID

COURSE TITLE: Leadership Seminar

TERM: Summer/Fall 2008

SITE: Campus Program (12110 Clayton Road Room 60)
INSTRUCTOR CONTACT INFORMATION:

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CREDIT HOURS: 2

1. Course Description:

The Leadership Seminar is the culminating experience of the Specialist Degree in Educational Leadership and/or 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 Standards for School Leaders (ELCC/ISLLC)
- prepare for the Interstate School Leaders Licensure Consortium (ISLLC) Examination
- Articulate a philosophical, theoretical framework for leadership
- Develop skills and strategies for job acquisition

Students will present a portfolio that contains documents and written commentary that, taken together, clearly demonstrates knowledge, analysis, application, and synthesis of each ELCC/ISLLC standard. Questions that emulate the ISLLC examination will be presented and individually answered in each of the standard areas. Students will share their own professional portfolio and response to these questions with each other and then make follow-up refinements in their own professional portfolio. A philosophical/theoretical framework for leadership will be discussed throughout the course with reflective activities that solidify each individual students own perspective. Finally, there will be a strong reflective/self-analysis component combined with a professional development plan that bridges into the future.

2. Learning Outcomes

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed

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

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

1.3.4.2.2. Collaboration and communication with families

1.3.4.2.4. The proposition that diversity enriches the school

1.3.5.3.2. A personal and professional code of ethics

1.3.5.3.3. Values, beliefs, and attitudes that inspire others to higher levels of 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

1.3.1.3.6 processes that use the fundamental principles of interpersonal communication, consensus building, conflict resolution, and organizational change

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

1.3.2.3.7. Life long learning is encouraged and modeled

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

**Week 1
Overview**

- ELCC/ISLIC Portfolio format and expectations
- ELCC/ISLLC examination format and expectations
- Principle-Centered Leadership
- Development of skills and strategies for job acquisition
- Review Portfolio Standard 4: Communication/Collaboration (Review in whole or in small groups write in inserts then take home and update for next class)
- Prep for Portfolio Standard 1: Vision (review expectation, brainstorm ideas in whole or small groups, take home and write up for next class)
- Participation and reflective activity in reference to this presentation (in class activity 5 points)
- Homework complete first draft Standard 1 & 4 (narrative/power-point and documentation)
- Read Principle-Centered Leadership, chapters 1-6

Week 2

- Review Portfolio Standards 4 & 1 (Review in whole or in small groups write in inserts then take home and update for next class)
- Prep for Portfolio Standard 2: Effective Instruction/Climate/Professional Development (review expectation, brainstorm ideas in whole or small groups, take home and write up for next class)
- Group dialogue Principle-Centered Leadership, chapters 1-6 (5 points)
- Participation and reflective activity in reference to this presentation (in class activity 5 points)
- Homework: Complete final draft of Standard 1, and 4 complete first draft Standard 2 (narrative/power-point and documentation) Read Principle-Centered Leadership, chapters 7-12

Week 3

- Review Portfolio Standard 1, 2 & 4 (Review in whole or in small groups write in inserts then take home and update for next class)
- Prep for Portfolio Standard 3: Managing the Organization, Operations, and Resources (review expectation, brainstorm ideas in whole or small groups, take home and write up for next class)
- Group dialogue Principle-Centered Leadership, chapters 7-12 (5 points)
- Participation and reflective activity in reference to this presentation (in class activity 5 points)
- Homework: Complete final draft of Standard 2 and complete first draft Standard 3 (narrative/power-point and documentation), Read Principle-Centered Leadership, chapters 13-18

Week 4

- Review Portfolio Standard 3 (Review in whole or in small groups write in inserts on two copies, one for me and one to take home and update for next class)
- Prep for Portfolio Standard 5: Professional Ethics & 6: Influencing the Larger Context (review expectation, brainstorm ideas in whole or small groups, take home and write up for next class)
- ELCC/ISLLC 1A (5 points)
- Whole group (30 min)

Small group (10 min)

Individual (6 min)

Small group 14 min)

Group dialogue Principle-Centered Leadership, chapters 13-18 (5 points)

Participation and reflective activity in reference to this presentation (in class activity 5 points)

Initiate the final program self-analysis/reflection related to disposition development

Development of skills and strategies for job acquisition

Homework: Complete final draft of Standard 3 and first draft Standard 5 & 6 , Read Principle-Centered Leadership, chapters 19-24

Week 5

Review Portfolio Standard 1-6 (Review in whole or in small groups write in inserts on two copies, one for me and one to take home and update for next class)

Prep for Portfolio, A holistic look at format: introduction, conclusion and artifact organization (review expectation, brainstorm ideas in whole or small groups, take home and write up for next class)

ELCC/ISLLC 1B (5 points)

Whole group (30 min)

Small group (15 min)

Individual (10 min)

Small group 15 min)

ELCC/ISLLC 2 (5 points)

Whole group (75 min)

Individual (60 min)

Small group (40 min)

Group dialogue Principle-Centered Leadership, chapters 19-24 (5 points)

Participation and reflective activity in reference to this presentation (in class activity 5 points)

Development of skills and strategies for job acquisition

Homework: Possible tweaking of Standards and complete final overall format: introduction, conclusion and artifact organization, possibly the ISLLC 2 individual and read Principle-Centered Leadership, chapters 25-31

Week 6

Final turn in of completed Portfolio (That will stay with the program) and final program essay

ELCC/ISLLC 2 (5 points)

Whole group (75 min)

Individual (60 min)

Small group (40 min)

Group dialogue Principle-Centered Leadership, chapters 25-31 (5 points)

Development of skills and strategies for job acquisition

Culminating Activity

Individual: Top 10 Principals/concepts from the program (15 min)

Small group dialogue (30 min)

Professional Development Plan (10 points)

Turn in final program self-analysis/reflection related to disposition development

Homework: Celebrate completion of the program

4. RESOURCES:

Required Text(s):

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

ISLLC School Leadership Series “Registration Bulletin,” and “Test at a Glance,” publication and finally the 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 08541-6051

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

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

Students will present a portfolio that contains documents and written commentary that, taken together, clearly demonstrates knowledge, analysis, application, and synthesis of each ELCC/ISLLC standard at the progressing to proficient level or above (See criteria in the “Dominant Program Outcome Rubric,” and “Portfolio Rubric,” toward the end of this syllabus for further information) in order to pass this course. Each standard is worth 20 points, for a total of 120 points.

Questions that emulate the ELCC/ISLLC examination will be presented and individually answered in each of the standard areas. Students will share their own professional portfolio and response to these questions with each other and then make follow-up refinements in their own professional portfolio. Self analysis of responses will follow individual rubrics that are consistent with the school leaders licensure assessment process and congruent with ELCC, ISLLC, MoSTEP & SOE standards. These rubrics can be found in the School Leaders Licensure Assessment: Study Kit, books 1-4. Individual completion of a sample vignette will be worth 15 points, for a total of 60 points.

A philosophical/theoretical framework for leadership will be discussed throughout the course with reflective activities that solidify each individual students own perspective. Individual, small and large group dialogue using the test “Principle-Centered Leadership,” will be used as the basis for this activity. Students will outline each chapter and dialogue on content in class. Each weekly outline and participation in the dialogue session will be worth 5 points, for a total of 25 points (See the “Participation Rubric,” at the end of this syllabus for further information).

Finally, there will be a strong reflective/self-analysis component combined with a professional development plan that bridges into the future. Each self analysis activity will be worth 5 points, for a total of 30 points The compilation of each self analysis activity will culminate in the development of a next step professional development plan that will be worth 10 points. (See the “Self Analysis/Action Plan Rubric,” at the end of this syllabus for further information).The total point value for these additional class activities, as outlined in the course schedule, will then be applied to the grading scale listed below.

Course outcome activity:

Pick one thing that you have learned in this class and used in your classroom/program/building. Describe how this knowledge/skill has impacted on student learning. Provide baseline and post data to support this area of impact. Consider throughout this session and complete before the end of the session.

Assessments
Links to Course Outcomes
Percentage of Grade

<p>Dominant Program Outcome Rubric: 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</p>	<p>Portfolio Activity: Narrative descriptor of the knowledge, disposition and performance for each sub indicator for every ELCC/ISLLC Standard along with the corresponding documentation and a reflective activity for each standard. Applied portfolio activity for each outcome areas, see “Dominant Program Outcome Rubric,” toward the end of this syllabus</p>	<p>50%</p>
<p>Students will complete problem solving/conflict resolution/decision making vignettes and case studies.</p> <p>This 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 all in the context of the ELCC, ISLLC, MoSTEP & SOE Goals and Dispositions. Self analysis of responses will follow individual rubrics that are consistent with the school leaders licensure assessment process and congruent with ELCC ISLLC, MoSTEP & SOE standards.</p>	<p>25%</p>	
<p>Principle Centered Leadership Book Study</p>	<p>This component will focus on best practice principles consistent with ELCC, ISLLC, MoSTEP & SOE standards with a focus on disposition and professional ethics.</p>	<p>25%</p>

6. GRADING SCALE:

Students will present documents and written commentary that, taken together, clearly demonstrates knowledge, analysis, application, and synthesis of each ISLLC standard at the Progressing to proficient level or above in order to pass this course. The total point value for additional class activities, as outlined in the course schedule, will then result in the following grading scale:

- A = 228 or more points
- A- = 216 - 227 points
- B+ = 204 - 215 points

B = 192 – 203 points

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

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/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:

Students who plagiarize will earn "no credit" for the assignment. Students may receive a grade reduction, no credit for the course, or dismissal according to university policy.

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

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.

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

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Dominant Program Outcome Rubric	-								
Missouri Professors of Educational Administration Advanced Certification									
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There is clear and consistent evidence that the candidate ensures by leading the local school community in accomplishment of the expectations. The evidence presented is: Developed, effective, applicable, reasonable, complete	-								
<u>Exemplary(Exem)</u>									
There is comprehensive and convincing evidence that the candidate ensures by leading the local school community in accomplishment of the expectations. The evidence presented is: integrated, thoughtful, insightful, complex, conclusive									
							Prog	Prof	Exem
		1.1b, 2.3c, 2.4a, 3.1a							
		1.1a-b, 2.2b, 4.2c							
		1.1-5, 2.1-4, 3.1, 3.3a							

1.2b, 1.4b-c, 1.3b, 3.1a									
1.4 Uses data for vision-driven change.	2.4a-c								
	1.4a, 1.3b,3.2a								
1.5 Promotes personal reflection (open to continuous review and revision through thoughtful study of one's beliefs and practices).									
1.6 Uses fundamental principles of interpersonal communication, consensus building, conflict resolution, and organization change.									
Expectations					ELCC Elements/ Actions	L/N	Prog	Prof	Exem
	2.2a,								
	2.1a								
	2.1a, 4.2b 2.2a&c 2.2b								
Standard 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.	2.3a-c, 2.4a-c								
	2.4a-c								
	2.1a, 4.2b, 6.1a&c&f								
Expectations					ELCC Elements/ Actions	L/N	Prog	Prof	Exem
2.2 Supports a culture for a caring school community.	1.4c,3.1a-c, 3.3a								
	3.1a-c								
2.3 Uses student assessment grounded in the belief that each student can learn.	1.5b,4.1f 3.1b-c								
2.4 Uses student data that improve instruction.	1.3a,2.3b, 3.1b-c								
2.5 Develops, evaluates, and refines curriculum.	5.1a								
2.6 Plans professional development for staff.	3.2c								

	2.2c, 3.3c								
3.8 Uses technology to manage school operations.									
Expectations					ELCC Elements/ Actions	L/N	Prog	Prof	Exem
Standard 4 A school administrator is an educational leader who promotes the success of all students by collaborating with family and community members, responding to diverse community interests and needs, and mobilizing community resources.		1.3a, 1.5a, 3.3b 4.1a&f&g, 4.3a-c							
		1.3a, 4.1e, 4.2a							
		1.3a, 4.1a-b&f							
		1.2a&c, 1.3b, 1.5b,3.2a-b,4.1d&h (all of 4.1-3), 6.2							
		1.1b, 4.2d							
4.1 Fosters the involvement of the community in the educational programs of the school.									
Expectations					ELCC Elements/ Actions	L/N	Prog	Prof	Exem
4.2 Fosters the involvement of the school in the life of the community.		5.1-3							
		2.1a							
4.3 Fosters the involvement of families in the educational prog school.		2.1a							
		5.1-3							
		2.3b							
		3.1a, 4.1f, 5.2a, 5.3a							
4.4 Fosters collaboration and communication among members of the school and school community.									
4.5 Demonstrates diversity is valued.									
Expectations					ELCC Elements/ Actions	L/N	Prog	Prof	Exem

	4.1c, 6.1b&d-h, 6.2a, 6.3a&c				
6.1 Promotes open and ongoing communication with community types concerning trends, issues potential change	6.1b6.3b				
6.2 Develops school policies and regulations consistent with local, state, and federal laws.					
Portfolio Rubric (For Each ELCC/ISLLC Standard Area)					
LEAD 6009					
Name: _____					
Semester: _____					
Project Name: _____					
Assessment of ELLC/ISLLC Standards (120 total points)					
Activity Area		Progressing/Basic		10 points Little/No 0 points	

Exemplary
20 points
Proficient
15 points

	<p>Includes a general overview of what you know, believe and do as it relates to each specific indicator. This would include multiple concepts/principles/ processes and corresponding applied activities/examples and/or skills. Multiple Artifacts that clearly state your performance in application of skills/activities as an emerging leader and how it relates to each indicator area would also be included. This narrative is developed, effective, applicable, reasonable and complete.</p>	<p>Includes a brief/ beginning overview/ listing of what you know, believe and do as it relates to each specific indicator. This would include some concepts/ principles/ processes and corresponding applied activities/ examples and/or skills. One or more artifacts is/ are listed with a beginning statement of performance in application of skills/ activities as an emerging leader and how it relates to each indicator area is included.</p>	<p>Includes a short listing of what you know, believe and do as it relates to each specific indicator. This may include some concepts/principles/ processes or corresponding applied activities/examples and/or skills. An artifact is listed.</p>
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Portfolio Activities

LEAD 6004

Includes a thorough and detailed narrative of what you know, believe and do as it relates to each specific indicator. This would include multiple concepts/ principles/ processes and corresponding applied activities/ examples

Participation Rubric							
LEAD 6009							
Name: _____							
Semester: _____							
Project Name: _____							
PART 1: Assessment of ELLC Standards (25 Overall Total Points)							
Activity Area	Proficient	25 points	Basic	10 points	Little/No	0 points	

Exemplary
35 points

<p>Participation Candidates fully participate in all small and large group activities. Students consistently apply excellent communication/collaboration skills. A thorough grasp of interrelated processes/concepts/principles along with detailed supportive strategies/activities/examples is evident. Leadership/facilitation skills are consistently applied during small and large group activity. Candidates fully participate in all small and large group activities. Students generally apply excellent communication/collaboration skills. A thorough grasp of processes/concepts/principles along with detailed supportive strategies/activities/examples is evident. Leadership/facilitation skills are normally applied during small and large group activity.</p>	<p>Candidates generally participate in all small and large group activities. Students generally apply good communication/collaboration skills. A basic grasp of processes/concepts/principles along with some detailed supportive strategies/activities/examples is evident. Leadership/facilitation skills are applied at times during small and large group activity.</p>	<p>Candidates inconsistently participate in all small and large group activities. Students apply some communication/collaboration skills. A sporadic grasp of processes or concepts or principles with minimal supportive strategies/activities/examples is evident. Leadership/facilitation skills are seldom to never demonstrate during small and large group activity.</p>
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Self Analysis/Action Plan Rubric

LEAD 6009

Name: _____

Semester: _____

Project Name: _____

(35 Overall Total Points)

Activity Area		Proficient	20 points	Progressing/ Basic	10 points	Little/No 5 points
Self-Analysis, Reflection, Action Plan Activities Includes a thorough and detailed description of Identified strengths, areas needing enhancement and corresponding action plans with the self-analysis tool and data attached. This narrative is integrated, thoughtful, insightful, complex and conclusive.	<p align="center">Exemplary 30 points</p> Includes a general description of Identified strengths, areas needing enhancement and corresponding action plans with the self-analysis tool and data attached. This narrative is developed, effective, applicable, reasonable and complete.	Includes brief outline of Identified strengths, areas needing enhancement and corresponding action plans with the self-analysis tool and data attached.		Includes a list of Identified strengths, areas needing enhancement or just turns in the self-analysis tool and data attached.		