Tri-College University Educational Leadership Course Syllabus   Fall 2010

COURSE TITLE: Personnel, Supervision, and Staff Development
COURSE NUMBER: EDUC 735/635
CREDIT HOURS: 4 Semester Hours
 INSTRUCTOR: Ann Trousdale Clapper, Ed.D.
OFFICE: North Dakota State University
                         Educational Leadership Program
                         FLC 210C
                         Department 2625
                         PO Box 6050
                         Fargo, ND 58108-6050
EMAIL: ann.clapper@ndsu.edu
OFFICE PHONE: (701) 231-9772
OFFICE FAX: (701) 231-7416
OFFICE HOURS: By appointment

I. COURSE DESCRIPTION
This course prepares school leaders to understand the function of human resources administration as a foundation for effective educational programs. Human resource utilization (recruitment, assignment, compensation), human resources development (staff development and evaluation), and human resources environment (organizational climate) are applied to organizational goals including, but not limited to, instructional improvement and student outcomes. Classes are designed for personal inquiry and reflection, group discussion, and application of skills and processes so that the instructional leader may supervise the work of individuals and groups, provide feedback on performance, arrange for professional development, and initiate self development.

II. REASONED ACTION LEADERSHIP MODEL
This course is organized to achieve several intended outcomes. The organization employed therein follows the Reasoned Action Leadership model of development. This model is based upon current knowledge of teaching and schooling, and on the research on administration and leadership found in the National Policy Board Standards for Educational Administration programs.

The Reasoned Action Leadership model holds as fundamental that schools function in a professional sphere that focuses on activities associated with teaching and learning. It is further held that, although leaders are required to perform some managerial tasks, which are only distantly related to the teaching act, the most important professional responsibilities of leaders are those that closely connect with the primary function of schools-- student learning achievement.

In the Reasoned Action Leadership model, the research on and our knowledge of the activities and principles of teaching surround all other components of the school leadership process. This portion of the knowledge base then serves as a conceptual framework for those aspects of education that deal most specifically with school leadership. In this manner--with the principles of teaching encompassing the principles of administration-the interdependence of teachers and administrators is given recognition and.

The Performance Nucleus - Inside the conceptual frame, a performance nucleus exists which is best described as an "input-output leadership performance scheme." It represents a developmental process that begins with the curricular organization of the Tri-College University educational administration program. In the Reasoned Action Leadership Model, the curriculum is organized into six broad areas or curricular building blocks (I -

1

Personal and Professional Development; II - Instructional Leadership; III - Organizational Leadership; IV - Political and Community Leadership; V - Information Systems for Leadership and Instruction; and VI - Role Specialization).   Also contained in the nucleus portion of the model are the generic leadership skill descriptors of the National Association of Secondary School Principals Assessment Center project. The instruction planned is intended to affect students and to be affected by students. In-class experiences are planned which (a) assist students in becoming more aware of their own personal nature, talents, and abilities, and (b) allow for a professor-to-student and student-to-student developmental influence of personal, value-oriented characteristics. Acceptable academic performance in this course and positive participation in the planned activities, coupled with possession of necessary ideograph characteristics, should facilitate acceptable reasoned action.

It is intended that the combined impact of the encompassing conceptual frame and the leadership performance nucleus of the model employed in this course is such that outputs--the leadership behaviors of educators--are consistent with the current research and knowledge of the field as well as with the program faculty's beliefs about the essential character and performance requirements for school leaders as they develop effective schools.

This course is designed to follow the Reasoned Action Leadership Model (RALM) of development, specifically Block II of the six broad curricular blocks of RALM, II. Instructional Leadership.

III. STANDARDS
This course has been designed to meet the following Educational Leadership Constituent Council (ELCC) standards and elements from the National Policy Board for Educational Administration:

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community

1.3   Implement a Vision
a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge 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.

2.2   Provide Effective Instructional Program
a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.

2.3   Apply Best Practice to Student Learning
a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.
b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.
c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

2.4   Design Comprehensive Professional Growth Plans
a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.
b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.
c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.

Standard 3.0: Candidates who complete the program are educational leaders 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.

3.1 Manage the Organization
a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.
b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.
c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner

5.1 Acts with Integrity
a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions

5.2 Acts Fairly
a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others

5.3 Acts Ethically
a. Candidates make and explain decisions based upon ethical and legal principles.

IV. COURSE REQUIRMENTS-MATERIALS
Print-Textbook

Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson. (2nd Edition).
Publisher: Association for Supervision & Curriculum Development.

Technology-Headset Microphone

Students must have a headset with a built-in microphone. External speakers or microphones, the built-in microphone that came with the computer or webcams with built-in microphones will not work as they cause audio quality problems.

V. COURSE REQUIREMENTS-DELIVERY METHODS/COURSE LEARNING ENVIRONMENT

This course will utilize Blackboard (Bb), North Dakota State University's (NDSU) Web-based course management system. Students are expected to utilize Blackboard throughout the course and check the Announcements section (or their NDSU email box) frequently for class announcements and updates. This course will also utilize Wimba Voice Board, an audio based threaded discussion that allows students to post and listen to voice messages.

This course also includes five class sessions via the Interactive Video Network (IVN) system. The IVN class sessions will start at 7:00 p.m. and conclude at 9:50 p.m. on the following dates:

August 23rd
September 20th
October 18th
November 22nd

VI. COURSE REQUIREMENTS-GENERAL

Students are expected to:

- attend all IVN classroom sessions, arrive on time, and participate in class discussions and activities;
- notify the instructor in advance if they are unable to attend class due to an emergency, illness, or professional obligation;
- complete all out-of-class assignments before arriving for class;
- collaborate and work cooperatively with the instructor and other members of the class;
- meet announced deadlines for presenting or turning in assignments;
- treat the instructor, guest speakers, and other members of the class with respect;
- complete all assignments on or before the specified due date.

VII. ASSIGNMENTS
A. Graphic Organizer Due August 30th
Students will complete a Graphic Organizer that connects previous and current learning on course themes to the ELCC Standard Elements. Directions for completing the Graphic Organizer will be provided on the first night of class.

B. Voice Boards/Discussion Boards (50-75 points per post/25 points for response)
Throughout the course, students will be asked to select an article and summarize it or post an oral response or a written response to questions or case studies on the Voice Board or text Discussion Board and respond to other students' posts.

C. Recruitment and Selection Artifacts (75 points) Due October 6th
Students will write a job description for a teacher, prepare a position announcement, and write interview questions based on the work of Charlotte Danielson.

D. Research Papers or Clinical Experience Reports/Papers
1. Students may write four Research Papers (5-10 pages each) on a topic, issue, or problem related to any of the course themes. (Note: If you substitute a Research Paper for the Observation and Evaluation clinical experience, that paper must be 10-15 pages in length.) Research papers must be completed using APA format. Topics must be approved in advance by the instructor.
OR

2. Students may complete four Clinical Experiences and prepare a product/s for each experience.   The Clinical Experiences include:

Induction and Mentoring Standards Audit **(100 points) Due October 20th**
Students will conduct an audit of an educational agency's induction and mentoring practices against established induction and mentoring standards. An Assignment Handout with detailed assignment instructions will be provided. The products of this assignment will be a **Cover Memo** and a **Summary Report**.

Staff Development Standards Audit   (100 points) Due November 4th
Students will conduct an audit of an educational agency's staff development practices against established staff development standards. An Assignment Handout with detailed assignment instructions will be provided. The product of this assignment will be an **Action Plan.**

Observation and Evaluation (200 points) Due November 22nd
Students will carry out field experiences that include conducting a walk through observation, a planning conference, a formal observation, and a post conference (reflection conference). The products of this assignment will be a written summary of the walk-through, completed planning and reflection conference forms, and scripted notes from the formal observation.

Interview (100 points) Due December 13th
Students will develop questions from each of the course themes and interview a Principal. An Assignment Handout with detailed assignment instructions will be provided. The product of this assignment will be a **Professional Growth Plan.**

E. Personnel, Supervision, and Staff Development Platform Due December 13th
Students will write a one page position paper/platform that articulates their beliefs, opinion, values, and attitudes relative to all aspects of personnel, supervision and staff development that will serve as a foundation of professional practice as an educational leader now and in the future. An Assignment Handout with detailed assignment instructions will be provided.

F. Summary and Reflection Worksheets (See schedule for due dates for worksheets)
Students will complete a worksheet that summarizes what was learned by carrying out the activities of each theme and a reflection on the learning that addresses why what was learned is important and how what was learned will help now or in the future as an educational leader. The format for the worksheet will be provided.

G. Portfolio Entry Cover Sheets (points) Due December 13th
Students will complete Portfolio Entry Cover Sheets for the following assignments:

1. Recruitment and Selection Artifacts
2. Induction and Mentoring Standards Audit
3. Staff Development Standards Audit
4. Observation and Evaluation Artifacts
5. Interview (Professional Growth Plan)
6. Personnel, Supervision and Staff Development Platform

The template and directions for completing the Portfolio Entry Cover Sheets will be provided.

VIII. CLASS POLICIES-GRADING
Grades are based upon a percentage of the total points available.
A= 90 % or more of the total points
B= 80-89 % of the total points
C=70-79% of the total points
D=60-69 % of the total points

IX. CLASS POLICIES-MISSED CLASSES
Any missed class must be made up by first viewing the archived IVN class session. Based on the theme of the missed class, students must write a 5 page, APA style research paper (5 pages of content, not including title page, abstract, bibliography, etc.) that includes a discussion of the content of the archived class session and research relevant to the theme of the missed class. The research paper will be due to the instructor within two weeks of the missed class. Failing to comply with this policy will result in a 100 point deduction of points earned.

X. CLASS POLICIES-LATE ASSIGNMENTS
There will be a deduction in points for any assignment that is late. The number of points deducted will be determined by the instructor based on factors such as the number of days that the assignment is late. In case of serious illness or emergency, students should contact the instructor to discuss their options.

XI. PROFESSIONAL ETHICS
All work in this course must be completed in a manner consistent with NDSU Senate Policy, Section 335: Code of Academic Responsibility and Conduct: http://www.ndsu.nodak.edu/policy/335.htm. According to this policy

> The academic community is operated on the basis of honesty, integrity, and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently of deliberately . . . . Faculty members may fail the student for the particular assignment, test, or course involved, or they may recommend that the student drop the course in question, or these penalties may be varied with the gravity of the offense and the circumstances of the particular case.
>
> *Rights and Responsibilities of Community: A Code of Student Conduct*, 1993, pp. 29-30.

As members of the community of educators, students in ED 735/635 are expected to support the code of professional ethics. Plagiarism and other acts of academic dishonesty will not be tolerated.

Academic dishonesty can be divided into four categories and defined as follows:
* Cheating: Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
* Fabrication: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
* Facilitation academic dishonesty: Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.
* Plagiarism: Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

XII. STUDENTS WITH DISABILITIES

Any students with disabilities or other special needs who need special accommodations in this course are invited to share these concerns or requests with the instructor as soon as possible.

XIII. PROFESSIONAL WRITING STANDARD

This graduate course is part of a larger effort to improve the preparation of educational administrators. As future instructional leaders, students in this course are expected to model an understanding of the liberal arts which includes, but is certainly much more than applying correct spelling and grammar in written assignments. While the instructor expects students to enter the course with those writing skills and understandings, students in need of assistance should work closely with the Writing Center at their university, a colleague, the instructor or consult the writing documents posted on Blackboard in the Course Documents to obtain help in perfecting their writing.

XIV. DISCUSSION ETIQUETTE

The following guidelines will govern the text and voice discussions that will be carried out in this class:

- NDSU/MSUM is committed to open, frank, and insightful dialogue in all of its courses.
- Diversity has many manifestations, including diversity of thought, opinion, and values. We encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary
- Learners, as well as faculty, should be guided by common sense and basic etiquette. The following are good guidelines to follow:
  - Never post, transmit, promote, or distribute content that is known to be illegal.
  - Never post harassing, threatening, or embarrassing comments
  - If you disagree with someone, respond to the subject to the person
  - Never post content that is harmful abusive, racially, ethnically or religiously offensive, vulgar, sexually explicit, or otherwise potentially offensive

Special Note: The instructor of this course reserves the right to change, alter, and/or adjust the contents of this syllabus – assignments made – and/or course schedule in any way, shape, or form she deems appropriate during the semester.

SCHEDULE (TENTATIVE)

Date	Theme/Topic	Performance Activities	Assignment	Due Date
August 23	Course Orientation	Discuss ELCC Standards and Course Themes Graphic Organizer Provide overview of book Read pages v-108 and 168-192 in Danielson Book	Complete Graphic Organizer Complete Summary and Reflection Worksheet	Graphic Organizer and Summary and Reflection Worksheet due August 30th
September 6	Recruitment and Selection	Carry out Bb Activities Locate and review an article relative to the theme	Present article review on Voice/Discussion Board Create a job description (teacher) Write a position announcement Create interview questions based on Danielson book Complete Summary and Reflection Worksheet	Post by September 13th Response by September 17th Products due October 6th
September 20 (Class)	Communication and Conflict Resolution	In class activities	Complete Summary and Reflection Worksheet	Due September 27th
September 20	Induction and Mentoring	Carry out Bb Activities Locate and review an article relative to the theme Study Induction and Mentoring Standards	Present article review on Voice/Discussion Board Conduct Induction and Mentoring Standards Audit and write Cover Memo and Summary Report Complete Summary and Reflection Worksheet	Post by September 27th Response by October 1st Cover Memo and Summary Report and Summary and Reflection Worksheet due October 20th
October 4	Professional Growth	Carry out Bb Activities Locate and review an article relative to the theme	Present article review on Voice/Discussion Board Conduct a Staff Development Standards Audit and write an Action	Post by October 11th Response by October 15th Action Plan and

		Study Staff Development Standards	Plan Complete Summary and Reflection Worksheet	Summary and Reflection Worksheet due November 4th
October 18 (Class)	Observation and Performance Evaluation	In-class activities		
October 18	Observation and Performance Evaluation	Carry out Bb Activities Carry out field experiences that include a walk through, a planning conference, an observation, and a post conference (reflection conference)	Prepare a written summary of the walk-through for the teacher Complete planning and reflection conference forms and scripted notes from observation Present insights relative to observation and performance evaluation on Voice/Discussion Board Complete Summary and Reflection Worksheet	Post by November 8th Response by November 12th Products due November 22nd
November 22 (class)	Adverse Situations and Legal, Ethical, and Policy Issues	In class activities	Complete Summary and Reflection Worksheet	Summary and Reflection Worksheet due December 13th
November 22	The Principal's Role	Develop questions from course themes Interview a principal	Create Professional Growth Plan Complete Summary and Reflection Worksheet	Professional Growth Plan and Summary and Reflection Worksheet due December 13th
			Personnel, Supervision, and Staff Development Platform	December 13th
			Portfolio Entry Cover Sheets	December 13th