EDUC 650-D1: Effective Practices for Teaching, Learning, and Collaborative Leadership (3 credits)

“The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”

<table>
<thead>
<tr>
<th>Instructor: Dr. Gerold H. Jarmon</th>
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<tbody>
<tr>
<td>Phone Number: (252) 527-8600 or (910) 672-1181</td>
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<tr>
<td>Email Address: <a href="mailto:gjarmon@uncfsu.edu">gjarmon@uncfsu.edu</a></td>
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<tr>
<td>Semester: Fall 2014</td>
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<td>Meeting Day &amp; Time: ONLINE</td>
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<td>Office Location: 241 Butler Hall</td>
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<td>Online or Teleconference Office Hours: 11:00 a.m. – 1:00 p.m. Other appointment times available. Please be sure to contact me at (252) 527-8600.</td>
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Course Credit Hours: 3

Course Description
An advanced study of effective teaching practices supported by educational research, the application of technology to the educational setting, learning in content areas, and the design of collaborative leadership. This course is designed to introduce various aspects of teaching and learning that have relevance to understanding effective instructional procedures.
Disabled Student Services
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

Textbook

Standards
The course is aligned to the standards of the School of Education’s Conceptual Framework and the North Carolina Department of Public Instruction (DPI) Teaching Standards.

Fayetteville State University School of Education Conceptual Framework
The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that under grids our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

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<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
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<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
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<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
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<tr>
<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
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<tr>
<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
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<tr>
<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
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<tr>
<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
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<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.</td>
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**North Carolina Department of Public Instruction (NC DPI) Standards for Graduate Programs**
The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below. (The standards, in their entirety, will be posted on Blackboard).

| I: Teachers leadership | II: Respectful educational environments | III: Content and curriculum expertise | IV: Student learning | V: Reflection |

**Fayetteville State University Learning Outcomes**

Graduate Middle Grades, Secondary, Health/Physical Education, Elementary Education, and Reading – [http://catalog.uncfsu.edu/g/ED/ELEM/index.htm](http://catalog.uncfsu.edu/g/ED/ELEM/index.htm) and [http://catalog.uncfsu.edu/g/ED/MSSS/index.htm](http://catalog.uncfsu.edu/g/ED/MSSS/index.htm)

5. The candidates will demonstrate the value of diversity and promote instruction that is responsive to all learner needs.

7. The candidates will demonstrate leadership skills to advocate for students, communities, policies and practices that support student learning and development.
Graduate Special Education – Advanced http://catalog.uncsu.edu/g/ED/MSSS/index.htm

4. Special educators at the advanced level will be able to design and implement research activities to evaluate the effectiveness of instructional practices, information and assistive technology, and to assess progress toward the organizational vision, mission, and goals in public schools as well as in the profession.

Course Objectives
1. Identify and explain the collaborative strategies needed to develop a clear vision and to extend the vision across the institution
2. Assess and discuss the relationship between personal values and organizational values.
3. Assess and analyze multiple models of effective communications in P12 schools/districts.
4. Develop and articulate a personal code of ethics of leadership that prepares the leader to deal effectively with the complex and conflicting demands in P12 schools/districts.
5. Compare and contrast school/district culture and climate through analyses of personal and organizational values.
6. Using case studies and site visits, analyze the best match between leadership styles and an institution’s needs in different social and political contexts.
7. Demonstrate the application of theories of artful leadership and collaboration as it impacts educational leadership.
8. Evaluate his or her relationship to students, faculty, staff, parents and the community at large to ensure the establishment of ethical relationships grounded in an understanding of the importance of those leader/constituent relationships for the efficient functioning of P12 organizations and student success.
9. Describe how collaboration among an institution’s leaders can improve student performance.
10. Recognize contributions to the organization through appreciation and celebrations of success for individual and team efforts.

Course Outline and Calendar: Course Outline/Schedule/Calendar/Requirements

The Instructor reserves the right to adjust the course outline as deemed necessary by students’ needs. Students should refer to Blackboard for all course readings, assignments, and schedules. The most accurate listing of assignments and due dates can be found in Blackboard Announcement Page and Class Assignments page.

Every Saturday, I will identify class requirements and assignments a new week. Any assignment turned in late will have 10% of the points possible deducted before grading.

<table>
<thead>
<tr>
<th>Week of: Session #</th>
<th>Work completed by Monday</th>
<th>EDUC 650 Effective Practices for Teaching, Learning, and Collaborative Leadership</th>
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<tbody>
<tr>
<td>August 18 Session #1</td>
<td>August 25</td>
<td>Chapter #1 Reading “When Leaders Are at their Best” pp. 9 - 40</td>
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<tr>
<td>August 25 Session #1</td>
<td>September 2</td>
<td>*Practicing Exemplary Leadership Skills, *Establishing Effective Leadership Relationships; The Importance of Establishing Credibility; * Modeling Leadership;</td>
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<tr>
<td>September 1 Session #2</td>
<td>Sept. 8</td>
<td>Powerpoint lecture slide presentation: The Role of Instructional Leaders</td>
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<tr>
<td>September 15 Session #3</td>
<td>Sept 22</td>
<td>You Tube Video Presentation: “John Maxwell’s The 5 Levels of Leadership”</td>
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Course assessment check-up exercise due by September 10, 2014 based on Sessions #1 and 2 Content material

Select two research articles focusing on the importance of the leader in “Setting an Example” for instructional or educational leadership among your internal and external publics. Submit a brief 1-2 page literature review or synopsis based on your reading using using a peer-reviewed leadership journal in education. A sample synopsis format will be provided for you. Citations should follow the APA style format

Credibility is the Foundation of Leadership “YouTube/Teaching Channel Video: To Be Announced (TBA). Mid-term reflection paper topic to be assigned this week. Seek to take responsibility before you begin to place blame. Discussion board topic for the week to be released.
<table>
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<tr>
<th>Date</th>
<th>Event/Task</th>
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<tr>
<td>October 6</td>
<td>Session #5 Mid-term examination week Details regarding our EDUC 650 mid-term will be provided to you this week.</td>
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</table>
Assessment and Evaluation: Rubrics and additional directions will be provided for each assignment.

Timely Participation expected
Class participation and meeting deadlines are essential to student success. The instructor values contributions from multiple sources and many perspectives. Reading materials for this course offer a framework to guide class discussions, however, it is expected that students will learn not only from these readings and from the instructor, but also from each other through small group discussions and projects. Students will actively shape the learning in this course, and all student perspectives are welcomed and honored.

Journals, Discussion Posts, Online Exercises

Literature Review and/or Synopsis for an approved Educational Issue

Blackboard Reflection Paper/Response

Mini-Assessment Chapter Exercises based on readings

Final Exam-- Educational Leadership Service Learning Project

Grading Procedures: Please refer to the scoring rubric that accompanies each assignment for the specific criteria that will be used to evaluate that assignment.

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<tr>
<th>Scale</th>
<th>Letter Grade</th>
<th>Percentage of Points Possible</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
<td>C 70–79%</td>
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<tr>
<td>B</td>
<td>80 - 89%</td>
<td>F 69% or less</td>
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Extra Credit: Over the course of the semester, there will be opportunities to earn extra credit by attending approved events. If you attend these events, you may submit a reflection and earn up to 50 points of extra credit. Reflections should be uploaded through Blackboard>Tools>Journal. Post your extra credit reflections within 10 days following the event. Correct grammar, spelling, and punctuation are expected. The entry must include 3 sections: 1) a re-cap of the event, 2) a connection to what you’ve been reading for class with specific citations from at least one reading, and 3) a reflection on what was particularly interesting or relevant to you.

Approved events:
Library Night; Bonus Class Tutorials - TBA
Chancellor’s Distinguished Speakers Series:
Events associated with American Education Week

Institutional Guidelines

Academic Integrity: Dishonesty in Academic Affairs
Acts of dishonesty in any work constitutes academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas,
or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building.  __Fayetteville State University Undergraduate Catalog pg. 85__

**Behavior in the Classroom (For on-campus classes and online group collaboration projects)**
The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices;
4. Overt inattentiveness (sleeping, reading newspapers);
5. Eating in class (except as permitted by the faculty member);
6. Threats or statements that jeopardize the safety of the student and others;
7. Failure to follow reasonable requests of faculty members;
8. Entering class late or leaving class early on regular basis; and
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incident of disruptive behavior.

1. Direct student to cease disruptive behavior;
2. Direct student to change seating locations;
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior;
4. Dismiss class for the remainder of the period; (Must be reported to department chair)
5. Lower the student’s final exam by a maximum of one-letter grade; or
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

**Class Attendance**

Students are expected to complete all assigned Blackboard activities within the assigned window of time. When students must miss deadlines for unavoidable reasons, i.e., illness, family emergencies, or technology interruptions—they are responsible for informing faculty of the reasons for the delay as quickly as possible.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students who do not post a majority of assigned work. Students who receive EA interim grades must either withdraw from the class or resume active engagement. Students who resume engagement must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

**Students must follow university to withdraw from this course in accordance with university regulations and mindful of the university calendar deadlines available at www.uncfsu.edu.**


Students shall be allowed a minimum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy.

The minimum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the minimum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching.
Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.

**Requesting an Absence due to Religious Observance**

A. At least ten (10) calendar days prior to the date of the observance, a student shall complete the Request for Class Absence Due to Required Religious Observance form and submit it to the Center for Personal Development.

B. If the student has provided the Request for Class Absence Due to Required Religious Observance form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this Policy. The Center for Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence.

C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments.

**Grade of Incomplete**

A grade of incomplete will only be assigned upon mutual agreement between instructor and student and in the case of extremely extenuating circumstances. Extenuating circumstances might include significant health issues or death in the immediate family. A contract will be developed between student and instructor outlining a plan for course completion and deadline for work to be submitted.

**Withdrawal from Class (an individual course) – Fall 2014 – November 5**

Complete the form available on the registrar’s website [http://www.uncfsu.edu/registrar/forms.htm](http://www.uncfsu.edu/registrar/forms.htm), obtain signatures from instructor and advisor, then return completed form to Registrar’s office. You will not receive any refund of tuition and fees for withdrawing from a class. You should strive to earn credit for every classes in which you enroll. If you are withdrawing from all the courses in which you are enrolled, even if you are enrolled in only one course, you must withdraw from the university. Excessive withdrawals will jeopardize your financial aid. Ask Financial Aid about the 67% rule. Effective fall 2009 you will be permitted five no-penalty class withdrawals only. After 5 they will be calculated as "F".

**Withdraw from the University (all courses) – Fall 2014 – November 17**

Withdraw from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes. Locate the deadlines for the drop/add period and withdrawal at the Office of the Registrar’s website: [http://www.uncfsu.edu/registrar/index.htm](http://www.uncfsu.edu/registrar/index.htm). Also, in addition to your instructor, contact the Center for Personal Development at (910) 672 1203/1222 for additional support and information regarding special circumstances that prevent you from being able to complete classes.

**Disability Statement**

Fayetteville State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability. Moreover Fayetteville State University values diversity and actively seeks to recruit talented students, faculty, and staff from diverse backgrounds.

**FSU Policy on Electronic Mail**

Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at [http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf)

**Useful References**


