



**Fayetteville State University
School of Education
Department of Educational Leadership**

**EDAM 650-01
Leadership Development and Evaluation Seminar
Fall 2009**

1. LOCATOR INFORMATION

Credit Hours:	Three Hours
Class Time/Place:	6:00-8:50PM - Butler 211
Instructor:	Dr. Frederick E. Smith
Office Location:	Butler Building Room 326
Office Phone:	672-2135
Office Hours:	By Appointment
E-mail:	fsmith@uncfsu.edu

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>

2. COURSE DESCRIPTION

This seminar engages the student in a variety of activities designed to: (a) identify strengths and weaknesses, (b) develop a knowledge-base and skills related to school-based leadership/management, and (c) explore the utilization of computer-based management information systems as a tool for leadership/management. The student will respond to self-

analysis instruments and participate in various self-improvement activities related to problem solving, leadership styles, adaptability, risk-management, transactional analysis, motivation, observation and listening; and examine problems and procedures in the development and implementation of school-based leadership/management principles.

3. TEXTBOOK

Green, Reginald L (2009). *Practicing the Art of Leadership: a Problem-Based Approach to Implementing the ISLLC Standards (Third Edition)*. Allyn and Beacon, Inc, Boston, MA.

4. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

5. COURSE GOALS, OBJECTIVES

Upon completion of the course, the student will be able to:

- A. Demonstrate an understanding of the basic principles of school leadership.
- B. Identify personal strengths and weaknesses as related to becoming an effective Pk-12 school leader.
- C. Demonstrate an understanding of effective leadership change agent strategies.
- D. Demonstrate an understanding of approaches and models for the diagnosis and assessment for school change.
- E. Demonstrate an understanding of leadership behaviors/styles and their impact on organizational effectiveness.
- F. Demonstrate an understanding of concepts in decision-making, conflict, and change in organizations.
- G. Demonstrate an understanding of concepts of organizational culture and their impact on organizational effectiveness.

H. Demonstrate an understanding of organizational design and structure.

**6. NCDPI Standards for Educational Leadership
STANDARDS
MASTER'S of School Administration Degree**

Interstate School Leaders Licensure Consortium (ISLLC Standards)

Information on the ISLLC Standards can be retrieved:

<http://www.ccsso.org/content/pdfs/isllcstd.pdf>

Standard 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.

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.

Standard 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.

Standard 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.

Standard 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.

Standard 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.

Standards for Advanced Programs in Educational Leadership

Information concerning ELLC can be retrieved at this website:

[http://www.npbea.org/ELCC/ELCCStandards%20 5-02.pdf](http://www.npbea.org/ELCC/ELCCStandards%205-02.pdf)

Standard 1: 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 district vision of learning supported by the school community.

Standard 2: 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.

Standard 3: 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.

Standard 4: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: 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.

Standard 6: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

7. DIVERSITY

Diversity is integrated into this course through various instructional strategies, including: (a) chapter assignments related to the leader's response to the increased diversity in the classroom and community, (b) assigned readings and discussions, and (c) reflections related to case studies. Through these instructional strategies, candidates should: (a) understand diversity in a broader sense; (b) understand the role that diversity plays in leadership, teaching and learning; and (d) practice culturally responsive behaviors.

Diversity will be assessed through: (a) an analysis of candidates' behaviors as related to beliefs, values and commitments displayed throughout the course, (b) an evaluation of entries related to diversity in all assignments, (c) analysis of responses to assigned readings, and (d) an assessment of the degree to which diversity was addressed in project related activities.

8. TECHNOLOGY

Technology is integrated into the course through the use of blackboard for online web-enhanced activities, completion of various research related tasks through the use of electronic tools, and the use of powerpoint for all required oral presentations.

The following assessments will be used to measure knowledge and skill levels in the area of instructional technologies: (a) the use of blackboard for the completion of online assignments, and (b) the use of technology for various course assignments for oral presentations.

9. DISPOSITIONS

Dispositions that will be addressed in this course are related to the candidates' beliefs, values, and commitments displayed toward diversity issues throughout the course in written and oral expressions.

Assessment of dispositions will be completed through observations during class and an analysis of responses to all assignments related to candidates' beliefs, values and commitments in working with various people.

10. GENERAL REQUIREMENTS

The student is required to participate in all online and class discussions, complete all assignments and chapter readings prior to class/online discussions, attend class, and report to class prior to the beginning hour.

11. EVALUATION CRITERIA

93%-100%=	A	(232-250 points)
80%-92%=	B	(200-231 points)
70%-79%=	C	(175-199 points)
Below 70%=	F	(174 points and below)

Activities will be assigned under the areas indicated below and have the indicated point value.

Self Analysis/Evaluation	10
School Environmental Analysis	40
Online Assignments	100
Presentations	30
Midterm Exam	20
Final Exam	40
Class participation	10
Total	250

12. COURSE OUTLINE

August 26, 2009	Orientation, Discussion and Activities
September 2, 2009	Chapter 1 (Green) Introduction; Standards Informing School Leadership; and Self Analysis Inventory/Evaluation Activities (Campus Class)
September 9, 2009	Chapter Readings and Online Assignments School Environmental Analysis and Establishing A Framework for Leadership (Green - Chapter 2) (No Campus Class)

September 16, 2009	Class Discussion and Activities School Environmental Analysis and Establishing a Framework for Leadership (Green – Chapter 2) Campus Class
September 23, 2009	Class Discussion and Activities Establishing a Framework for Leadership (Green – Chapter 2 -Continues) Campus Class
September 30, 2009	Chapter Readings and Online Assignments Developing a Collaborative Culture in Schools (Green - Chapter 3) No Campus Class
October 7, 2009	Class Discussion and Activities Developing a Collaborative Culture in Schools (Green - Chapter 3) Campus Class
October 14, 2009	Chapter Readings and Online Assignments Enhancing Leadership Effectiveness Through Communication (Green - Chapter 4) NO Campus Class
October 15-17	FALL BREAK
October 21, 2009	Class Discussion and Activities Enhancing Leadership Effectiveness Through Communication (Green - Chapter 4) Campus Class
October 28, 2009	Examination Chapters 1-4
November 4, 2009	Group#1 -Class Discussion and Activities Decision Making: Quality and Acceptance (Green Chapter 5) Campus Class
November 11, 2009	Group #2 -Class Discussion and Activities Managing Conflict in Today's Schools (Green Chapter 6) Campus Class
November 18, 2009	Group #3 - Class Discussion and Activities Leading Instructional Change (Green Chapter 7) Campus Class
November 25, 2009	Readings and Online Assignments Leadership and Instructional Improvement) No Campus Class

November 26–27, 2009	Thanksgiving
December 2, 2009	Group #4 - Helping Novice Teachers (Hughes Chapter 8 and Stimulating the Academic Performance of Students Chapter 9. Chapters from Hughes will be provided.
December 9, 2009	Final Examination (Campus)

13. TEACHING STRATEGIES

The class will be 30-40% web-enhanced through the use of blackboard. The strategies used will include lecture, class discussions, group activities, individual and group projects, field observations, reflections, and case studies.

14. UNIVERSITY POLICIES

Division of Student Affairs Services for Students with Disabilities
<http://www.uncfsu.edu/studentaffairs/CFPD/cfpdservices.htm>
 Phone: 910.672.1222

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

REVISION OF GRADES – STUDENT RESPONSIBILITIES

The following revisions become effective on August 16, 2007.

WN GRADE DISCONTINUED:

- WN - Withdrawal due to non-attendance - discontinued, effective August 16, 2007.

STUDENTS: Do not expect faculty to withdraw you for non-attendance. Drop or withdraw* from classes according to the deadlines published in the catalog. *See warning below about class withdrawals.

NEW TYPE OF GRADE: INTERIM GRADES – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

- **INTERIM GRADE X = NO SHOW** – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw* from it. **See warning below about class withdrawals.* If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)

- **INTERIM GRADE EA = EXCESSIVE ABSENCES** - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

STUDENTS: Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. **See warning below about class withdrawals.*

NEW FINAL GRADE:

- **FN = FAILURE DUE TO NON-ATTENDANCE** – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

STUDENTS: You must attend (or withdraw* from) all the classes for which you are enrolled. **See warning below about class withdrawals.*

WARNING ABOUT CLASS WITHDRAWALS:

- When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.
- If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.
- **STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!**

16. REFERENCES

Various sources will be provided online and in the assigned course textbook.