



**FAYETTEVILLE STATE UNIVERSITY  
SCHOOL OF EDUCATION**

**DEPARTMENT OF MIDDLE GRADES, SECONDARY  
& SPECIAL EDUCATION**

**The instructor reserves the right to adjust the syllabus as necessary throughout the semester.**

**I. LOCATOR INFORMATION**

Course Number/Title:	<b>EDUC 650- Effective Practices for Teaching, Learning and Collaborative Leadership</b>
Semester:	Fall 2009
Semester Hours of Credit	3.0
Times/Days Class Meets: Blackboard Blended format	T 6:00-8:50PM
Class Location:	SBE 211
Instructor:	Charletta Barringer-Brown, Ed.D
Contact Information:	BU 240/241
Office phone:	(910)-672-1182
Email:	<a href="mailto:cbarringerbrown@uncfsu.edu">cbarringerbrown@uncfsu.edu</a>

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto: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>

## **II. COURSE DESCRIPTION**

### **EDUC 650 (3-3-0) Effective Practices for Teaching, Learning and Collaborative**

**Leadership:** 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.

## **III. GENERAL COURSE OBJECTIVES:**

:

1. Explain why collaboration has become such an integral part of the roles of professional educators.
2. Define collaboration, explaining its essential characteristics.
3. Differentiate among related concepts such as collaboration, regular education initiative, and inclusion.
4. Identify variables that may facilitate or constrain participation in collaborative and consultative interactions.
5. Describe the essential features of service delivery options that emphasize collaborative interactions (e.g. consultation, teams, co-teaching).
6. Define frame of reference and discuss its relevance to collaboration.
7. Analyze the types of information exchanged during professional interactions.
8. Follow a planned sequence for interpersonal problem solving as a basic structure for collaborative and/or consultative interaction.
9. Describe components of a model for interpersonal communication.
10. Recognize nonverbal cues that may influence interpersonal communication.

11. Effectively use statements to enhance collaborative interactions, particularly in situations requiring feedback.
12. Effectively use questions to enhance collaborative interactions particularly in interviewing situations.
13. Describe principles for working effectively with paraprofessionals.
14. Demonstrate the application of effective interaction skills with parents.
15. Describe why conflicts occur, their nature, and use specific techniques for their management.
16. Recognize manifestations of resistance and select and apply strategies for managing them.
17. Examine issues related to developing and implementing collaborative/consultative programs.

### **Course Student Learning Outcomes**

By the end of this course, students will be able to:

- Identify and explain the collaborative strategies needed to develop a clear vision and to extend the vision across the institution
- Assess and discuss the relationship between personal values and organizational values.
- Assess and analyze multiple models of effective communications in P12 schools/ districts.
- 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.
- Compare and contrast school/district culture and climate through analyses of personal and organizational values.
- Using case studies and site visits, analyze the best match between leadership styles and an institution's needs in different social and political contexts.
- Demonstrate the application of theories of artful leadership and collaboration as it impacts educational leadership.
- 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.
- Describe how collaboration among an institution's leaders can improve student performance.
- Recognize contributions to the organization through appreciation and celebrations of success for individual and team efforts.

#### **IV. Optional TEXTBOOKS:**

Senge, P. (2006). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday. **(Primary Text)**

Kouzes, J, & Posner, B. (2007). *The Leadership Challenge*. 4th Ed. San Francisco: Jossey-Bass. **(Primary Text)**

The Jossey-Bass Reader on Educational Leadership. (2007). 2<sup>nd</sup> Ed. San Francisco: Jossey-Bass. **(Primary Text)**

## **V. 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.

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 (knowledgeable and reflective professionals; respect for diversity and individual worth; technological competence and educational applications; caring dispositions and ethical responsibility; working with families and communities; communication; research and leadership).

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 knowledgeable and reflective; respect for diversity and individual worth; technological competence and educational applications; caring dispositions and ethical responsibility; working with families and communities; communication; and research and leadership. 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.

<b>Conceptual Framework Themes</b>	<b>School of Education Expectations</b>
Knowledgeable and Reflective	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.
Respect for Diversity and Individual Worth	Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.
Working with Families and Communities	Candidates understand the contemporary family and communities and use that knowledge to help students learn, achieve, and succeed in life.
Technological Competence and Educational Applications	Candidates understand that technology is a tool that supports learning and know how to utilize technology to enhance instruction, learning, research, and data management.
Caring Dispositions and Ethical Responsibility	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.
Communication	Candidates communicate effectively and proficiently with all students, parents, peers, and administrators.
Research and Leadership	Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to inform practice and to participate in research to expand their knowledge bases.

### An Advance Organizer:

**Table 1** A Comparison between Kouzes and Posner’s Five Exemplary Practices of Leadership and Senge’s Five Disciplines.

<b>Element (Common)</b>	<b>Kouzes &amp; Posner (Practice)</b>	<b>Senge (Discipline)</b>
Values/Actions Congruence	<b>Model the Way:</b> Clarify personal values Align Actions with values	<b>Personal Mastery:</b> Clarify personal vision Hold creative tension
Shared Vision	<b>Inspire A Shared Vision:</b> Envision Future Enlist Others In common vision	<b>Building Shared Vision:</b> Unearthing shared pictures of the future Commitment not Compliance
Question the Status Quo	<b>Challenge the Process:</b> Search for Innovation and opportunities Experiment-take risks	<b>Mental models:</b> Surface internal assumptions be open to scrutiny Learningful conversations
Learning Together Through Collaboration	<b>Enable Others to Act:</b> Foster collaboration through trust & relationships Strengthen/empower others	<b>Team Learning:</b> Suspend assumptions and Enter into dialogue Thinking together and learning as a team

Integration of the Whole	<b>Encourage the Heart:</b> Creation of a culture of celebration through individual & group recognition Celebrate a Spirit of Community	<b>Systems Thinking:</b> Integrate all disciplines into a body of theory/practice Whole exceeds the sum of the parts
--------------------------	---	--

Source: Gregory, R. (2008). *The Art of Collaborative Leadership: Practices & Disciplines*.

**Summary of Course Requirements**

Students are responsible for:

- regular, punctual attendance
- active participation in class discussions and activities, including online
- timely completion of readings and assignments
- doctoral-level collegial conduct and doctoral-level work (*see below*)

**Course Assignments-Use APA style and format**

1. Write an integrative essay (minimum of eight pages) in which Kouzes and Posner’s practices and Senge’s disciplines are used to examine/analyze an important reform effort in your **present** organization. The essay should address the following items: (a) drawing upon the disciplines/practices, explain the reform effort; (b) critically assess the reform effort through a reflective analysis. What discipline/practice was used most effectively, least effectively, and why, and (c) could your organization have used another model of change in the reform effort, and (d) incorporate and reference relevant literature to add depth to the analysis. Prepare a 20 minute oral presentation to share the results of your essay. (total 200 points)
  
2. Write a scholarly paper (you determine length) identifying collaborative strategies needed to develop a clear vision that can then be shared with stakeholders of the organization. While the works of Senge, Bolman and Deal and Kouzes and Posner are quite instructive on this subject, reference and explain other relevant literature that can be assistive in your demonstration of school collaboration and leadership (100 points)
  
3. Using the work of Kouzes and Posner and other relevant literature, develop/conduct an experiential case study that requires you to clarify personal values, affirm those values, give voice to the values through actions, and finally, how those personal values may or may not align with your organizational values. Questions to consider are: When would my personal values not be in alignment with the organizational values? Can I change this situation or do I just resign and

look for alignment elsewhere? Are my values short-term or long-term? Does this make a difference in my satisfaction as a leader in the organization? Most important, can I impact student learning with my set of personal values and the organizational values? (100 points) **Signature Assignment**

**Final Exam:** Choice Essay- Students will select a Leadership issue/dilemma from a series provided by the professor. The issue will be analyzed using appropriate leadership metaphors from course content and personal research. Students will receive specifics and the leadership cases during session 12. (100 points)

**Grading**

Assignment #1- Integrative Essay/General assignments	25%
Assignment #2- Collaborative Strategies/ Vision Paper	25%
Assignment#3- Signature Assignment	25%
Final Exam- Choice Essay/ Take Home	25%

Percent/Points	Grade Values: 100-93	A
	92-90	A-
	89-87	B+
	86-84	B
	83-80	B-

**1. COURSE GOALS (see also Standards below)**

- A. Students will discuss management as a national and global issue, focusing on best practices
- B. Students will demonstrate thru modeling and role playing preventive positive discipline strategies
- C. Students will indicate knowledge and applicability of specific behavior management strategies that match selected behavioral characteristics
- D. Students will review a variety of vignettes and scenarios pertaining to classroom management and parent and family involvement
- E. Students will design a personal eclectic approach to classroom management for their proposed teaching situation after reviewing case studies, models, observations, outside readings and research

**2. CORE STANDARDS**

Standards Used in this Course	NCDPI Core Standards	Assessment(s)
X	1. Teachers know the content they teach.	Beh. Man. Midterm, Final Exams; Portfolio; Group Project/Presentation
X	2. Teachers know how to teach students.	Portfolio; Group Project/Presentation
X	3. Teachers are successful in teaching	Beh. Man. Midterm; Group

	a diverse population of students.	Project/Presentation
X	4. Teachers are leaders.	Group Project/Presentation
X	5. Teachers are reflective about their practice	Reflective Essays on Video Scenarios; Position Paper
X	6. Teachers respect and care about students.	Position Paper

### 3. DIVERSITY

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)
X	1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Position Paper; Group Project/Presentation
X	2. Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	Position Paper; Group Project/Presentation
X	3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.	Group Project/Presentation; Position Paper
X	4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	Position Paper; Group Project/Presentation
X	5. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	Position Paper; Group Project/Presentation
X	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	Position Paper; Group Project/Presentation

#### 4. TECHNOLOGY

This course will help strengthen and enhance the candidates' technological competence and skill in using technology. Candidates will use a variety of technologies to enhance their technological competence in this course. Some technologies for this course may include: productivity tool (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, grade book, video camera. Check all that applies for this course. Please include any technologies that you use that are not listed.

	<b>Technological Applications for this Course</b>
X	Productivity tool (Power Point)
	Presentation software
X	Internet
	Web page construction
X	e-mail
	On-line applications
	Grade book
	Video camera
	Scanner
	Excel
	Smart board
	Lap Top and LCD panel
	Music Stereo and CD
X	Media Presentations

<b>Technology Standards Used in this Course</b>	<b>NCDPI Technology Standards</b>	<b>Assessment(s)</b>
X	1. Teachers demonstrate a sound understanding of technology operations and concepts.	Group Project/Presentation
X	2. Teachers plan and design effective learning environments and experiences supported by technology.	Group Project/Presentation
	3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	
	4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	
X	5. Teachers use technology to enhance their productivity and professional practice.	Group Project/Presentation
	6. Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.	

## 5. DISPOSITIONS

This course will seek to enhance and strength the following dispositions.

<b>Professional Competence</b>		<b>Professional Responsibilities</b>	
x	Appreciates and engages in self-reflection	x	Dresses appropriately for the setting
x	Shows a commitment to ongoing learning	x	Is punctual
x	Desires to learn and apply new technologies	x	Attends class regularly and participates in the class
x	Is receptive to new ideas and feedback	x	Completes assignments and tasks in a timely manner
x	Writes and speaks clearly and effectively	x	Willing to go beyond required assignments
x	Uses culturally sensitive language when communicating with families	x	Shows initiative and motivation
x	Respects the privacy of students and their families	x	Assumes fair share of responsibilities
<b>Professional Dispositions and Qualities</b>		<b>Professional Integrity</b>	
x	Believe all children can learn	x	Displays high and ethical professional standards
x	Understands the culture of students and their families	x	Is honest and dependable
x	Values and respects diversity and individual differences	x	Is courteous and respectful
x	Demonstrates flexibility and adaptability	x	Has a positive professional attitude
x	Treats all students fairly and equitably	x	Accepts and uses constructive criticism
x	Is sensitive to the feelings of others	x	Maintains emotional control and appropriate behavior
x	Interacts appropriately and positively with others	x	Works cooperatively with peers

Other \_\_\_\_\_  
 \_\_\_\_\_

**6. TEACHING STRATEGIES** This course will involve lectures/demonstrations, student discussions, simulated teaching experiences, cooperative learning groups, and computer experiences.

## 7. UNIVERISTY POLICIES

Division of Student Affairs

Services for Students with Disabilities

<http://www.uncfsu.edu/studentaffairs/CFPD/cfdservices.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.

## 8. BIBLIOGRAPHY

Bolman, L. & Deal, T. (2003). *Reframing organizations: artistry, choice, and leadership*. (3<sup>rd</sup> Ed.) San Francisco: Jossey-Bass.

Bolman, L.. & Deal, T.. (2001). *Leading with soul: An uncommon journey of spirit*. San Francisco: Jossey-Bass.

Burello, L., Hoffman, L.. & Murray, L.. (2005). *School leaders building capacity from within: Resolving competing agendas creatively*. Thousand Oaks, CA: Corwin Press.

Collins, J. (2001) *Good to Great: Why Some Companies Make the Leap and Others Don't*. New York: HarperCollins.

Conger, J.. (1998). *Spirit at Work: Discovering the Spirituality in Leadership*. San Francisco: Jossey-Bass.

Creighton, T. (2005). *Leading from below the surface: A non-traditional approach to school leadership*. Thousand Oaks, CA: Corwin Press.

Deal, T. E. & Peterson, K. D. (2003). *Shaping school culture: The heart of leadership*. San Francisco: Jossey-Bass.

English, F. (2005). *The SAGE handbook of educational leadership: Advances in theory, research, and practice*. Thousand Oaks, CA: Sage Publications, Inc.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

Glaser, J. (2005). *Leading through collaboration: Guiding groups to productive solutions*. Thousand Oaks: Sage Publications, Inc.

Green, R. (2001). *Practicing the art of leadership*. Upper Saddle, NJ: Merrill/Prentice-Hall.

Hargreaves, A., & Fink, D. (2006). *Sustainable Leadership*. San Francisco: Jossey-Bass.

Hoyle, J. (2007) *Leadership and Futuring: Making visions happen*. (2<sup>nd</sup> Ed.). Thousand Oaks, CA: Sage Publications, Inc.

Koestenbaum, P. (2002). *Leadership: The inner side of greatness, A philosophy for Leaders*. San Francisco: Jossey-Bass.

Metzger, C. (2006). *Balancing leadership and personal growth: The school administrator's guide*. Thousand Oaks, CA: Corwin Press.

Rosen, E. (2007). *The Culture of Collaboration*. San Francisco, CA: Red Ape Publishing

Rubin, H. (2002). *Collaborative Leadership*. Thousand Oaks, CA: Corwin Press, Inc.

Sanborn, M. (2006). *You Don't Need a Title to be a Leader*. New York: WaterBrook Press.

Schein, E. (1992). *Organizational culture and leadership*. (2<sup>nd</sup> Ed.), San Francisco: Jossey-Bass.

Schon, D. (1990). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.

Sergiovanni, T. (2005). *Strengthening the heartbeat: leading and learning together in schools*. San Francisco: Jossey-Bass.

Sergiovanni, T. (2005). The virtues of leadership. *The Educational Forum*, 69,112-123.

Spears, L. (Ed.) (2002). *Servant Leadership: A journey into the nature of legitimate power and greatness*. New York: Paulist Press.

Taubert, C. (2006). *Eight habits of the heart for educators: Building strong school communities through timeless values*. Thousand Oaks, CA: Corwin Press.