



EDCI 535: Leadership & Supervision in the Elementary School Course Syllabus for Fall 2014

According to State of Texas HB 2504, this course syllabus must be submitted in advance of the when the courses is actually scheduled to begin. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submitting it for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus at any time during the course itself provided that (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students are given ample notification.

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COURSE INFORMATION

Class Meetings.

We will meet from 4:00 PM to 9:00 PM in room 211 on Sept. 10, October 15, and November 9.

Materials Needed for the Course

There is one book required for this course:

Maxwell, John C. (2007). The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You.

Course Description: EDCI 535: Leadership & Supervision in the Elementary School

Catalog Description: A study of the meaning and fundamental principles of leadership and supervision. Consideration is given to the development of teacher leaders and to the solution of administrative and pedagogical problems that supervisors and teacher leaders encounter in the elementary school.

Purpose of the course for Members of Cohort

The primary objective of EDCI 535 is to highlight and strengthen the skills of master teacher candidates that will distinguish them as leaders among their colleagues.

Student Learning Outcomes: By the completion of the course, you will be able to:

1. Use outside reading of professional literature from business and investigate/study select district leaders to broaden your perspective and increase your skill in leading others to improve.
2. Demonstrate through study, your ability to translate what is learned in the cohort course into a variety of new and meaningful applications relative to teaching, management, and student achievement in the classroom.
3. Demonstrate the importance of self-discipline, self-determination, and leadership among other teachers by developing a personal mission statement that not only addresses your core beliefs and commitments, but provides direction and structure to your teaching enterprise.
4. Demonstrate, through written reflection, that the academic and professional experiences you have experienced as well as those of leaders or colleagues have resulted in clear and distinct changes and improvements that impact your role as a teacher leader.

COURSE REQUIREMENTS

Overview of Course Requirements

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course and instructional units/modules. During each of the three units, you will work on various combinations of assignments; professional reading, asynchronous threaded discussions, essay writing, surveying/interviewing leaders and creating your professional mission statement. During Unit 1 the focus will be on reading the first one third of your textbook, discussing your learning with your group members, beginning written reflection on your graduate studies and their impact on your teaching career, and beginning the initial development of a professional mission statement. During Unit 2 you will continue your reading of the next one third of the textbook, conduct your interviews or survey on leadership, continue your written reflection on your graduate studies, and finalize your professional mission statement. For the final unit you will complete your written reflection of your graduate studies, complete your reading of the last one third of the textbook, and submit your reflection on your leadership interviews/survey. Below are more specific details about each of these components.

Class Attendance.

Our class will be meeting face-to-face three times during the semester. See the Course calendar for those dates. Attendance at all class meetings is required and essential to your success in this experience. The rules of the University regarding class attendance will be followed in this course. Please review the current graduate catalog for the procedures. The consequence of one absence is a reduction of one letter grade in the course; two absences will result in a reduction of two letter grades; missing all three classes will result in an “F” in the course. In the event of any absence, you are responsible for obtaining class materials/assignments/notes from your colleagues or via *eCollege*.

Specific Requirements

1. **Read and Discuss Professional Literature on Leadership. 15 Points. (15% of the total course grade).**

Student Learning Outcome #1: Use outside reading of professional literature from business and industry to broaden your perspective and increase your skill in leading others to improve.

You will have three reading assignments in your textbook, the dates will be posted in the Schedule of Assignments, and you will follow each assignment with discussion among your classmates using the Threaded Discussion feature of eCollege.

Assessment Method: Threaded discussions are evaluated against a rubric designed to assess both the quantity and quality of your contributions. Your responses are evaluated using the following rubric: (1) Quantity of your initial response; (2) Quality of your initial response; (3) Quantity of your responses to your team members; (4) Quality of your responses to your team members; and (5) Overall quantity and quality.

2. Write a Personal Mission Statement. 10 Points (10% of the total course grade.)

Student Learning Outcome #3: Demonstrate the importance of self-discipline, self-determination, and leadership among other teachers by developing a personal mission statement that not only addresses your core beliefs and commitments, but provides direction and structure to your teaching enterprise.

The writing of your personal mission statement is one of the most significant events this semester. We will spend time in each class developing this document and you will be asked to submit drafts of your work each time to your instructor via *ECollege*. Instructions for and modeling the writing of your personal mission statements will be provided in class.

Assessment Method: Your final mission statement will be judged on a scale of from 0 to 10 points based on a comparison of your mission statement and the models provided by your instructor.

3. Final Paper: Leadership Reflection . 35 Points. (35% of the total course grade.)

Student Learning Outcome 4: Demonstrate, through written reflection, that the academic and professional experiences over the past three years in the cohort have resulted in clear and distinct changes and improvements in your teaching effectiveness and student achievement and translate into teacher leadership skills, attitudes, and behaviors. You will submit your written reflection via eCollege on the date specified in *Schedule of Assignments* which is posted in eCollege.

Assessment Method: : Your final reflection will be judged on a scale of from 0 to 40 points based on the depth of your reflection as well as the concrete examples provided in terms of how the knowledge gained as a graduate students has impacted you as a leader.

4. Leadership Interviews or Survey. 20 Points (20% of the total course grade.).

Student Learning Outcome 1 and 2: Demonstrate, through either interviews of 2 respected leaders or a survey of your colleagues, a broadened perspective of leadership and meaningful application for your role.

Assessment Method: Your reflection on the interviews or survey results will be judged on the depth of your reflection and the comparison you make to the other significant learnings from the semester: book, leadership panel, and other in class activities.

5. Leadership Project. 20 Points. (20% of the total course grade).

Student Learning Outcome 4: Demonstrate, through written reflection, that the academic and professional experiences over the past three years in the cohort have resulted in clear and distinct changes and improvements in your teaching effectiveness and student achievement and translate into teacher leadership skills, attitudes, and behaviors. You will submit your written reflection via eCollege on the date specified in *Schedule of Assignments* which is posted in eCollege.

Throughout your cohort studies, the focus has been on developing your skills as a master teacher. Your assignments have focused on management and instruction with the goal of improved student performance. Master teachers are indeed effective in the classroom. They are also effective as leaders among their peers on their campuses. In our final semester of cohort studies, we will be focusing our studies and our work assignments on the development of leadership skills. This particular leadership project is one you will undertake on your campus and with full endorsement of your principal.

Assessment Method: Your reflection on this experience of leading will be judged on the depth of your reflection and the comparison you make to the other significant learnings from the semester: book, leadership panel, and other in class activities. You will be judged on a 15 point scale based on the list of requirements in the guidelines.

GRADING

All assignments are graded on a scale of from 5 (highest grade) to 0 (lowest grade) based on the following criteria:

- 5 – Exceptional – Exceeds Minimum Expectations in All Areas Addressed:** Well above average in thought, language structure, and word choice; extremely well organized; shows thorough understanding and assimilation of concepts; excellent sense of unity; polished transition between concepts or thoughts; frequent sentence variation which adds to flow and unity of paper; quality word choice that may be unusually striking, vivid, or creative; virtually free of errors.
- 4 – Above Average – Meets Minimum Expectations in the Majority of Areas Addressed and Exceed Expectations in Some Areas.** In general command of thought, sentence structure, and word choice; organized; shows some understanding of concepts; good sense of unity; good transition between concepts or thoughts; some sentence variation which adds to flow and unity of paper; good word choice that may be vivid or striking; writing that demonstrates a level of maturity expected of graduate students; few if any errors.
- 3 – Average. Adequate In some Areas and Inadequate in Others.** Problems in some of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organized and formatted appropriately; good unity, sequence, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.
- 2 – Below Average. Inadequate in Several Areas.** Problems in several of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure,

word choice, grammar, and spelling; organization and formatting; unity, sequencing, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.

1 –Unacceptable. Inadequate in Many Areas. Problems in many of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organization and formatting; unity, sequencing, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.

0 – Not Turned In or Not Accepted By Instructor.

FINAL GRADE IN THE COURSE

Your Final grade in this course is based on your performance on all of the requirements and expectations for the class. Some assignments carry more weight than others. For example, a grade of “5” on an application log is recorded as “10” in the grade book. Once the final grade is calculated, it is then adjusted by (1) absence and (2) number of “Fail” grades on book notes. Assignments, along with weights and final point values, include the following:

Activity	# of Assignments	Weight of Assigned	Total Pts.	Percent of Total
Personal Mission statement	1	X2	10	10%
Reflective Paper	1		35	35%
Threaded Discussion on Textbook	3	X1	15	15%
Interviews/Survey	1	X2	20	20%
Leadership Project	1	X3	20	15%
Total Points	N/A	N/A	100 pts	100%

TECHNOLOGY REQUIREMENTS

Internet Connection. An internet connected is necessary. Internet access/connection – high speed recommended (not dial-up)

Word Processor. MS Word is the recommended word processor for eCollege

Operating Systems. Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Browser Testing. It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, log into eCollege, click on the ‘my Courses’ tab, and then select the “Browser Test” link under Support Services.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.]

How is Course Organized?

This course is organized around three face-to-face class meetings and three eCollege units of study. If you look on the left side of screen when you go to the course, you will see links labeled **Unit 1, Unit 2, and Unit 3**. If you click on **Unit 1**, several “**assignment**” links will appear below. Each assignment link contains instructions for the assignment. You can click on any of the links and you will be able to read all of the details for each assignment.

What is the Schedule of Assignments?

At the beginning of each assignment link you will see the following: “**Due Date: See Schedule of Assignments.**” The Schedule of Assignments is a link located under “**Course Home.**” If you click on **Schedule of Assignments**, you will find the due date for every assignment.

How to Access eCollege.

Because of university policy, you are not able to access our course in eCollege until the first official day of classes.

1. Go the main TAMU-Commerce website: <http://www.tamu-commerce.edu/home/>
2. Click the “myLeo/Webtrax” link located just below the word “Business” in the main photo of the campus. This will take you to the “myLeo” home page for everything you do online: entering eCollege, registering for classes, paying tuition and fees, getting your transcripts, changing your name and address, checking email, etc.

3. Enter your USER Name (Campus-wide ID No.) and your PASSWORD (PIN). These are the same numbers you use to go to Webtrax to register. Once you log in, you will have several options. At the top of the page, click “eCollege” for the home page of eCollege. Read the announcements on the home page.
4. Click on “My Courses,” the link at the top located next to HOME.
5. In one of the gray bands, click the + sign next to the semester of this class. That will take you to your course.

What Should Students Do First?

1. Upon entering the courses, read any announcements that have been posted.
2. Click on ‘Course Home.’ Read my welcome message to the right and watch the slide show to give you an overview of the course.
3. Click on all of the links under "Course Home" to get acquainted with the syllabus, technical support, the library, how to communicate, the eCollege tutorial, and the Schedule of Assignments.
4. Click on “Unit 1” and read the introduction to the right.
5. Click on each link under Unit 1 and review each assignment so you can get an idea what you will be doing.
6. Click again on the "Schedule of Assignments." Print it out and keep it handy so you can see the due dates.

How Should Students Proceed Through each Unit of Study?

As you proceed through each unit in the class, please keep in mind the following important principles:

1. Assignments. All assignments for each unit are explained in the links on the left navigation bar. Everything you need to know about each assignment can be found within the assignment.

2. Needed Documents Are Provided. When documents are required, they are usually embedded within the assignment. Look for the blue links. When an assignment requires you to have a document, that document will be provided to you simply by clicking on the blue link there in the lesson.

3. Asynchronous discussions. This course may include **Asynchronous** discussions (not live). If it does, they will be conducted using the Threaded Discussion feature of eCollege. In Threaded discussions, you are usually placed into a small group of from 4-8 students and assigned a group designation, e.g., Group A, Group B, etc. The size of the small group is determined by the total number of students in the class. When you click on a Threaded Discussion link, you will be given instructions on how to use this feature. In a typical case you will be asked to respond to a topic or question. You will enter your initial response to that question and everyone else in the group will do the same. A few days later you will be asked to return to the discussion, read over what your group have written about, and then begin to respond to their initial entries and they will respond to yours as well. When someone responds to you and it needs or deserves a reaction or reaction, you continue that dialog. Grading for threaded discussion is usually based on (1) how many you dialog with, (2) how much you say, and (3) the quality of your entries. A rubric is usually provided to provide more specifics.

5. The DropBox. Unless specified, you will submit your assignments electronically using the eCollege dropbox tool.

COMMUNICATION AND SUPPORT

Submitting assignments:

All assignments are submitted through the eCollege Dropbox. Pay close attention to due dates. All assignments have due dates and penalties are assessed for late work. I use a document called "Schedule of Assignments" to record every assignment along with the date and time each is due.

Announcements:

Announcements are posted often during the semester. They are posted on the home page when you go to the course. In some cases I will also send the same announcement to you via the eCollege email system inside of the course.

Email Correspondence

From me to you: all emails from me will be sent to your University email account, not your work or home email. Therefore, it is important to go to Leo Mail every day.

From you to me: **Always send emails through MISD email system or Use the address on page 1.**

Emergencies

Call me at Home.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies:

Late Work.

Specific dates and times are established for every assignment. Grades on work not turned in when due are automatically reduced beginning immediately upon exceeding the deadline.

For example, assignments typically have a midnight deadline. If you exceed that midnight deadline, your work is automatically reduced by one numerical grade. For each 24 hours period thereafter, the grade is reduced again by one. No work is accepted after three days and a grade of "0" will be recorded. Work cannot be made up and extra work is not allowed to compensate for missing or later work. The final authority on time is the time recorded on your assignment by the eCollege clock.

Appeal of the Final Grade (13.99.99.R0.05 Student's Appeal of Instructor's Evaluation, Effective September 1, 1996. Revised December 15, 1999, Revised February 8, 2007)

1. The final grades awarded by faculty members are their expert judgment concerning student performance. Students challenging a final grade must show that the instructor's judgment was unfair based on:
 - a) Some basis other than performance, or
 - b) standards different from those applied to other students in the same course section, or
 - c) a substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus.
2. Students who believe their grade to be unfair must first discuss the matter with the instructor.
3. If no satisfactory resolution is reached with the instructor, or if the instructor is unavailable, the student shall appeal to the department head. A grade appeal must be initiated in writing with the department head (or dean if the department head is the instructor) within six months of the last day of the semester in which the grade was awarded. The department head will examine the student's appeal to determine whether the student has established an apparent case of unfair academic evaluation as described in section 1. If the student has not established a case that appears to have merit, the department head will so inform the student and the instructor without delay.
4. If the case has merit, the department head will secure, from all parties, written statements and other such information as he or she deems helpful and will issue his or her findings and remedies, if any. In so doing, the department head will be guided by the principle the burden of proof lies with the student.

For additional information regarding the appeal of a final grade above that of the department head, please consult the latest version of the graduate catalog or contact the Head of the Department, Curriculum and Instruction, at 903-886-5537.

Academic Integrity/Honest Statement

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, or brought before a higher level of governance for possible dismissal from the university.

University Specific Procedures:

ADA Statement

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).