



## **EDCI 535.02W: Leadership & Supervision in the School**

### **Course Syllabus for Fall 2015**

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.

**Instructor:** Gil Naizer, Professor, Department of Curriculum & Instruction

**Office Location:** Commerce Campus - Ed. South #224

**Office Hours:** By appointment.

**Office Phone:** 903-886-5538

**Email Address:** gilbert.naizer@tamuc.edu

### **COURSE INFORMATION**

#### **Class Meetings.**

This class will be completely online – there are no face-to-face meetings.

#### **Materials Needed for the Course**

Maxwell, John C. (2005/2006). *The 360 Degree Leader: Developing Your Influence from Anywhere in the Organization*. Nashville: Thomas Nelson, Inc. Paperback edition is ISBN: 1400203597 Available at the University bookstore or multiple places online.

#### **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 school.

**Student Learning Outcomes (SLO):** By the completion of the course, you will be able to:

1. Use reading of professional literature from business and industry and readings from assignments in your textbook to broaden your perspective and increase your skill in leading others to improve.
2. Develop an understanding of various ways teachers can be leaders and how you can develop your leadership.
3. Demonstrate professional improvement in the art of reflection as a tool to increase your effectiveness as a teacher leader.
4. Contribute significantly to your campus and/or school community by initiating leadership in initiatives that will benefit teachers, classrooms, parents, administrators, and/or the community, providing meaningful applications of course content.
5. Document, through self-evaluation, how the academic and professional experiences during the course have impacted teaching effectiveness and student achievement.

## **COURSE REQUIREMENTS**

- 1. Know the Course Requirements From the First Class Day.** It is important to be familiar with course requirements on Day One. The two most important documents to help you are (a) the course syllabus and (b) the “Welcome to My Course” which you can see when you click on “Course Home” at the top of the menu bar on the left side of the course. After reading “Welcome to My Course,” you will be directed to do several things, including reading the syllabus, clicking on various links, and then submitting the “Student Information Sheet.” By submitting the Student Information Sheet you acknowledge that you have read the syllabus are familiar with the course requirements and have asked questions about items for which you need more clarification.
- 2. Introduce Yourself Slide Show & Student Information Sheet (10% of the total course grade).** During the first week of class, you will submit an information sheet that provides important information about you and your leadership experiences. You will also produce a short slide show, with pictures, to share interesting things about yourself with your classmates. The audience for your slide show is the class members enrolled in EDCI 535 and the purpose is to provide an autobiography of your personal and professional life experiences. (SLO 3)
- 3. Read the textbook and take quizzes over the content (30% of the total course grade).** The text for the course is “The 360 Degree Leader: Developing Your Influence from Anywhere in the Organization (John Maxwell). You will read one or two sections in each unit of study and then take a open book quiz over the content. You can complete the assigned reading any time but all quizzes are scheduled during the final few days of each unit. (SLO 1)
- 4. Small Group Threaded Discussion (About 30% of total course grade).** Small group discussion is a way for you to (1) interact with others about your learning, (2) express personal and professional opinions, and (3) debate issues with your group members. You will be assigned to groups of 5-8 students and use Threaded Discussion during each of the five units to share and interact. Threaded Discussion is an asynchronous venue in eCollege whereby you communicate with your group members but you do not need to be in your group at the same time. During a period of about one week you and your group members will submit your initial response about a topic or question. The

following week you come back to Threaded Discussion, read everything your group members have posted and respond to them in a meaningful way. (SLO 2-5)

Your participation in threaded discussion will be evaluated based on the following criteria:

**Initial Entry:** While there is not a minimum required length, thoughtfulness and insight are expected. The quantity and quality of your initial entry is worth up to 3 points.

**Responses to Group Members:** While there is not a minimum required length, thoughtfulness and insight are expected. The quantity & quality of your responses to your team members can earn up to 3 points as well. In order to get full credit, you must thoughtfully respond to at least 3 members of your discussion group members.

**5. Lessons on Leadership (About 30% of the total course credit).** In each unit, you will complete a lesson on leadership. These will be based on additional readings, videos, websites, etc. or your own research that will allow you to learn about aspects of teacher leadership and develop your leadership abilities. Each lesson includes a reflection/worksheet in which you will reflect on your learning (WHAT), how that learning influenced your thinking and beliefs (SO WHAT), and what you plan to do as a result (NOW WHAT) and submitted to the eCollege Dropbox. You can up to 6 points on each assignment. (SLO # 2 – 5)

## GRADING

All assignments are graded based on the following criteria:

- A - Exceptional – Exceeds Minimum Expectations in All Areas Addressed:** Well above average in thought, and language structure; extremely well organized; shows thorough understanding and assimilation of concepts; excellent sense of unity; polished transition between concepts or thoughts; virtually free of errors.
- B - Above Average – Meets Minimum Expectations in the Majority of Areas Addressed and Exceed Expectations in Some Areas.** In general command of thought and word choice; organized; shows some understanding of concepts; good sense of unity; good transition between concepts or thoughts; writing that demonstrates a level of maturity expected of graduate students; few if any errors.
- C -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; organized and formatted appropriately; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.
- D – Below Average. Inadequate in Several Areas.** Problems in several of the following areas: depth of thought; ability to elaborate and provide sufficient detail; organization and formatting; writing that does not demonstrate a level of maturity expected of graduate students; in need of instruction.
- F -Unacceptable. Inadequate in Many Areas.** Problems in many of the following areas: depth of thought; ability to elaborate and provide sufficient detail; organization and formatting; writing

that does not demonstrate a level of maturity expected of graduate students; in need of instruction.

**0 - Not Turned In or Not Accepted By Instructor.**

**Grading Policy and Due Dates:**

Unless otherwise announced, all work is due by midnight on the date stated in the *Schedule of Assignments*. The Schedule of Assignments is the only official list of due dates and take precedence over due dates in any other documents.

Submit Work Early. Given that computer and technical problems can often crop up at the last minute, it is never wise to wait until the last minute to submit assignments. Give yourself plenty of time in the event you need to implement a back-up plan.

Attaching Assignments to the Dropbox. You are responsible for attaching the correct assignment to the correct Dropbox. Once you submit your assignment, you should always click on the Outbox to make sure the assignment is there. Also make sure the little document icon (symbol for an attachment) is showing.

**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. Assignments and final point values include the following:

Activity	Number of Assignments	Points per Assignment	Total Pts.	Percent of Total
Introduce Yourself PowerPoint Slide Show & Students Information Sheet	2	5	10	10%
Quizzes over Textbook Readings	5	6	30	30%
Threaded Discussion on Textbook	5	6	30	30%
Lessons on Leadership	5	6	30	30%
Total Points	N/A	N/A	100 Pts	100%

**Determining Your 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.

Total Points	Final Grade
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

## Tentative List of Assignments by Unit

This list is strictly tentative and not official. The only official list of assignments and due dates is the *Schedule of Assignments* posted in a link under Course Home.

Unit	Weeks	Tentative Assignments
1	1 -3	Introduce yourself slide show presentation
		Maxwell section 1
		Quiz 1
		Threaded Discussion on specific topics TBA
		Lesson #1 on Leadership
2	4 – 6	Maxwell section 2
		Quiz 2
		Threaded Discussion on specific topics TBA
		Lesson #2 on Leadership
3	7-10	Maxwell section 3
		Quiz 3
		Threaded Discussion on specific topics TBA
		Lesson #3 on Leadership
4	11 – 13	Maxwell section 4
		Quiz 4
		Threaded Discussion on specific topics TBA
		Lesson #4 on Leadership
5	14 – 17	Maxwell section 5 & 6
		Quiz 5
		Threaded Discussion on specific topics TBA
		Lesson #5 on Leadership

## COMMUNICATIONS

**NOTE:** It is very important to go online frequently to: (1) read any new announcements, (2) check your MyLeo-Mail, (3) review assignments, (4) check the **Schedule of Assignments**, (5) check your Inbox for documents I return to you, and (6) communicate as needed with your instructor and class members.

**Announcements:** Announcements are posted often in the course. When you go to the course, you should first read announcements posted since you were last in the class.

### Email Correspondence

**From me to you:** Email from me is sent only to your University MyLeo account. It is important to go to MyLeo mail regularly to check for messages.

**From you to me:** To communication about a personal or confidential issue, click on the “email” tab in eCollege, click on my name to place it in the address box, and send your message.

## 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.

**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. 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@tamuc.edu](mailto:helpdesk@tamuc.edu).]

**Logging Into the Course.** You should go to the class on the first possible date it is available (first class date). Follow these steps:

1. Go the main TAMUC website: <http://www.tamuc.edu/>
2. Scroll to the bottom of the Home page and click on “MyLeo.”
3. Enter your USER Name (Campus-wide ID No.) and PASSWORD (PIN).
4. At the top of the page, click on the “eCollege” link.
5. Click on “My Courses” tab located at the top-left of the page.
6. Locate the “My Course List” in the middle of the page. Click on the + sign next to the appropriate term, and then click on EDCI 535 to get to the home page of our class.

**Trouble Shooting.** Texas A&M-Commerce provides 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. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

**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](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.

**Help Button:** 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.).

### 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.
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.

### 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 1 A, Group 1 B, etc. 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 response, you continue that dialog.

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

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

**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:** 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 132**  
**Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148**  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

[Student Disability Resources & Services](#)

### **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).