Leadership Residency I – EDLE 8301

Semester/Year: Summer 2012

Time/Location: Fridays/Saturdays 8:30 a.m. – 4:30 p.m. Location Varies

Office Hours: Wed, Thurs 10 – 2 pm

Office Location: The Coliseum- 2042

Online: Monday 5:30 – 8:30 pm

Professor: Mary A. Hooper, Ph.D.

Office Phone: (678) 753- LEAD

E-mail: mhooper@westga.edu

ONLINE SUPPORT:
CourseDen Login and Help Page: http://webct.westga.edu
CourseDen Help & troubleshooting: http://www.westga.edu/~distance/webct1/help
Ingram Library Information: http://www.westga.edu/~library/info/library.html
University Bookstore: http://www.bookstore.westga.edu/

COURSE DESCRIPTION
This is the first of a three-semester course sequence designed to provide students with carefully designed and personalized field experiences where they have the opportunity to synthesize and apply knowledge and skills as they work on problems of practice in school and district settings. Students, in collaboration with a Leader Candidate Support Team, will develop an Individualized Induction Plan that will guide field experiences during each of the three residency courses. This plan will define which artifacts and performances will be used to address various elements of Educational Leadership Constituent Council (ELCC) Standards 1-6. Leadership Residency I, II, and III are sequenced to provide field experience opportunities beginning in the summer and continuing into the fall and spring semesters of a school year. Field experiences will be aligned to the kinds of work that are done at various times during a typical school year.

CONCEPTUAL FRAMEWORK
The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (ELLC, PSC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.
APPROACHES TO INSTRUCTION
This course will blend face-to-face seminars with both independent and synchronous online learning modules. A significant portion of this course includes job-embedded residency experiences which are supported by a performance coach. Guest speakers, small group discussions, case studies, and structured reflection activities will be assigned. Activities and assignments are structured in ways that provide appropriate opportunities for observation, participation, and leadership of authentic activities that allow the candidate to demonstrate competence in selected elements of the ELCC Standards, Georgia Board of Regents Principles, and the College of Education Framework Descriptors.

COURSE OBJECTIVES

Students will:
1. observe school leaders, participate in activities, and lead others in examining the alignment of student performance data with school improvement plans and processes and making recommendations for improvements in plans and processes; (Hessel, 2002; Holcomb, 2001; Reeves, 2006; Sergiovanni, 1996)
   *(Field-based Inquiry; Professional Excellence; ELCC 1, 2)*
2. observe school leaders, participate in activities, and lead others in examining student and school performance data to plan professional learning and organizational change; (Blasé, 1992; Fullan, 2005; Hessel, 2002; Holcomb, 2001; Reeves, 2006)
   *(Field-based Inquiry; Professional Excellence; ELCC 2)*
3. observe school leaders, participate in activities, and lead others in the development, implementation, and monitoring of the instructional program; Alvy, 1998; Donaldson, 2001; Dunklee, 2000; Hendricks, 2006; Hoerr, 2005)
   *(Collaborative; Decision Makers; Leaders; Knowledgeable; Proactive; ELCC 1, 2, 4)*
4. observe school leaders, participate in activities, and lead others in examining the school facility to identify and remediate issues related to operations management and safety; (Alvy, 1998; Donaldson, 2001; Hessel, 2002; Hoerr, 2005)
   *(Field-based Inquiry; Professional Excellence; ELCC 3, 5, 6)*
5. observe school leaders, participate in activities, and lead others in securing, planning for, and managing resources; (Alvy, 1998; Donaldson, 2001; Hessel, 2002; Hoerr, 2005)
   *(Field-based Inquiry; Professional Excellence;ELCC 3, 5, 6)*
6. observe school leaders, participate in activities, and lead others in analyzing data, planning for, and engaging with the school community and the larger context; (Donaldson, 2001; Dunklee, 2000; Hessel 2002; Sergiovanni, 1996)
   *(Field-based Inquiry; Betterment of Society; ELCC 4, 5, 6)*
7. observe school leaders, participate in activities, and lead others in preparing for the opening and closing of the school year; (Donaldson, 2001; Dunklee, 2000; Hessel, 2002; Sergiovanni, 1996)
   *(Field-based Inquiry; Professional Excellence; ELCC 1-6)*
8. participate in and lead others in using facilitation protocols as candidates work in scheduled seminars to analyze work and learning in schools; (Calabrese, 2002; Deal, 1994; Donaldson, 2001; Fullan, 2003; Marzano, 2005; Sergiovanni, 1996)
   *(Field-based Inquiry; Professional Excellence; Betterment of Society; ELCC 1-6)*
9. demonstrate skill in using technology, communication systems, and conflict management skills in the school and district setting; (Hessel, 2002; Holcomb, 2001; Reeves, 2006)
   *(Field-based Inquiry; Professional Excellence; ELCC 1-6).*
**TEXTS, READINGS, INSTRUCTIONAL RESOURCES, and REFERENCES**

**Required Text(s):**


**Required Instructional Resources:**
Tk20 Subscription
These are available at the University Bookstore or at [http://westga.tk20.com/campustoolshighered/start.do](http://westga.tk20.com/campustoolshighered/start.do).
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coe/index_550.php](http://www.westga.edu/coe/index_550.php).
For assistance, email tk20@westga.edu.

**Course References**


Assignments, Evaluation Procedures, and Grading

Assignments:
Candidates must establish an electronic portfolio in Tk20. By the end of 8301, the portfolio will contain documentation and reflection related to the baseline assessment, Priority Project and Induction Plan. The portfolio will be built throughout the three residency courses. At the end of the third residency course, the student will use the portfolio as part of the culminating comprehensive examination.

1. Participate in seminar discussions and activities. Candidates may earn up to 30 points for each of the seven class meeting sessions beginning with the orientation. (Course Objectives 1-9)
2. Initial Leadership Reflection: Submit a three – four page reflective essay that describes your values, beliefs, and understanding of the nature of leadership. Include a statement of purpose that begins to answer the question, “Why am I a leader?” (Course Objectives 1-9)
3. Successfully complete all activities related to the diagnostic baseline assessment. Submit scanned copies of the completed and signed forms via Tk20. (Course Objectives 1-9)
4. Successfully complete the development of both the Priority Project Plan and the related Proficiency Plans that make up the induction plan. The priority project plan must include a data-driven rationale and be approved by the principal for building level candidates and by district level candidates’ supervisor. (Course Objectives 1-9)

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Evaluation Procedures and Due Dates

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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1. Participation in Seminars</td>
<td>150</td>
<td>Attendance, Observations</td>
<td>Ongoing</td>
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<tr>
<td>25 points possible for participation during F2F sessions (June 9,16,22,23,30, and July 14)</td>
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<td>2. Leadership Essay</td>
<td>100</td>
<td>Graded Essay</td>
<td>Noon Tuesday, June 5th</td>
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<td>Submit via CourseDen Assignment Drop Box</td>
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<td>3. Baseline Assessments</td>
<td>150</td>
<td>Check List</td>
<td>Noon Tuesday, July 17th</td>
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<td>Submit via Tk20</td>
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<td>A completed diagnostic baseline assessment (with narrative explanations of evidence for each rating) is signed by both the candidate’s sponsor and performance coach submitted via Tk20. The dispositions assessment is also completed via Tk20.</td>
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<td>4. Induction Plan</td>
<td>600</td>
<td>Rubrics</td>
<td>Noon Tuesday, July 24th</td>
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<td>FE 1-8 must be addressed through completed Priority Project and Proficiency Plans. A completed project management template documenting an approved priority project and completed proficiency action plans for required FEs not included in the candidate’s priority project plan must be submitted via Tk20.</td>
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<tr>
<td>Total Points</td>
<td>1000</td>
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GRADING POLICY: (Final grades are based on actual points values; totals are not rounded)
A – 900 to 1000 points, B – 800-899 points, C – 700-799 points, F – Below 700 points
CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

1) Submission of Assignments: Each student is expected to submit all course assignments and make all assigned presentations on the due dates as listed in the class meeting schedule attached to the syllabus. Assignments received for grading after the due date or presentations not made on the assigned date will be penalized twenty-five percent (25%) unless arrangements for late submission are made prior to the original due date. Failure to submit an assignment or to make a class presentation will result in a zero grade for the assignment.

2) Attendance: Each student is expected to be on time to and attend all scheduled seminars as well as to comply with all attendance requirements in the partner school or school district. A large portion of the final grade is based on class participation which includes discussions and interactive assignments with other students. Discussions and interactive assignments (for example, learning to use a discussion protocol such as The Final Word or a problems of practice protocol like The Tuning Protocol) cannot be made-up.

4) Academic Honesty: Each student is expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the University of West Georgia Student Handbook, Undergraduate Catalog, and Graduate Catalog. An assignment completed for another course may NOT be used to satisfy an academic requirement for this course. Attempting to do so will result in a zero for that assignment.

5) Extra Credit: There may be opportunities for extra credit in this course if special events or guest speakers are scheduled on days that are not listed as required class meeting dates. The professor will announce these opportunities along with the number of points available at least one week prior to such events. Additionally, students may improve any assignment that received a score equivalent to a “B” or lower by submitting revised work no later than one week after the feedback is sent to the student.

6) System for Evaluating Assignments: Each assignment has a point value; the total points that can be earned in the course is 1000. At the end of the semester, points are converted to letter grades (see the scale in the next section below). Total points will not be rounded up.

7) Official Communication Channel: The University of West Georgia’s official communication method is through campus e-mail (MyUWG). Even though other means of communication may be used, the campus e-mail will always be the official source of communications from the professor to the class as a whole. Check your campus e-mail several times each week. At various times during the year, the university will ask you to change your password. If you fail to do this, you will have difficulty accessing your e-mail and as a result, may miss important information.

8) Disability Statement: Every effort will be made to provide all students equal access to classes and course materials regardless of special needs or temporary or permanent disability. If a student has special learning needs particularly related to (but not limited to) needs defined by the Americans with Disabilities Act, make these known to the professor and to the university’s Coordinator of Disability Services. Students with documented special needs are entitled to special accommodations related to classroom accessibility, modifications in assignments, and so forth.
Residency Seminar Schedule:  
*Classes meet from 8:30 – 4:30 unless otherwise noted*

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Session Focus</th>
<th>Focus</th>
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| June 2<sup>nd</sup> | **Residency Orientation**  
  Program Overview  
  Induction Plans  
  Leader Support Teams  
  Priority Project Presentations  
  Overview of Syllabi for Summer 2012 Courses  
  Technology Orientation  
  Community Norms |                                                |
| June 9<sup>th</sup> | **Saturday Seminar**  
  AM – Leadership Preparation Competencies  
  Diagnostic Baseline Assessment | PM – Data Analysis Case Study  
  School/District Profile Assignment |
| June 16<sup>th</sup> | **Saturday Seminar**  
  AM – Instructional Leadership  
  Quality Assessment  
  The Final Word Protocol | PM – Leadership Residency Field Experiences  
  Analyzing Expectations  
  Induction Plans  
  Project Management |
| June 22<sup>nd</sup> and June 23<sup>rd</sup> | **Diversity Dialog: Creating Communities for Equity and Social Justice**  
  UWG Carrollton – All Cohort 4 Candidates |                                                |
| June 30<sup>th</sup> | **Saturday Seminar**  
  AM – Leading Change  
  Change Theories  
  Change Management | PM – Priority Project Planning  
  Transformative SMART Goals  
  Project Management for Priority Projects |
| July 14<sup>th</sup> | **Saturday Seminar**  
  AM – The Tuning Protocol  
  Priority Project Peer Reviews | PM – Leadership Dispositions Activity  
  Coaching Cohorts  
  Proficiency Plan Feedback |
| July 24<sup>th</sup> | **Final Exam Due Date**  
  Completed Induction Plan addressing FEs 1-8 submitted via Tk20 by noon  
  Priority Project (FE 12 + ____, ____, ___)  
  Selected Proficiency Plans (All remaining residency field experiences) |                                                |