Florida Agricultural and Mechanical University

College of Education
Tallahassee, Florida 32307

COURSE SYLLABUS

Course Number: EDA 5193
Prerequisite(s): None
Course Title: Educational Leadership: Instruction
Course Credit: 3 semester hours
Course Hours: 3 per week
College: Education
Department: Educational Leadership & Human Services
Faculty Name: Warren C. Hope, Ed. D
Term and Year: Fall 2009
Place and Time: GEC-B, Room 100---5:30 – 8:30 PM
Office Location: GEC-A, Rm. 305
Telephone: 850-599-3191 (o), 850-599-3173(o), 229-227-6400 (H)
e-mail: warren.hope@famu.edu

<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<th>Saturday</th>
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<td>10:00 AM-5:00 PM</td>
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<td>10:00 AM- 2:00 PM</td>
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Course Description

This course will identify supervisory tasks, analyze competencies and techniques needed by members of the supervisory team, and provide students with simulated clinical and actual supervisory experiences.

Course Purpose

Recent state and federal legislation has increased accountability for educators and has elevated student achievement as the preeminent objective in the teaching and learning environment. Hence, Instructional leadership has become the most obvious role of the school leader. This course intends to provide the aspiring school leader with essential knowledge, skills, and dispositions to perform the role of instructional leader.

Overall Goals of the Course

This course will assist the exemplary professional educator with acquiring the knowledge and skills essential to improving instruction and instructional programs. The course will focus on the primary responsibilities of the school administrator in facilitating teaching and learning. The course will provide students with an understanding of school cultures, curriculum development, instruction, motivation theories, leadership theories, interpersonal skills, technical skills, program evaluation, and developmental supervision.
**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework

![Diagram of Exemplary Professional Conceptual Framework](image)

**Specific Behavioral Objectives**

Students will:

1. Demonstrate an understanding of the importance of educational leadership in creating a collegial school culture that believes in and employs practices to assure success for all students.
2. Demonstrate an expanded knowledge of curriculum, instruction, student assessment, professional development, and program evaluation.
3. Demonstrate an increased awareness of the sequence of steps in curriculum development and the roles and relationships in curriculum development and implementation.
4. Demonstrate an increased awareness of selected models of supervision, leadership, and motivation.
5. Demonstrate an understanding of technical skills in planning, decision making, presenting, and observing, researching, and evaluating instruction.
6. Demonstrate an understanding of interpersonal behaviors available to supervisors.
7. Demonstrate an understanding of theories related to instructional supervision and adult learning and development.
8. Demonstrate an understanding of models and strategies of the change process.
National, State, and PEU Standards Addressed in the Course


NCATE – Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors (National Policy Board for Education Administration).

<table>
<thead>
<tr>
<th>Standard 1.0</th>
<th>Candidate who completes 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 school or district vision of learning supported by the school community.</th>
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</thead>
<tbody>
<tr>
<td><strong>Elements</strong></td>
<td><strong>Standard</strong></td>
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</table>
| 1.1 Develop a Vision | a. Candidates develop a vision of learning for a school that promotes the success of all students.  
| | b. Candidates base this vision of relevant knowledge, theories, including but not limited to an understanding of learning goals and learners’ needs, schools as interactive social and cultural systems, and social and organizational change.  
| | a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. developing leadership in others, and securing needed resources. |
| 1.2 Articulate a Vision | a. Candidates develop a vision of learning for a school that promotes the success of all students.  
| | b. Candidates base this vision of relevant knowledge, theories, including but not limited to an understanding of learning goals and learners’ needs, schools as interactive social and cultural systems, and social and organizational change.  
| | a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. developing leadership in others, and securing needed resources. |

<table>
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<tr>
<th>Standard 2.0</th>
<th>Candidates who complete the program are educational leaders who have the knowledge and ability to promote student success 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.</th>
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<tbody>
<tr>
<td><strong>Guideline</strong></td>
<td><strong>Skills</strong></td>
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</table>
| 2.2 Provide effective instructional program | a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.  
| | b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of curriculum that fully accommodates learners’ diverse needs. |
| 2.3 Apply Best Practice to student learning | a. Candidates demonstrate ability to assist school personnel in understanding and applying best practices for student learning.  
| | c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement. |

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<thead>
<tr>
<th>Standard 3.0</th>
<th>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.</th>
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<tr>
<td><strong>Guideline</strong></td>
<td><strong>Skills</strong></td>
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<tr>
<td>3.1 Collaborate with families and other community members</td>
<td>a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.</td>
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<tr>
<td>Standard</td>
<td>Indicator</td>
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<tr>
<td><strong>1.0 Vision</strong></td>
<td>1.1 Is aware of processes involved in creating a vision.</td>
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<td>1.2 Recognizes the components of a vision statement.</td>
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<td>1.3 Recognizes the importance of a vision in creating school culture and climate.</td>
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<td>1.4 Relates the vision to student achievement.</td>
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<tr>
<td><strong>2.0 Instructional Leadership</strong></td>
<td>2.1 Facilitates meaningful professional development in order to improve instruction.</td>
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<td>2.2 Recognizes student achievement as the outcome of instruction.</td>
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<td>2.3 Understands the importance of a professional learning community.</td>
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<td>2.4 Uses data to inform decision about instruction.</td>
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<td>2.5 Links the school vision to instructional leadership.</td>
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<td>2.6 Recognizes the imperative for Instructional leader to monitor the teaching and learning environment for improvement.</td>
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<td>2.7 Understands the change process.</td>
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<td>2.8 Demonstrates ability to align curriculum and instruction with standards.</td>
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<td>2.9 Understands the importance of parent and community involvement.</td>
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<td>2.10 Is aware of contemporary research and best practices in multiple subject areas.</td>
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<td>2.11 Communicates essential beliefs about student learning and achievement.</td>
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<td>2.12 Demonstrates knowledge of curriculum and effective pedagogical strategies.</td>
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<td>2.13 Has a repertoire of supervisory skills to improve teaching and learning.</td>
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<td><strong>5.0 Decision Making</strong></td>
<td>5.2 Employs a rational problem-solving decision making model.</td>
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<td>5.3 Understands that decision making has unanticipated consequences.</td>
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<td>5.6 Uses data to inform decision making.</td>
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<td>5.7 Involves others in the decision making process.</td>
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<td>5.8 Supports student learning when making curricular and instructional decisions.</td>
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<td><strong>6.0 Diversity</strong></td>
<td>6.3 Understands the instructional needs of students from various cultural backgrounds.</td>
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<td>6.5 Supports diverse perspectives in the teaching and learning environment.</td>
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<tr>
<td><strong>8.0 Learning, Accountability, and Assessment</strong></td>
<td>8.1 Has high expectations for students and staff.</td>
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<td>8.2 Makes curriculum decisions based upon data and research.</td>
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<td>8.3 Makes instructional decisions based upon student achievement outcomes.</td>
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<td>8.4 Uses data to assess and monitor student achievement.</td>
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<td></td>
<td>8.5 Ensures curriculum and instruction alignment with standards.</td>
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<td>8.6 Uses multiple sources of data to inform decision making, curriculum and instructional improvement.</td>
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<td>8.7 Demonstrates an understanding of the methods and principles of program evaluation.</td>
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<td>8.8 Demonstrates ability to evaluate instructional strategies and materials.</td>
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<tr>
<td>Florida Educator Accomplished Practices</td>
<td>Indicator</td>
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<tr>
<td>5.0 Diversity</td>
<td>2. Creates a learning environment in which all students are treated equitably.</td>
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<tr>
<td>7.0 Human Development and Learning</td>
<td>3. Draws upon an extensive repertoire of activities that have proven successful in engaging and motivating students at appropriate developmental levels.</td>
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<tr>
<td>9.0 Learning Environment</td>
<td>3. Guards the use of time: a) uses learning time effectively</td>
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### Florida Educational Leadership Examination FELE Competencies and Skills--2008

#### FELE Subtest 1 Instructional Leadership

<table>
<thead>
<tr>
<th>Competency</th>
<th>Skills</th>
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<tr>
<td><strong>1. Knowledge of instructional leadership standard as related to curriculum development and continuous school improvement process.</strong></td>
<td>(1) Given a scenario, assess the curriculum and schoolwide professional development needs of an instructional program. (2) Given a set of school data, identify appropriate objectives and strategies for developing, implementing, assessing, and revising a school improvement plan. (3) Given a school data set, determine an appropriate instructional improvement strategy. (4) Identify functions and implications of various curriculum designs. (5) Given grade-level data on reading, identify strategies to align curriculum, instruction, and assessment.</td>
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<td><strong>2. Knowledge of instructional leadership standard as related to research-based best practices.</strong></td>
<td>(1). Given school-based student assessment data on reading performance, identify research-based reading instruction to improve student achievement. (2). Given school-based student assessment data on reading performance, identify instructional strategies to facilitate students' phonemic awareness, phonics, fluency, vocabulary, and reading comprehension throughout the content areas. (3). Given a scenario, which may include data, identify programs or initiatives that are research based to integrate reading, writing, and mathematics across all subject areas to increase student achievement. (4). Given a description of recurring problems in student performance in a content area, select strategies for engaging teachers in ongoing study of current best practices. (5). Identify scientifically based research applications to effective teaching and learning methods. (6). Identify practices in teacher planning, instructional organization, and classroom management that enhance student learning and achievement. (7). Identify instructional delivery methods that enhance student learning and achievement.</td>
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<td><strong>4. Knowledge of instructional leadership standard as related to instructional design, teaching, and learning</strong></td>
<td>(1). Given taxonomy of learning, identify instructional objectives to facilitate varying levels of learning. (2). Identify age-appropriate learning strategies based on principles of human growth and development. (3). Identify practices for evaluating the appropriateness of instructional strategies. (4). Identify practices for evaluating the appropriateness of instructional materials.</td>
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<td><strong>5. Knowledge of instructional leadership standard as related to instructional program for students with special needs.</strong></td>
<td>(1). Given student special needs characteristics in a specific classroom and walk-through observation notes, identify an appropriate instructional adaptation/modification to provide for students with special needs in that</td>
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Given an IEP, determine whether or not provisions made are adequate to meet student needs.

(1). Given data (e.g., national, state, district, school, classroom, individual student), analyze student achievement. (2). Given a scenario, determine aspects of adequate progress of the lowest 25% in reading and mathematics at the school level.

**Topical Outline**

I. INTRODUCTION.

II. KNOWLEDGE.
   2. The Norm: Why Schools Are as They Are.
   3. The Exception: What Schools Can Be.
   4. Adult and Teacher Development within the Context of the School: Clues for Supervisory Practice.
   5. Reflections on Schools, Teaching, and Supervision.

III. INTERPERSONAL SKILLS.
   10. Collaborative Behaviors.

IV. TECHNICAL SKILLS.

V. TASKS OF SUPERVISION.
   16. Direct Assistance to Teachers.
   17. Group Development.
   18. Professional Development.
   20. Action Research: The School as the Center of Inquiry.

VI. FUNCTION OF SUPERVISION.
   22. SuperVision for Democratic Education: Returning to Our Core.

**Teaching Methods**

Instructional methods used in this course will include, but not be limited to:

A. Instructor and other Educators’ Presentations
B. Individual presentations
C. Instructor/Student Interactions
D. Cooperative Learning Groups
E. Fieldwork
H. Case studies
Assignments have been coded to specific competencies and skills determined by The Professional Education Unit Conceptual Framework Standards = CF, NCATE = National Council for the Accreditation of Teacher Education; FELE C&S = Florida Educational Leadership Examination Competencies and Skills--2008, and FELS = Florida Educational Leadership Standards, and the Florida Educator Accomplished Practices = FEAP. Grades in the course are based on satisfactory performance on several assessment measures. The quality of your work and the products you submit counts. Your work should always reflect substantial investment of time and reflection. It should be of superior quality. Grades in this course will be based on the following assignments:

1. **Article Summary/Review/Critique** (25%). Candidates will critically analyze 5 articles whose content includes information related to the Florida Principal Leadership Standards 1.0 Vision, 2.0 Instructional Leadership, 5.0 Decision Making Strategies, 6.0 Diversity, and 8.0 Learning, Accountability, and Assessment. All submissions are to conform to APA 5th edition writing style. Access a peer reviewed or refereed journals for articles. The article should be substantial in substance, more than 10 plus pages. This requirement is to be completed in 3-5 pages excluding Title page, Abstract, and Reference page. Article Summary/Review/Critiques are submitted on the identified dates. Presentations are scheduled for the same class meeting. This course requirement is to be uploaded to College LiveText. CF 1.2&4/3.2/6.2,4,5/ELCC 2.2a/b/2.3a,b,c/FELS 2.1-2.13/FELE Subtest 1 1(4), 2(5&6). Upload Article on Instructional Leadership Only to College LiveText.

2. **Research Paper** (20%). Each Candidate will identify a supervisory issue in the areas of Instructional Leadership, Curriculum Development, Curriculum Alignment, Accountability, Assessment, Program Evaluation, Student Achievement, Standards, and Supervision. The candidate is expected to:
   1. Give an overview of the problem(s) in this area.
   2. Apply analysis, Synthesis, and Evaluation to the summary, review, critique.
   3. Specify recommendations relative to the problem.
   4. Summarize and provide a conclusion to your paper.
   The paper should be 6-10 pages excluding Title page, Abstract, and Reference page. Candidates should access no less than 10 sources. All sources (Internet included must be from refereed or peer review journals). Upload to College LiveText. CF 4.1, 4.3/6.2, 6.4/ELCC 2.3c, 4.2b/FELS 2.1-2.13/FELE Subtest 1 1(4), 2(5)

3. **Data Driven Decision Making Project** (20%). You will be provided a scenario, sets of data and directions to complete this requirement. (20%). Upload to College LiveText. CF 4.2/ELCC 3.1a/FELS 2.4, 5.5, 5.6, 8.4/FELE Subtest 1 1(2,3,5)/3(2)/15(1)

4. **Field Experience.** Classroom Walkthrough (CWT) (20%). For this Field Experience, you will be required to visit two different class rooms at two different schools to observe the work of the classroom teacher. As a school administrator a vast majority of your work will include classroom visitations. The following are key items:
   1. Look for evidence of student achievement outcomes.
   2. Alignment of curriculum and standards.
   3. Evidence of level of teaching according to Bloom’s Taxonomy
   4. Teacher’s ability to address Diversity
   5. Differentiated instruction
   6. Use of instructional technology
   7. Write a brief formative observation that you would share with each teacher observed.
   The purpose of CWT is to help principals and assistant principals become more effective instructional leaders. It provides them with a structure for seeing the important elements of effective instruction and tools for capturing information about patterns of instruction throughout their school. The information they gather as they walk through classrooms becomes a focus for reflection and dialog with teachers about instruction. FELS 2.1-2.13/FELE Subtest 1 1(4), 2(5&6).

5. **Final Examination** (15%). The student will demonstrate an understanding of concepts of supervision and instructional leadership covered in class. CF 4.1, 5, 6.1, 4/ELCC 1.1-4, 2.2a,b,c, 2.3a,c, 3.1a/FELS 1.1-1.4, 2.1-2.13, 5.2,3,5-8, 7.1, 2,3,5, 8.1-8.10, 10.1/ FELE C&S 1, 2, 3, 4, 5, 15.

All students must acquire a password/login to the following website: www.FloridaSchoolLeaders.org.
Candidates will access the William Cecil Golden Leadership Website and complete training module (a) Data Analysis For School Leaders and (b) the Principal Portal Training Module. CF 4.1, 5, 6.1, 4/ELCC 1.1-4, 2.2a,b,c, 2.3a,c, 3.1a/FELE 1.1-1.4, 2.1-2.13, 5.2,3,5-8, 7.1, 2.3,5, 8.1-8.10, 10.1/ FELE C&S 1, 2, 3, 4, 5, 15/FEAP 3.9, 3.13, 5.2, 7.3, 9.3.

Class Presentations- Each candidate will lead discussions on Instructional Leadership. This discussion will relate to the 5 assigned articles. Candidates will need to access at least 5 additional sources from the literature on Instructional Leadership, Learning, Accountability, and Assessment. Each presentation should be approximately 10-15 minutes. The presentation should include applications of technology. Resources beyond the textbook should be included and used. Presentations will be judged on content knowledge, language use, analysis, synthesis, and evaluation, and quality of sources. Creativity is encouraged. Each presenter must provide an outline via e-mail on the topic of discussion to other candidates and the professor at least one day prior to the presentation.

A. Article critiques, summaries must be written with clarity and preciseness. Article critiques, summaries must conform to 5th edition APA writing style. Article critiques, summaries must be free of substantial grammatical errors. Documents must identify the core objective of the article. What is(are) the author (s) premise(s). Article critiques, summaries must identify useful practical skills or competencies (if delineated). Article critiques and summaries should demonstrate the candidate’s ability to engage in analysis, synthesis, and evaluation. Articles must be selected from peer-reviewed or refereed journals.

B. Oral Presentations: (1) Ability to make the subject matter relevant to listeners (delivery). (2) Contain elements of persuasion to a perspective or point of view. (3) Contains elements of dissuasion to a perspective or point of view. (4) Highlights practical aspects of the resources used.

C. All assignments submitted for a grade must conform to APA writing style 5th edition. (Memoranda do not conform to APA style).

Outside reading and papers: Practicing professionals are expected to be current in regard to the knowledge base of their specialty area(s). It is recommended that extensive reading in applicable refereed journals be an ongoing activity.

Oral reports: Yes
Laboratory/Field Experiences: Yes

College LiveText: All specified assignments must be completed in College LiveText.

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<th>Grading</th>
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Evaluation in the course will be based on professional attitude, competence in the language arts, attendance, class participation, written and oral assignments, readings, examinations, and projects. The quality of the work you submit in consideration of a grade counts. Grades are determined by the quality of student performance.

Grading Scale:  
A=90-100,  B=80-89  C=70-79  D=60-69  F=Below 60

Grading Rubric  
F=Favorable, A=Acceptable, M=Marginal, U=Unsatisfactory

Favorable performance is exemplified in activity(ies), product(s), response(s) that exceed or meet established criteria, which demonstrates candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A favorable performance designation is assigned to products, which demonstrate a significant presence of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “F” products and assigned a numerical score in the range of 90-100.
**Acceptable** performance is exemplified in activity(ies), product(s), response(s) that approach or approximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards, but does not meet the criteria for favorable designation. An Acceptable performance designation is assigned to products, which demonstrate vague attempts at including (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “A” products and assigned a numerical score in the range of 80-89.

**Marginal** performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A Marginal performance designation is assigned to products, which demonstrate minimal inclusion of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “M” products and assigned a numerical score in the range of 70-79.

**Unacceptable** performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. An Unacceptable performance designation is assigned to products, which demonstrate a lack of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “U” products and assigned a numerical score in the range of 60-69.

**Course Policies**

All assignments submitted for consideration of a grade are to be word processed and are due on the date and time specified in the syllabus or by course professor. A substantial penalty (20%) will be assessed for all assignments not turned in on the specified date and time. Plagiarism is unethical and unacceptable. Essays, papers, tests and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when ideas of another are incorporated in the body of an assignment they must be appropriately acknowledged. Supervisory responsibilities for teachers and administrators are a part of public education. Punctuality is a positive characteristic of teachers and administrators and desired behavior in schools and this class. Students are expected to be punctual (on time) and attend all classes and contribute to the learning process. Two absences will result in a letter grade reduction for the semester. Consultation with course professor needs to occur if a student is absent more than two class meetings.

**Conceptual Framework Standards**

Values  
Educational Technology  
Diversity  
Urban/Rural Education  
Professionalism  
Critical Thinking
Professional Behavior

Teaching is a public trust. That is, parents have confidence in those in whom they have entrusted their most precious possession. The behavior of teachers and administrators in the professional and public arena is a reflection upon you and the educational profession. Unprofessional conduct exhibited in this class will result in a lowered grade. In such an event, a conference will be arranged with the student to discuss the specifics of the incident. Subsequent incidents will result in the student being dismissed from the class.

PLEASE READ AND SIGN THE FOLLOWING STATEMENT--DETACH AND RETURN TO THE PROFESSOR

I have read this course syllabus and understand the grading and attendance policies and the professional requirements of this course.

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Signature                                                                                                                                        Date

Tentative Course Calendar

Week 1  8/25  Course Introductions/Instructional Leadership/APA Writing Style
Week 2  9/2  The Learning Community
Week 3  9/8  No Class
Individual Research
Week 4  9/15  Article 1 Presentations
Week 5  9/22  Data Driven Decision Making
Week 6  9/29  Article 2 Presentations
Week 7  10/6  Innovations and the Change Process
Week 8  10/13  Article 3/Presentations
Week 9  10/20  Supervision
Week 10  10/27  Article 4/Presentations
Week 11  11/3  Curriculum Development
Week 12  11/10  Decision Scenario
Week 13  11/17  Professional Development/Research Paper
Week 14  11/24  Article 5/Presentations
Week 15  12/1  Observation/Appraisal/Walk Throughs Due
Week 16  12/8  Final Exam

Academic Honor Policy

1. An academic honesty violation shall include a student who gives or takes information of material and wrongfully uses its to aid himself/herself or another student in academic endeavors. It shall further include receiving unauthorized written or oral information from a fellow student. Additionally, it shall include stealing, buying, selling, or referring to a copy of an examination before it sis
administered. 2. In the instance of papers written outside of the class, academic honesty violations shall include plagiarism. Plagiarism may be specifically defined for the purposes of any course by the instructor involved. Unless otherwise defined, plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from any source. Plagiarism shall also include paraphrasing a specific passage from a specific source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a written assignment. 3. A student who assists in any of the academic honesty violations mentioned above shall be considered equally as responsible as the student who accepts such assistance. 4. For procedural information regarding academic honesty violations, students should consult with the academic dean or director in the respective school or college. 5. The penalties for academic honesty violations shall include: reprimand, reduction of grade, denial of academic credit; invalidation of university credit or of the degree based upon such credit; probation; suspension; dismissal; or expulsion. In addition to any other penalties that may be imposed, the individual or student may be denied admission or further registration, and the University may invalidate academic credit for work done by a student and may invalidate or revoke the degree based upon such credit if it is determined that the student has made false, fraudulent, or incomplete statements in the application, residence affidavit, or accompanying documents or statements in connection with, or supplemental, to, the application for admission to or graduation from the University.

Non-Discrimination Statement

It is the policy of Florida A&M University to assure that each member of the university community is permitted to work or attend classes in an environment free from any form of discrimination, including race, religion, color, age, handicap, sex, marital status, national origin, veteran status, and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the university and employment. Questions concerning this policy and procedures for filing complaints under the policy should be directed to the University EEO/EEA Officer.

ADA Compliance

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Selected References


