COURSE SYLLABUS

Course Number: EDA 5193
Prerequisite(s) None

Course Credit: 3 Hours

College: Education


Taskstream Course Code: EDA5193fall2010

Office of Student Services in Taskstream http://www.taskstream.com/ts/green-powell1/StudentServices.html ;

6th Edition of APA Supplies: Taskstream is REQUIRED

Faculty Name: Dr. Patricia Green-Powell

Term and Year: Fall 2010

Place and Time: 5:30-8:00pm Room 103 GEC

Office Location: Room 300 GEC-A

e-mail: patricia.greenpowell@famu.edu

Course Description

This course EDA 5193, provides candidates with a leadership and instructional knowledge base to promote a positive learning culture, conceptualize and organize an effective instructional program, and collaborate with instructional personnel to identify strategies to improve student academic achievement. Content also provides candidates with expertise in utilizing instructional supervision theories and models related to teaching and learning.

Course Purpose

The purpose of this course will be to focus on the primary responsibilities of the school administrator in the facilitation of teaching and learning; and will identify instruction and supervisory tasks, analyze competencies and techniques needed by members of the supervisory team, and provide students with simulated clinical and actual instructional and supervisory experiences.

Approved/Revised 10/30/07
### 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:

![Conceptual Framework Diagram](image)

**DIVERSITY**
- **CF 1**
- This focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FPLS</th>
<th>ELCC Standards</th>
<th>FELE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.1 (K)</td>
<td>Demonstrate understanding of diverse backgrounds of individuals.</td>
<td>6.0</td>
<td>4.0</td>
<td>3(1)</td>
</tr>
<tr>
<td>CF: 1.2 (S, D)</td>
<td>Demonstrate diverse student learning through differentiated instruction.</td>
<td>6.5</td>
<td>3.0</td>
<td>4(1);4(4)</td>
</tr>
<tr>
<td>CF: 1.5 (K, S)</td>
<td>Establish a climate that values diversity and supports learning for all students.</td>
<td>6.3</td>
<td>2.0</td>
<td>3(1)</td>
</tr>
</tbody>
</table>

**TECHNOLOGY**
- **CF 2**
- Through this focal area, the FAMU professional education candidate will:

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<tbody>
<tr>
<td>CF: 2.1 (S)</td>
<td>Use a variety of technology tools and software to support student learning.</td>
<td>7.2</td>
<td>1(1);1(2)</td>
<td></td>
</tr>
<tr>
<td>CF: 2.2 (S)</td>
<td>Use technology to manage, evaluate, and improve instruction.</td>
<td>7.1;7.7</td>
<td>1(1);1(2)</td>
<td></td>
</tr>
<tr>
<td>CF: 2.5 (S)</td>
<td>Use technology to prepare and teach lessons and promote creativity among students.</td>
<td>7.3</td>
<td></td>
<td>1(1);1(2)</td>
</tr>
</tbody>
</table>

**VALUES**
- **CF3**
- Through this focal area, the FAMU professional education candidate will:

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F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge   (S)=Skill   (D)=Disposition

Approved/Revised 10/30/07
**Florida Educator Accomplished Practices Standards (FEAPS)**

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</thead>
<tbody>
<tr>
<td>CF: 3.1 (S)</td>
<td>Work with colleagues in a professional manner.</td>
<td>3.4</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>CF: 3.2 (S)</td>
<td>Use clear and accurate communication with students, families and other stakeholders.</td>
<td>3.5</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>CF: 3.3 (S, D)</td>
<td>Promote perspectives, ideas, people, and culture.</td>
<td>6.3</td>
<td>5.0</td>
<td></td>
</tr>
</tbody>
</table>

**Interstate New Teacher Assessment and Support Consortium Standards (INTASC)**

- **(K)=Knowledge**
- **(S)=Skill**
- **(D)=Disposition**

**CRITICAL THINKING**

- CF4
- Through this focal area, the FAMU professional education candidate will:

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<tbody>
<tr>
<td>CF: 4.1 (K)</td>
<td>Demonstrate an understanding of a variety of instructional / professional strategies to encourage student development of critical thinking and performance.</td>
<td>5.0</td>
<td>3.0</td>
<td>Instructional Leadership 4(1-4)</td>
</tr>
<tr>
<td></td>
<td>Demonstrate the use of a variety of instructional / professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>8.6</td>
<td>3.0</td>
<td>Instructional Leadership 4(1-4)</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>5.5</td>
<td></td>
<td>Instructional. Lead.1(4)</td>
</tr>
</tbody>
</table>

**PROFESSIONALISM**

<table>
<thead>
<tr>
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<th>ELCC Standards</th>
<th>FELE</th>
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</thead>
<tbody>
<tr>
<td>CF: 5.1 (K)</td>
<td>Know the content.</td>
<td>3.4</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>CF: 5.4 (K, S)</td>
<td>Use major concepts, principles, theories, and research related to the development and acquisition of knowledge and motivation.</td>
<td>1.0</td>
<td></td>
<td>Operational Leadership 13(1-2)</td>
</tr>
</tbody>
</table>

**URBAN/RURAL EDUCATION**

- CF 6
- Through this focal area, the FAMU professional education candidate will:

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<th>ELCC Standards</th>
<th>FELE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 6.2 (S, D)</td>
<td>Demonstrate the ability to work in school settings that focus on rural/urban context with opportunities and challenges that these opportunities provide.</td>
<td>6.0</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td>CF: 6.3 (K)</td>
<td>Understand the conditions of both rural and urban students and families.</td>
<td>6.0</td>
<td>6.0</td>
<td></td>
</tr>
</tbody>
</table>

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Approved/Revised 10/30/07
### Standards Crosswalk

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>PEU Concept. Framework</th>
<th>FPLS</th>
<th>ELCC Standards</th>
<th>FELE</th>
</tr>
</thead>
</table>
| Article Critique     | 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.  
Demonstrate an understanding of technical skills in planning, decision making, presenting, and observing, researching, and evaluating instruction | CF: 1.1 (K) 6.2 (S, D); 4.5(S) | 2.0; 2.2; 2.3; 2.5; 2.6; 2.7; 2.8; 8.2; 8.3; 2.9; 2.10; 2.12; 2.13; 2.14; 3.5 | 3.0            | Instructional Leadership 1.1; 1.5; 2.4    |
| Research Paper       | Demonstrate an expanded knowledge of curriculum, instruction, student assessment, professional development and program evaluation | CF: 4.1(K); 5.1(K); 6.2 (K); 4.5(S) | 1.1; 2.0; 2.2; 2.3; 2.5; 2.6; 2.7; 2.8; 2.9; 2.10; 2.12; 2.14 | 1.0; 2.03.0    | School Leadership 1.1; 7.1-3; 3.1-2     |
| Field Experience. Classroom Walkthrough (CWT) | Demonstrate an increased awareness of the sequence of steps in curriculum development and the roles and relationships in curriculum development and implementation.  
Demonstrate an understanding of technical skills in planning, decision making, presenting, and observing, researching, and evaluating instruction  
Demonstrate an increased awareness of selected models of supervision, leadership, and motivation. | CF: 1.1 (K); 4.1(K); 5.1(K), 6.2 (S, D); | 1.1; 1.4; 2.1-2.13; 5.23; 5.1; 7.1; 2.3; 5.2; 8.7; 1.2; 3.5 | Instructional Leadership 3.2; 5.2; 4(1-4) |                                   |
<p>| Midterm Examination  | Demonstrate an understanding of technical skills in planning, decision making, presenting, and observing, researching, and evaluating instruction |                          |                                |                | School Leadership 1.2; 13; 3.2; and 14; Instructional Leadership 5(1) |</p>
<table>
<thead>
<tr>
<th>Demonstrate an understanding of interpersonal behaviors available to supervisors.</th>
</tr>
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<tbody>
<tr>
<td>Demonstrate an understanding of theories related to instructional supervision and adult learning and development</td>
</tr>
</tbody>
</table>

**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.

**Specific Behavioral Objectives**

At the completion of this course, students will be able to

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.  
   FELE Instructional Leadership 3(1.2, 17), 5; FPC 2.0; 8.2.9; 7.0, 7.1, 7.9; ELCC 2.1a; CF: 1.1(K), 1.2(S,D), 1.5(K,S)

2. Demonstrate an expanded knowledge of curriculum, instruction, student assessment, professional development, and program evaluation. FELE Instructional Leadership 1 (1, 3), 5; ELCC-2.2a; 2.2b; 2.2c

3. Demonstrate an increased awareness of the sequence of steps in curriculum development and the roles and relationships in curriculum development and implementation. CF: 4.1(K); 4.2(S); 4.5(S) FELE-

4. Demonstrate an increased awareness of selected models of supervision, leadership, and motivation. FELE, FPC 4, 7, 8, 11, 13, 1 CF: 4.1(K); 4.2(S); 4.5(S)

5. Demonstrate an understanding of technical skills in planning, decision making, presenting, and observing, researching, and evaluating instruction. FELE2, 13(1.2) FPC, ELCC 2.3a-e; CF: 4.1(K); 4.2(S); 4.5(S)

6. Demonstrate an understanding of interpersonal behaviors available to supervisors. FELE- FPC 2.0 2.8 2.9

7. Demonstrate an understanding of theories related to instructional supervision and adult learning and development. FELE Instructional Leadership. FPC 7, ELCC 2.3(b); 2, 3(c)

8. Demonstrate an understanding of models and strategies of the change process. (FELE Leadership, Operational Leadership-13(1, 2)

**National and State Standards Addressed in the Course**

- Professional Organization/Learned Society Standards
- Florida Educational Leadership Standards and Criteria
- Florida Principal Leadership Standards (FPLS) and Program Indicators

**Topical Outline**

- FE=Florida Educator Accomplished Practices Standards (FEAPS)
- I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
- (K)=Knowledge  (S)=Skill  (D)=Disposition

Approved/Revised 10/30/07
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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</thead>
</table>
| August 24, 2010 | ♦ Welcome/Introductions  
♦ Course overview and expectations  
♦ Discussion of Course Syllabus  
♦ Cecil Golden’s FLDOE website  
♦ Topic: Overview of Supervision and Instructional Leadership  
♦ Assignment: Compare and Contrast School Climate and School Culture (acquire articles from the library on each)  
♦ Blooms Taxonomy                                                                 |
| August 31, 2010 | ♦ Discussion on various articles on School Climate and School Culture  
♦ Overview of Florida Department of Education/FELE/Cecil Golden’s Link  
♦ Read Chapters 1 in Text: Supervision that Improves Teaching and Learning  
♦ Adult Learning and Development |
| September 7, 2010 | ♦ Principal as Instructional Leader  
♦ 21st Century Leadership Skills  
♦ Chapter 1 Full Class Discussion |
| September 14, 2010 | ♦ Activity: The Supervisory Beliefs Inventory  
♦ Assignment: Research Topics Due-Please place in Digital Drop Box  
♦ Assignment: Article on Classroom Walk Through |
| September 21, 2010 | ♦ Action Research Topic: Action Research: The School as the Center of Inquiry  
♦ Case 7 in Textbook  
♦ Assignment: Read Chapter 2 -Three Interpersonal Approaches to Supervision  
♦ Discussion on Assessment Tools |
| September 28, 2010 | ♦ Discussion on Chapter 2  
♦ Article Critique Due (by 5:30pm) |
| October 5, 2010 | ♦ Assignment: Organizational Change  
http://www.mapnp.org/library/org_chng/chng_mng/chng_mng.htm |
| October 12, 2010 | ♦ Classroom Walk Through Due(by 5:30pm)  
♦ Guest Lecturer  
♦ Preparing for the Midterm Examination |
| October 19, 2010 | Midterm Examination |
| October 26, 2010 | ♦ Using Data in decision making  
♦ Topic: Professional Development, Curriculum Development, and Change |

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<table>
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<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2, 2010</td>
<td>Guest Lecturer: “The Principal as Instructional Leader”</td>
</tr>
</tbody>
</table>
| November 9, 2010| ♦ Professional Development: Curriculum Development, and Change  
                          ♦ Research Article: *The Development of Action Research* |
| November 16, 2010| ♦ Guest Lecturer- Florida Department of Education  
                          ♦ Discussion of Florida State Board Rules                                                      |
| November 23, 2010| Research Paper Due by 5:30pm                                                                    |
| November 30, 2010| Strategic Planning Process:  
                          ✓ Identify purpose (mission statement)  
                          ✓ Select the goals to accomplish your mission  
                          ✓ Identify specific strategies that must be implemented to reach each goal  
                          ✓ Identify specific action plans to implement each strategy  
                          ✓ Monitor and update the plan                                                                |
| December 7, 2010| Final Examination                                                                               |

**Teaching Methods**

Lecture  
Guided Discussion  
Invited Guest Lecturers  
On-line sessions and research  
Writing Experiences  
Field Experience  
Socratic Dialogue  
Role-playing  
Group/Team Work  
Case Studies

Required Artifacts:  
1) Article Critique (Instructional Leadership)  
2) Data Driven Decision Making Project (Classroom Walkthrough), and  
3) Research paper

\[F=\text{Florida Educator Accomplished Practices Standards (FEAPS)}\]  
\[I=\text{Interstate New Teacher Assessment and Support Consortium Standards (INTASC)}\]  
\[(K)=\text{Knowledge} \quad (S)=\text{Skill} \quad (D)=\text{Disposition}\]
## Course Evaluation

<table>
<thead>
<tr>
<th>Criteria for rating</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

- **Favorable**: The candidate consistently and thoroughly demonstrates indicators of performance. (90–100 %)
- **Acceptable**: The candidate usually and extensively demonstrates indicators of performance. (89-80%)
- **Marginal**: The candidate sometimes and adequately demonstrates indicators of performance. (79-70%)
- **Unacceptable**: The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.

## Professional Behavior: The Candidate demonstrates professional behavior

(Outcome)

- is punctual and regularly attends class
- has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
- presents oneself in a professional manner both in demeanor and appearance.
- handles feelings appropriately (emotional management)
- maintains integrity and high professional standards.
- works in a reliable, dependable manner, utilizing initiative.
- seeks opportunities for professional development and actively participates in professional organizations.
- demonstrates the appropriate use of personal technology during class.
- demonstrates academic honesty.

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## Effective Communication: The Candidate demonstrates effective communication skills

(Outcome)

- communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
- is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
- is willing to share information and ideas in a mutually respectful manner.
- utilizes and models active listening and appropriate feedback skills.

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- **Marginal**: The candidate sometimes and adequately demonstrates indicators of performance. (79-70%)
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## Grading

- A = 90-100
- B = 89-80

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C = 79-70
D= 69 and Below
I = Incomplete grades follow the guidelines provided in the current FAMU Bulletin.

**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 approximate 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 approximate 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.

**Grading System:**
A = 90-100
B = 89-80
C = 79-70
D= 69 and Below
I = Incomplete grades follow the guidelines provided in the current FAMU Bulletin.

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*Approved/Revised 10/30/07*
Please note: Grading Rubrics for assignments are located in Taskstream.

1. Article Critique on Instructional leadership (managing the learning environment; community and stakeholder partnerships; decision making strategies; diversity; technology; accountability and assessment; human resource development; and ethical leadership) The Article must be attached to the Critique, and should be 5-7 pages in length, excluding references. Please note that the American Psychological Association (APA) style format must be used. CF: 1.1 (K) 6.2 (S, D)

2. Research Paper. Each student will identify a supervisory issue in the areas of school governance, curriculum development, organizational culture, motivation, group leadership styles, or program evaluations for specific focus. The student will be expected to:

   (1) Give an overview of the problem(s) in this area
   (2) Develop a guiding question or group of guiding questions
   (3) Review relevant literature and how it impacts the problem(s)
   (4) Give implications and recommendations for the problem
   (5) Summarize and provide a conclusion to your paper

   The paper should be 12-15 pages in length. Each student should use 14-16 references, with a maximum of three Internet references. APA format is required. (Research Paper 6.4, 7.1, 7.2, 7.3, 7.4, FELE Leadership 1.1-2.13, 5.2, 3, 5-8, 7.1, 2, 3, 5, ELCC 2.1a; 2.2(a-c); 2.3(a-c); CF: 4.1:5.1:6.2 (K)

3. Midterm Examination. The student will be given a Midterm Examination. The student will demonstrate an understanding of concepts of supervision and instructional leadership covered in class. FELE, 1.1-1.4, 2.1-2.13, 5-8, 7.1, 2, 3, 5; FPC 4, 5, 6, 7, 8, 10, 11, 12, 13, 15, 17, 18, ELCC 2.0; 2.2(b-c); 2.3 (a-c); 3.1(a-b);

4. Field Experience. Classroom Walkthrough (CWT)
   CF: 1.1:4.1:5.1:6.2; FELE/FEL 1.1-1.4, 2.1-2.13, 5.2, 3, 5-8, 7.1, 2, 3, 5; ELCC 2.2a, b, c; 3.1a

   For this Field Experience, you will be required to visit two different class rooms at a school to observe the work of classroom teachers. As school administrators, a vast majority of your work will include classroom visitations.

   What are they looking for in an observation? The CWT observation focuses on the following components:

   Teaching Objective/Learning Expectation - Is the objective/expectation appropriate and aligned with state standards/district curriculum? Is the objective/expectation communicated to the student in “student-friendly” language verbally or visually? Is the teacher teaching to the objective/expectation?
**Target** - Is the lesson on target for the grade level/needs of the students (if below or above grade level)?

**Taxonomy** - At what level of Bloom’s Taxonomy of Knowledge are students working? Is the level(s) appropriate to the learning objective(s)? Is there a balance of high and low order questions/cognitive tasks?

**Text & Materials** - Are the materials and related classroom resources appropriate and supportive of the learning objective(s)? Are the materials differentiated according to student needs?

**Instructional Strategies** - What is the teacher doing? Whole group, small group, or individual approaches? Direct or facilitated approaches? Integrating technology?

**Modeling?** And much more

**Learner Engagement** - What are the students doing? Are they conscious of the learning objective/expectation? Are they actively engaged or passively compliant?

**Learning Environment** - What does the classroom look like? Are there displays, word walls, etc. that support the learning activities? Are there displays of student work? Are there resources, technology, classroom libraries, etc.?

1. Look for evidence of objectives and co-objectives
2. Evidence of level of teaching according to Bloom’s Taxonomy
3. Diversity in the setting
4. Differentiated Paring (Co-teaching)
5. As an administrator, write a question (critical to what you observed) that you would give to the teacher.

The purpose of CWT is to help principals and assistant principals become more effective instructional leaders. It provides a powerful tool for instructional leaders to gather information for the purposes of coaching, program planning, and professional development. 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.

All students must acquire a password/login to the following website:

www.FloridaSchoolLeaders.org

I reserve the right to make changes to the EDA 5193 Course Syllabus at anytime during the semester.

**Course Policies**

**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

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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.

**Attendance**
EDA 5193 is scheduled for 5:30pm-8:00pm. Masters level candidates registered for this course are required to arrive on time and must remain until the class has adjourned. Punctuality is a positive professional disposition of exemplary teachers and administrators, and desired behavior in most schools and colleges. Emergencies sometimes arise, however, if you need to be absent from class, you are expected to notify the instructor in advance, by telephone or e-mail.

If you arrive to class more than 20 minutes late, **you are absent**. Consultation with course professor needs to occur if a student is absent more than one class meeting. More than one absence will result in a drop of one letter grade and the student maybe dropped from the course and assigned the grade of” F”.

**Plagiarism**: Plagiarism is unethical and unacceptable. Essays, papers, test, 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.

All written material will be assessed on the nature and adequacy of the content, the clarity and organization of the thought processes, and the correctness of grammar and syntax. All assignments not turned in on time will result in a loss of 5 points. Five points will continue to be deducted for each week that the assignment is not completed. (FPC 18)

**Dispositions** As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

**Policy Statement on Non-Discrimination** It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, 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.

**Academic Honor Policy** The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct.

**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.

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