EDUC519

Course Summary

Course : EDUC519 **Title :** The Professional School Leader
Length of Course : 8 **Faculty :**
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

This course serves as an introduction to the skills one needs to become an effective school leader. Course activities involve having the potential leader examine the qualities of effective leadership, exploring definitions of leadership, and the creation of a personal model for leadership practices. This course provides students with opportunities to reflect on personal and professional goals while gaining an understanding of the role of building administrator.

Note: This is required as the first course in the M.Ed. in Educational Leadership program.

Course Scope:

This course will lay the foundation for the entire degree program, providing familiarity with on-line learning and an understanding of the requirements for being successful in the APUS program. Students will analyze the concept of "the professional school leader," what that implies, and how one develops an advanced level of professional competency and expertise. Students will interact with their instructors and other practicing educators to discuss and gain a better understanding of the role of the building administrator.

The overarching philosophy of The Professional School Leader will be to examine historical development of educational leadership and to identify the current theories of leadership. The goal of this course is to help bridge the experiences candidates have had as teachers and the move toward a campus-wide perspective of the administrator.

Objectives

After successful completion of EDUC519 candidates will be able to:

CO1: Demonstrate effective use of media and technology for writing, learning, teaching, and professional development. (NELP 7.3)

CO2: Analyze the history and development of educational leadership. (NELP 4.1) (PII: 4.C)

CO3: Compare and contrast theories of educational leadership. (NELP 4.1) (PII: 4.C)

CO4: Analyze the role of the campus administrator in student learning and school management. (NELP 6.1, 6.2)

CO5: Demonstrate an understanding of one's classroom experiences as it relates to the formation of an educational philosophy and student achievement. (NELP 4.3)

CO6: Describe the role of the educational leader in current educational environments. (NELP 5.3)

CO7: Develop a vision for growth as a professional leader who creates and sustains active learning environments. (NELP 4.1)

CO8: Document the relationship between the various national standards that govern educational leadership (NELP 1-7, PII all, ISTE all)

Outline

Week 1: Introduction to and Historical Development of Educational Leadership
Topic(s)

- Introduction to Educational Leadership program
- Historical development of Educational Leadership

Learning Objective(s)

- Explain the difference between skills and dispositions.

- Inspect the historical development of the organizational systems that govern

  public schools.

- Examine the evolving role of campus administrators.

- Evaluate how current social issues are shaping the role of campus administrators

Reading(s)

- Refer to Reading & Resources in the Lessons area of the course.

Deliverables

Assignments:

- Field Experience Chart (begun and continued through the program)
- Development Timeline of the Campus Administrator

Discussion:
- Introductions
- Discussion 1: Administrator's Role

Week 2: Leadership vs Management and Theory vs Practice
Topic(s)

- The importance of leadership and theory for education
- Distinguishing between leadership and management
- What instructional leadership is and how it differs from other leadership
- Relevance of theory to good practice
- Characteristics of theory
- Models of leadership and management

Learning Objective(s)

- Compare leadership and management.
- Define instructional leadership.
- Evaluate the relationship between theory and practice.
- Identify the characteristics of theory.
- Reflect on gender issues and diversity in educational leadership

Reading(s)

- Refer to Reading & Resources in the Lessons area of the course

Deliverables

Assignment:

- Literature Search and Annotated
- Bibliography Reflective Essay

Discussion:

- Discussion 2: Leadership vs. Management
- Discussion 3: Theory Application

Week 3: Formal, Collegial, and Political Models of Leadership
Topic(s)

- Leadership Models

Learning Objective(s)

- Compare and contrast formal, collegial, and political models of leadership.

Reading(s)

- Refer to Reading & Resources in the Lessons area of the course

Deliverables

Discussion:

- Discussion 4: Formal Models of Leadership
- Discussion 5: Collegial Models of Leadership
- Discussion 6: Political Models of Leadership

Week 4: Subjective, Ambiguous, and Cultural Models of Leadership
Topic(s)

- Subjective, ambiguous, and cultural models of leadership

Learning Objective(s)

- Compare and contrast the subjective, ambiguous, and cultural models of leadership.

Reading(s)

- Refer to Reading & Resources in the Lessons area of the course

Deliverables

Discussion:

- Discussion 7: Subjective Models of Leadership
- Discussion 8: Ambiguous Models of Leadership
- Discussion 9: Cultural Models of Leadership

Week 5: Personal Model of Leadership
Topic(s)

- How to develop a personal model of leadership

Learning Objective(s)

- Create a personal model of leadership.

Reading(s)

- Refer to Reading & Resources in the Lessons area of the course

Deliverables

Assignment:

- Personal Model of Educational Leadership and Management

Week 6: NELP Standards
Topic(s)

- NELP Standards

Learning Objective(s)

- Analyze the NELP Standards
- Reflect on personal strengths and weaknesses in relation to NELP standards.

Reading(s)

- NELP Standards - Refer to Reading & Resources in the Lessons area of the course

Deliverables

Assignment:

- NELP Reflective Essay

Discussion:

- Discussion 10: Professional Standards for Educational Administration

Week 7: ISTE/NETS A Standards and Praxis II Content Exam 0411 Standards
Topic(s)

- NETS*A Standards

- Praxis II Content Exam 0411 Standards

Learning Objective(s)

- Analyze the NETS*A Standards
- Align ISTE/NETS*A Standards with NELP standards
- Analyze the Praxis II Content Exam 0411 Standards
- Align Praxis II Standards with NELP Standards

Reading(s)

- Refer to Reading & Resources in the Lessons area of the course

Deliverables

Assignment:

- NETS*A-Praxis II Content Exam 0410-NELP Alignment Chart

Discussion:

- Discussion 11: Technology Standards for Administrators
- Discussion 12: Certification

Week 8: Reflections and Administrator Job Description
Topic(s)

- Current role of campus administrator

Learning Objective(s)

- Create an administrator job description.
- Discuss knowledge of educational leadership from the course.

Reading(s)

- Refer to Reading & Resources in the Lessons area of the course

Deliverables

Assignment:

- Administrator Interview
- Continue work on Field Experience Activity Log throughout your program

Discussion:

- Discussion 13: Reflection

Evaluation

Educational Leadership Candidate School Observation/Experience Log

Print, sign, scan, and submit a blank copy of the Educational Leadership Candidate School Observation/Experience Log . This is the chart you will complete throughout your coursework to show the 30 hours of required field experience needed prior to start of the Principal Internship. You will be completing this chart in many of your future courses; each activity is a

built-in assignment in the course, so you are not required to do work in addition to your course work.

Development Timeline of the Campus Administrator

Develop a timeline that shows the development of the campus administrator from the teacher in the one-room schoolhouse to the modern campus administrator. Show how each level of administration was added and during what time period. Add a short description of what the role of the administrator was at each change and what social or historical events precipitated each change. You may choose the format of this assignment.

Literature Search and Annotated Bibliography

Using the APUS library, search for three (3) journal articles that discuss the differences between, or research related to, educational leadership and educational management. Create an annotated bibliography with your chosen articles. Please include a properly APA formatted title page with your bibliography.

- Citation of Article One
  - Paragraph summary
- Citation of Article Two
  - ○ Paragraph Summary
- Citation of Article Three
  - ○ Paragraph Summary

Reflective Essay

Write a reflective essay (1-2 pages) on how you feel gender issues, OR cultural issues, are or are not relevant, or widely present in education today. This assignment does not require professional resources and should be based on your experiences, and can therefore be written in first person. However, you must provide specific examples to support your thoughts. You may wish to review Reflective Writing for additional guidance in this assignment.

Reflective Essay

Criterion	Percentage of Final Grade
Evidence of reflecting on an experience (often an event, i.e. something that happened, but it could also be an idea or object).	25%
Analysis of the event or idea (thinking in depth and from different perspectives, and trying to explain, often with reference to a model or theory from your subject).	25%
Evaluation of meaning of event or idea and ongoing progress as a learner and/or practicing professional.	25%
Writing Mechanics	15%
APA	10%
TOTAL	**100%**

Personal Model of Educational Leadership and Management

In this assignment you will develop a comprehensive theory of leadership by adopting the basic tenets of one (or more) sets of theories presented in the text. This document will help you begin to develop the basis for your leadership style as you transition from the classroom to the front office.

Personal Model of Educational Leadership and Management Criterion

Criterion	Percentage of Final Grade
• Biographical section (no more than 3 paragraphs) detailing personal experiences in education with focus on leadership style in the classroom, or experiences with various leadership styles from administrators	10%
• Statement (no more than one paragraph) of model(s) of leadership most likely to be followed based on personal experiences and the readings in the course. (Identify which elements you like most from your model(s) to create a personal "theory." This means you can use what you like and dump what you don't from the various theories to make one combined statement that reflects you!) Final section of the paper should include the following:	15%
• Literature review that pulls information from at least nine (9) journal articles and/or books that discuss the elements of the models you have chosen to represent you. • An interview from at least two current administrators where you ask their opinions on the "theory" you have created. • A reflection on both the literature review and the interview.	50%
Writing Mechanics	20%
APA Style and Formatting	15%
TOTAL	**100%**

NELP Reflective Essay

In using the professional standards of our field, you need to know your professional strengths and weaknesses in order to plan for future learning. In a reflective essay (2-3 pages) identify your strengths and weaknesses in relation to NELP standards and set goals for any areas in which you feel unprepared. You may wish to review Reflective Writing for additional guidance in this assignment.

Reflective Essay Criterion

Criterion	Percentage of Final Grade
Analysis of strengths and weaknesses in relation to NELP standards	25%
Goals identified for areas in which unprepared	25%
Planning, implementation, and evaluation strategies outlined	25%
Writing Mechanics	15%
APA	10%
TOTAL	**100%**

NETS*A-Praxis II Content Exam 0410-NELP Alignment Chart

Create an alignment chart that shows how the NETS*A standard elements, the Praxis II Content Exam 0411 standards and the NELP standard elements align. You'll want to keep this assignment as you will need it as you go through courses.

Administrator Interview

As you begin your administrator program you will realize that the role of school administrator is very different from that of other school employees. The work that happens "behind the scenes" may be largely unknown to you. In this assignment you are asked to interview two administrators from elementary, middle/junior high, and high schools. Once you have spoken to all six administrators you are to provide a comprehensive reflection of what you learned, or had confirmed, and you will create a job description based on the information provided by the administrators.

You will submit the following for this assignment:

- Completed interview questionnaire for each administrator
- Reflection
- Job Description

Once this assignment is complete, complete the section of the Field Experience log assigned to this course. This includes demographics of the campus(es) where the administrators worked and a short reflection on what you learned. The Field Experience log must be completed and turned in no later than 30 days prior to your final course. You are responsible for maintaining this form.

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit [eReserve](#) to locate the course.* **Author:**

Publication Info:

ISBN: ERESERVE NOTE

Refer to Reading & Resources in the Lessons area of the course

See also: *Publication Manual of the American Psychological Association* (6th ed.). (2009). Washington, D.C.: American Psychological Association.

Course Guidelines

Citation and Reference Style

Students will follow the current edition of the American Psychological Association (APA) Style Guide as the sole citation and reference style used in written work submitted as part of coursework to this course. Assignments completed in a narrative essay or composition format must follow APA formatting.

Discussion Assignments

These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the "Discussions" of your course screen. Please carefully read the discussion prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. The grading rubric and requirements for discussions can be found in the **Citation and Reference Style**

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Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:

http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic_Dishonesty

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.

- Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool]()

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

APUS Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval will be graded according to the APUS Late Policy.

"Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion." Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.*

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied For more information regarding our DSA services, please contact [DSA@apus.edu]().

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and <u>especially</u> satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- ***Charles Town Library and Inter Library Loan:*** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- ***Electronic Books:*** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- ***Electronic Journals:*** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- ***Tutor.*com**: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (http://apus.libguides.com/index.php)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

Grading Scale

Grade	GPA / Percent	Description
A	4.0 / 100 - 94	Very high quality, clearly above average work
A-	3.67 / 93-90	
B+	3.53 / 89-87	
B	3.0 / 86-84	Expected performance level
B-	2.67 / 83-80	
C+	2.33 / 79-77	
C	2.0 / 76-73	
C-	1.67 / 72-70	Unsatisfactory
D+	1.33 / 69-67	Failing
D	1.0 / 66-64	Failing
D-	.67 / 63-60	Failing
F	0.0 / 59-0	Failing