

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
School of Education
Educational Leadership and Cultural Foundations

Leadership for Teaching and Learning
Course Syllabus: Spring 2005

Three credits

COURSE SYLLABUS

Spring 2005

DEPT: Educational Leadership and Cultural Foundations

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Office Hours: Monday: 1:00pm-3:00pm & 7:00pm-8:00pm
Tuesday: 1:00pm-5:00pm
Wednesday: By Appointment
Thursday: Field Visits & Research
Friday: Research

1. **Course Prefix and Number:** *ELC 670-01*
2. **Course Title:** *Leadership for Teaching and Learning*
3. **Credits & Meeting Info.** 3 Graduate/ 308 Graham/ Monday 4:00-6:50pm
4. **Course Prerequisites/Co requisites:** None

Course Overview

According to Gause (2000) “the American Public Educational System after undertaking “great” reform efforts continues to inadequately educate large numbers of African American children, children of color, and white students who are victims of poverty” (p.3). “Children of color” especially those who reside in urban and rural poor school districts are “miss-educated” at a greater rate than those who attend schools in affluent areas. This suggests that cultural and economic politics are factors in the schooling process. The educator’s customary role as primary decision-maker, over-time, has evolved into one whereby she/he must work to diffuse “power differentials” throughout the learning community, participate and promote on-going professional development, negotiate the “treacherous sea” of school and community relations, and share resource information with all stakeholders to include the media. According to current educational leadership discourse the most successful principals are those who are effective in moving critical resources—power, knowledge and skills training, information, and rewards—to all members of the “learning community.” Heifetz (1994) suggests, in order to make progress towards developing a solution to the various problems in which educational leaders encounter there must be a shift in individuals’ attitudes, values, and behaviors. All

members of the “learning community” must “change however “change” begins with the leader.

5. For Whom Planned: This is a required course for Master of School Administration students. Given space availability, it will be open to graduate students in other programs. This is a graduate three credit hour course, therefore students are expected to demonstrate and articulate data-gathering techniques, by analyzing, synthesizing, and evaluating current literature, as well as formulating and communicating “their own ideas” regarding cases and theories presented in class. Students will debate the development of theoretical constructs and frameworks of educational leadership, culture, schooling and discourses regarding learning in terms of their cognitive experiences. Question: **What are the visible indicators for effective leadership for teaching and learning? How are they identified, conceptualized and actualized?**

6. Course Purpose/Catalog Description: Examines conceptions of “good” schools and the nature of instruction, curriculum, assessment, and professional development. This course explores leadership, change, and school renewal discourses and work toward good schooling and pedagogy.

7. Teachers Academy Conceptual Framework Mission Statement: *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

8. Course Goals and/or Objectives/Student Learning Outcomes:

- To understand the culture and practices of good schools and be able to articulate the nature of curriculum and instruction in such schools.
- To explore the relationship between what we know about how students learn, authentic pedagogy, and teaching for high-stakes testing.
- To explore aspects of curriculum, particularly authentic and multicultural curriculum and its relationship to the North Carolina *Standard Course of Study*.

- To explore multiple forms of student assessment, including authentic assessment of student performance.
- To understand the relationship between leadership, change, and developing a school's capacity to inquire, learn, and collaborate for the improvement of teaching and learning.
- To understand and be able to apply several school renewal processes.
- To understand the implications for principals of the relationships between good schooling, pedagogy, leadership, change, and school renewal.

9. Standards (ELCC, ISLLC, NPBEA)

Standard 1.0: Candidates who complete 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.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students 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.

Standard 3.0: 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.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

North Carolina Standards for School Leaders (adapted from Educational Leadership Constituent Council and National Policy Board for Educational Administration)	ELC 670
1. Vision: Graduates are educational leaders who have the knowledge, skills, and abilities to promote the success of all students by facilitating the articulation, formulation, and dissemination of a school or district vision of learning supported by the school community.	X
2. Learning: Graduates are educational leaders who have the knowledge and ability to support the success of all students by promoting and maintaining a positive school culture for learning, by promoting effective instructional programs, by applying best practices to student learning, and by designing and implementing	X

comprehensive professional growth plans for staff.	
3. Climate: Graduates 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 climate.	X
4. Community: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	
5. Ethics: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by demonstrating a respect for the rights of others and by acting responsibly.	X
6. Context: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by articulating, analyzing and describing, and communicating the larger political, social, economic, legal, and cultural context and advocating for all students.	X
7. Internship: Graduates are educational leaders who have the ability and experience to promote the success of all students by completing an internship that provides significant opportunities for synthesizing and applying knowledge and practicing the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.	

10. Attendance: Although instructors keep accurate records of attendance for administrative purposes, students' grades are based on their academic performance, not on attendance. Students should understand they are responsible for the academic consequences of absence.

11. Teaching Strategies: Teaching strategies will involve a combination of lecture, interactive discussions, group activities, case studies, "role play" and student work. Student in class work will primarily be in groups. Portions of the course may eventually be web-based.

12. Evaluation Methods and Guidelines for Assignments:

1. *Written Exercises / Group Tasks during Class Sessions (2 @20%, Total 40% of Final Grade):*

Written Opening Exercises

Written exercises will serve as an analysis, synthesis, and evaluation as well as, the application of the readings, discussion board and classroom dialogue to your practice; personally and professionally. *The assignment should deliver information to the*

instructor that presents your perspective regarding the key concepts of leadership, teaching and learning as they inform your praxis and pedagogy. . The assignment should adhere to the 5th edition of the Publication Manual of the American Psychological Association.

Assessment Rubric:

A = clear evidence that readings were carefully attended to; evidence of ability to draw insight from readings or call attention to key or significant aspects of the readings

B = reasonable evidence that readings were carefully attended to

C = uncertain evidence whether readings were carefully attended to

2. Group Tasks during Class Sessions & Virtual Discussion Board (20% of final grade)

Students will be asked to regularly work on tasks during class sessions to include the development of a Collage that represents personal and professional perspectives regarding “teaching and learning.” It is important that students take these class work sessions seriously. These are not time fillers, opportunities for socializing, or times to exchange professional “war stories” unrelated to the assigned task. Instead, they are intended to serve as opportunities to learn about the substance *and process* of teaching, learning, leadership, change, and school renewal. They are intended as opportunities to work with or apply the concepts and ideas contained in the readings and the mini-lectures. Interacting and constructing knowledge with colleagues both in the student’s school and in this course is potentially *the* most significant source of professional learning (as opposed to books, a professor, an outside “expert”, etc.). Sometimes additional work will be required on a group task assigned during class after the class session is over. Most/all of this can probably be accomplished electronically.

3. *Covenant Assignment* (Written Covenant 30% Group Presentation 10%, Total 40% of final grade.):

This assignment includes:

- a. Knowledge statements (what we know about good classrooms, schools, teaching & learning)
- b. Evidence statements (direct quotes or paraphrases with accompanying citations that provide the evidence for knowledge statement)
- c. Value/belief statements (the beliefs or values that flow from the cited knowledge statements)
- d. An explanation and elaboration of what the belief statement means to the members of the group (one paragraph for each belief).

The assignment is turned in as one product for the entire group. The work should be fueled by inquiry into the nature of good schooling, including the educational literature

on good schools. Students may use any sources they wish for the inquiry including course books and readings, course mini-lectures, and outside readings.

Assessment Rubric for Written Covenant:

- A = Clear, well-written statements; strong support for each knowledge statement; Clear connection between evidence statements and knowledge statements (Including citation and reference information); consistency and connection between knowledge statements and values; clear explanation of value statements
- B = Generally clear, well-written statements; some support for each knowledge statement;
Occasional unclear connection between evidence statements and knowledge statements;
Occasional lack of consistency or unclear connection between knowledge statements and values; occasional unclear explanation of value statements
- C = frequently unclear statements; minimal support for knowledge statements; Frequent unclear connection between evidence statements and knowledge Statements; frequent lack of consistency or unclear connection between knowledge statements and values; frequent unclear explanation of value statements

Assessment Rubric for Group Presentation:

- A = Evidence that supports full involvement of all group members in the development of the covenant. All members are involved in the group presentation and it is exceptionally evident that all members are knowledgeable of product and are able to articulate the covenant and its impact on leadership, culture and schooling.
- B = General evidence and some support of the group project. Minimal participation of group members in conveying project and its impact on schooling. Group members somewhat knowledgeable of project.
- C = Lack of support of group members in articulating project. All group members not involved in group presentation and very little evidence to support the involvement of all group members in the development of the project.

Note: This assignment serves as the Final Examination for this course.

13. Required Text(s)/Readings/References:

Texts

Fullan, M. (2003). The Moral Imperative of School Leadership. Corwin Press ISBN#0761938737

**Glickman, Carl. (2003). Holding Sacred Ground: Essays on Leadership, Courage, and Endurance in our Schools. Jossey Bass.
ISBN #780787956714**

**Palmer, P. (1998). The Courage to Teach: Exploring the Inner Landscape of A Teacher's Life. Jossey Bass.
ISBN#0787910589**

Additional Readings will be provided by the professor

14. Topical Outline:

Session 1	Introductions & Course Overview PowerPoint: Great Schools	1/10/05
Session 2	Introduction: Teaching from Within (Palmer) The Heart of a Teacher (Palmer) Changing the Context (Fullan)	1/24/05
Session 3	A Culture of Fear (Palmer) The Hidden Wholeness (Palmer) Barriers to School Leadership (Fullan)	01/31/05
Session 4	Knowing in Community (Palmer) Teaching in Community (Palmer) The Moral Imperative at the School Level (Fullan)	02/07/05
	Outside Class Activity	02/14/05
	Teaching and Learning Collage	02/21/05
Session 5	Learning in Community (Palmer) Divided No More (Palmer) Making a Difference beyond the School (Fullan) How to Get There (Fullan) Due: Collage Presentations	02/28/05
Session 6	Part One: Great Schools (Glickman) Due: Written Exercise One: Professional-Personal Reflections (Fullan & Palmer)	03/14/05
Session 7	Part Two: School Renewal: Ironies and Challenges Case Study	03/21/05
Session 8	Part Three: Instructional Leadership Creating a Covenant	

	Case Study	03/28/05
Session 10	Part Four: Teaching, Learning, and Service Continue Group Covenant Assignment	04/04/05
Session 11	Part Five: Standards, Policies, and Authority Case Study	04/11/05
Session 12	Part Six: The Crux of Education, Democracy... Due: Written Exercise Two: Professional-Personal Reflections (Glickman)	04/18/05
Session 13	Case Study: Fish Bowl	04/25/05
Session 14	Due: All Group Covenant Assignments Covenant Presentations	5/02/05
Session 15	Course Evaluations Covenant Presentations Doctoral Students: Literature Review Due	5/09/05

15. Other Information:

Attendance Policy and Additional Requirements:

Students are expected to attend and participate fully in all class sessions and all web-based discussions and projects. Course attendance and participation in discussion and activities is a responsibility each student has to make the course a meaningful learning experience for self and other classmates. In order for students to participate in class sessions in a meaningful and informed manner, it is important that they read, analyze, and reflect on course readings prior to the class session for which the readings are assigned. Student unable to attend a class session should inform the instructor in writing.

Academic Honor Code:

Each student is required to sign the honor statement on all major work submitted for the course. Please review the UNCG Academic Integrity Policy (<http://saf.dept.uncg.edu/studiscp/Honor.html>).

Accommodations:

If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible. If you need further assistance please contact: Academic Accommodations, 208 Elliott University Center. 334-5440 Voice/TTY. 334-4412 Fax.
(<http://www.uncg.edu/ods/>)

16. Recommended Text(s) and/or Readings: A bibliography or list of references highlighting recent scholarship (pedagogy and research) in the subject area is available by searching the following:

American Education Research Association www.aera.net (Divisions A & B)
University Council of Education Administration www.ucea.org

17. Alignment with State and National Standards: Attach a matrix aligning the course goals/objectives with INTASC and/or NBPTS, DPI guidelines or competencies, standards of your professional organization (CEC, NCTM, NCTE, NCSS, NASD, etc.). See the CUI 553 matrix as an example. **If these were included as part of the course goals/objectives listed #9, you do not have to repeat them in a matrix.**

References

Gause, C.P. (2000). “Can I Get a Witness”: The Social Construction of Black Masculinity—(Re) Presentations in American Pop Culture.” Paper presented at the 3rd International Graduate Conference-Post Modern Productions, University of Erlanger, Bavaria, Germany. November 24-26, 2000.

Heifetz, R. (1994). Leadership without easy answers. Belknap Press: Cambridge, MA

(Revised: January 9, 2005)