

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling and Special Education

EDLR 6900, 6901, 6902 Residency in Educational Leadership (0-2-1)

Dr. Olajide O. Agunloye, Assistant Professor

oagunloy@aug.edu

706-729-2443

Dr. Samuel B. Hardy, Associate Professor

S Hardy5@aug.edu

706-667-4506

Dr. Albertus J. Isaacs, Assistant Professor

aisaaacs@aug.edu

706-729-2297

Course Description

This course is designed to provide students with leadership opportunities in the solution of an administrative or leadership problem at the school site. In collaboration with the building level coach, performance based, building level projects will be identified, planned, designed, implemented, and evaluated.

There is no required textbook.

LiveText

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

Course Objectives

The candidate will:

1. Understand and apply basic concepts and principles related to leadership—i.e. personnel administration, human relations, school law, business administration, instructional supervision, and curriculum development.
2. Analyze sound practices and policies as they pertain to their role of change agent and make recommendations for such changes.
3. Understanding and influence the larger political, social, economic, legal, and cultural context .

1. College of Education Conceptual Framework

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

For each of the three sections below, include the elements that are addressed in your particular course and delete those that are not applicable. When complete, delete this italicized text.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

Program-Specific Standards Addressed in This Course

ELCC Seven

Georgia PSC Standard Seven

ISLLC Standard Seven

Method of Instruction

Conferences with candidate, faculty advisor, and coach

Course Schedule

TBA

Performance Assessment

1. Leadership candidates are expected to document all field experiences from all classes in the program of study by creating an electronic portfolio using LiveText. A candidate will present his/her portfolio to his/her faculty advisor and coach for review a minimum of three times, at least once when enrolled in EDLR 6900, 6901, and EDLR 6902. A candidate must submit his/her portfolio for review by his/her advisor at the conclusion of every semester enrolled in the Educational Leadership Program. A template in LiveText outlines the expectation for the candidate with each standard, and your advising professor will explain this process during your enrollment in EDLR 6900. Information on creating your portfolio is on the Educational Leadership website. Candidates should review this and create their portfolio as soon as they are enrolled in EDLR 6900.
http://www.aug.edu/clinical/programs/leadership/EDLR_livertext_instructions.htm.
2. In addition to preparing the portfolio, a candidate will complete a minimum of two 'shadow-a-principal' experiences (one full day for each experience) at school levels that are different from the candidate's primary residency. For example, if a candidate is completing the residency in a middle school, then the candidate will shadow at an elementary school for a full day and at a high school for a full day. The candidate must select schools that are different in size, ethnicity, and socio-economic level from his/her current assignment. Candidly assess the leadership style observed during meetings, interactions with parents, students, and staff, discipline issues, etc. Compare and contrast the styles of the principals. Comment on general efficiency and effectiveness issues. A minimum of 8 hours is to be completed for each of the shadowing experiences. Prepare a 3–4 page narrative following each shadowing experience. Use pseudonyms for the school and school leader in your paper. The first shadowing experience must occur when enrolled in EDLR 6901. The second shadowing experience should occur when enrolled in EDLR 6902.

3. In collaboration with the coach, a candidate should observe the mentor/coach, participate, manage, or implement any other administrative duties as assigned and document these activities under Standard Seven in LiveText. These activities are above and beyond field experiences in required classes. Working with the Beginning Leader Candidate Support Team, candidates will acquire a variety of leadership responsibilities, especially in those deficiency areas where you, your coach, or professor sense you need more understanding. Attention should be given to obtaining strategic, instructional, management, supervisory type experiences through observation, participation, or responsibility. Some activities might include: overview of budgetary process, construction of class lists and course schedules, review/analyze/resolution of fire and emergency plans, lunch-bus-testing schedules, supervision of instructional staff, overview of administrative data processing, issues related to special education students (scheduling, confidentiality, IEPs, inclusion models, etc), staff development issues, faculty meeting agendas, overview of functioning of PTA-business partnerships, administrative team meetings for strategic plans, etc. **The candidate is responsible for the documentation of these experiences along with appropriate artifacts, placing them under the appropriate standard in LiveText to demonstrate leadership responsibilities during the residency.**
4. Each candidate will complete a brief autobiographical essay highlighting his/her experiences and interests. The essay will also address attitudes, beliefs, and values regarding education. The essay will be loaded on the candidate's homepage in LiveText.
5. Impacting Student Learning (ISL) is an assessment that begins in the first residency course, continues in the second residency course, and is completed during the third residency course. The purpose of this assessment is to allow the candidate to demonstrate the ability to identify curricular and instructional needs present in the school/district, to research appropriate strategies for responding to the need, to develop an action plan based upon an understanding of the need, to implement the action plan, and to assess its impact on student learning.

This assignment assesses candidate performance for these Georgia PSC Educational Leadership Standards:

1. **Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating a continuous change process to improve the educational program through facilitating the development, articulation, implementation, and stewardship of a shared school or district vision of learning supported by the school community.**
2. **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 based on Georgia standards, applying research based best practice to student learning, and designing comprehensive professional growth plans for staff.**

4. **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, managing conflict and mobilizing community resources.**

Process

In collaboration with the coach and faculty advisor, the candidate will identify an instructional challenge present in the school/district that impacts student learning. During EDLR 6900/EDLR7351 the candidate will identify the issue, research strategies for addressing the issue, and develop an action plan to address the issue. The candidate will provide (1) evidence of the identified need, (2) annotated research addressing strategies for responding to the need, and (3) an action plan (objectives, timeline, persons responsible, resources, formative/summative assessments) using the SMART goal process.

During EDLR 6901/EDLR 7352 the candidate will implement the action plan. The candidate will document **each implementation step** of the action plan in a clear and comprehensive written summary that **includes artifacts that document each phase** of the action plan, including monitoring and any adjustments.

During EDLR 6902/EDLR 7353 the candidate will assess the effectiveness of the action plan and its impact on student learning. The candidate will (1) document and discuss the summative assessment data, (2) assess the impact of strategies used to improve student learning (citing specific strengths and weaknesses), (3) formulate next steps based upon data results, and (4) evaluate the action plan.

The candidate will document each stage of this work under Standard Seven in the LiveText Electronic Portfolio. The candidate will receive formative feedback from the coach and faculty advisor during EDLR 6900/7351 and EDLR 6901/7352. During EDLR 6902/7352 the rubric below will be used for a summative evaluation of the candidate's work relating to impacting student learning.

Rubric	Unsatisfactory	In-Progress	Proficient	Exemplary
Instructional issue is identified.	The candidate fails to present any data to document an instructional need within the school or district.	The candidate presents some data that suggests an instructional need within the school or district.	The candidate gathers, analyzes, and uses data from a variety of sources (such as student assessment results, student and family demographic data, community needs) to identify an instructional issue.	The candidate gathers, analyzes, and uses data from a variety of sources (such as student assessment results, student and family demographic data, community needs) to identify an instructional issue. Also, the candidate clearly outlines how these data are used to guide decision making and problem solving.
Research related to understanding the identified	The candidate fails to present research related to the	The candidate identifies and summarizes	The candidate identifies, summarizes,	The candidate identifies, summarizes,

instructional need and strategies for addressing the need is presented.	identified instructional need.	educational research related to the identified instructional need and strategies for addressing the need.	explains the application and relevance of educational research related to the identified instructional need and strategies for addressing the need.	explains the application and relevance of educational research related to the identified instructional need and strategies for addressing the need. The candidate explains how the research guides decision making and problem solving.
Plan developed <i>A SMART goal is:</i> Strategic and Specific, Measurable, Attainable, Results Oriented, Relevant, Rigorous, and Time Bound	The candidate fails to present a complete plan for responding to the identified need.	The candidate presents a plan that addresses some of the elements of SMART Goals elements.	The candidate presents a plan that addresses all elements of SMART Goals.	The candidate presents a plan that addresses all elements of SMART Goals and clearly uses the research to support the action plan.
Plan is implemented.	The candidate fails to implement the plan outlined.	The candidate implements and documents some of the plan.	The candidate implements and documents the plan as presented.	The candidate implements and documents the plan as presented. The candidate documents the use of formative assessment to guide implementation of the plan.
Summative assessment	The candidate fails to evaluate the impact on students learning through the use of summative assessments.	The candidate uses summative assessments for evaluating the impact on student learning.	The candidate uses summative assessments for evaluating impact on student learning and documents formative and summative data.	The candidate uses summative assessments for evaluating impact on student learning and documents formative and summative data. The candidate presents thoughtful reflections, questions, and insights concerning results and sets future goals based on data presented.

6. Each candidate will prepare a résumé and update the résumé throughout the program of study. The resume will be loaded into LiveText.
7. Each candidate will complete a paper (Philosophy and Goals for Educational Leadership) clarifying his/her professional leadership goals and expectations for the Educational

Leadership Program. The focus of this paper should be leadership at the school building level. This paper will be loaded into LiveText.

8. Each candidate will actively and regularly participate in a secular civic group or organization. The candidate will document his/her service and leadership experiences with the civic group for a minimum of ten hours during each section of the residency for a total of thirty hours. Ideally, the civic group should have a specific connection to the community where the candidate's school is located.
9. Each candidate will present his/her portfolio when enrolled in EDLR 6902 for a summative review conducted by each candidate's Beginning Leader Candidate Support Team.

At the conclusion of the residency, the student will be expected to:

1. Demonstrate a knowledge of leadership responsibilities in the school setting (strategic, instructional, organizational)
2. Observe the correlation of all ELLC, PSC, and ISLLC standards to "real life" administrative activities provided by the practicum experience
3. Interact with community leaders for the betterment of the school/school district

A grade of "S" or "U" will be assigned for each course upon review of all course requirements. A grade of "S" may be awarded to portfolios judged to be exemplary, proficient, or in progress. A grade of "U" will be awarded to portfolios judged to be unacceptable and when candidates fail to complete assignments.

EXEMPLARY	PROFICIENT 2	INPROGRESS	UNACCEPTABLE
Candidate performance on the artifacts provides exceptional evidence that the candidate has developed the knowledge, skills, and dispositions for the identified elements of the Standard.	Candidate performance on the artifacts provides adequate evidence that the candidate has developed the knowledge, skills, and dispositions for the identified elements of the Standard.	Candidate performance on the artifacts provides little evidence that the candidate has developed the knowledge, skills, and dispositions for the identified elements of the Standard.	Candidate performance on the artifacts provides no evidence that the candidate has developed the knowledge, skills, and dispositions for the identified elements of the Standard.

APA Style

All written work is to follow the American Psychological Association (APA) style manual, sixth edition (2009). APA style addresses the mechanics of writing as well as the format for citation of references. General assistance with APA style is available online at

<http://owl.english.purdue.edu/owl/resource/560/01/>

Assignments

Assignments will not be accepted beyond the due date and will not be graded (i.e., the grade will be zero). It is your responsibility to turn in any assignment due before class begins on the due date. Example: class begins at 4:30 p.m. on the 30th, and you cannot attend, you must have the assignment in my possession by 4:29:59 p.m. on the 30th to receive a grade other than zero.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge. (p.43)

Pipeline Account

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Writing Center

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.