UNIVERSITY OF SOUTH CAROLINA SPARTANBURG
SCHOOL OF EDUCATION
COURSE SYLLABUS

"TEACHER AS REFLECTIVE PROFESSIONAL"

Charles Love, Ed.D. – Instructor
Office - Rm. 108 Media - Phone. 503-5577
E-Mail -- clove@gw.uscs.edu
Office Hours - 8 to 5 Daily Appointments

SETE Q680: Bridging Achievement/Creating the Right Environment

INITIAL TEXTBOOKS:
Murphy, John, (1995) Transforming America’s Schools: an administrators’ call to action. Open Court Publishing Company, La Salle, Ill


SUPPLEMENTAL TEXTBOOK
Brookover, Wilbur., et.al., Creating Effective Schools.: an inservice program for enhancing school learning climate and achievement.

PROFESSIONAL JOURNALS:

COURSE DESCRIPTION:
The primary purpose of this course is to assist school administrators and others to become participating leaders in educational and other community settings. The course includes general information related to the school leadership and school reform initiatives. This course considers generic leadership theory and skills: planning, goal setting and implementing, monitoring, problem solving, organizational development and change, interpersonal and group relation and school climate. This course seeks to assist prospective school administrators to become knowledgeable and innovative educational leaders. This includes current events, trends, strategies opinions and issues related to the school reform and restructuring. The graduate student will carefully examine persistent problems related to closing the achievement gap (grouping, promotions, testing, standards etc.) and explore possible strategies and solutions. The course considers the research of leading theorists and the application of their data into effective practices concerning the needs of students. The course seeks to assist practicing school administrators to become knowledgeable and innovative educational leaders.
RELATIONSHIP OF COURSE TO DEPARTMENTAL MISSION:
This is Masters Degree level professional development course. A common thread throughout the School of Education Graduate Programs is that effective educators are professionals. This is formal study of curriculum standards, testing and other critical issues affecting the student achievement gap in schools. Opportunities are provided for students to understand, demonstrate and apply concepts, principles, theories, information and research based strategies related to the closing the achievement gap.

RELATIONSHIP OF COURSE TO PERFORMANCE OUTCOMES OF PROGRAM TO CONCEPTUAL FRAMEWORK:
The School of Education’s Division of Graduate Education has chosen the organizing theme “Teacher and Administrators as Reflective Professional” to be the conceptual framework for the professional experiences in this program. The Graduate education program at USCS incorporates the view of education as an ongoing effort that is never completed. Educators who are committed to growing and developing professionally must invest energy in staying informed and increasing and reflecting on their skills. This course encourages administrators to become innovative practitioners, reflective professionals and leaders in their schools and communities, at the local, state, and national levels in education.

This course focuses on the following conceptual framework principles.

♦ Reflective Professional: Educators will add depth and breadth to their existing knowledge base. They are well versed in the liberal arts and applicable content.

♦ Professional Knowledge and Application: Educators will practice and improve their professional skills based on the application of advanced educational theories.

♦ Sensitivity to Diversity Within the Classroom, Community, and Society: Educators will develop skills for positively impacting society's understanding and acceptance of all individuals by modeling respect for individual differences.

♦ Technology: Educators will build upon their basic knowledge of computer systems to integrate its use throughout the school curriculum.

PREREQUISITES:
Valid S.C. School Principal and Supervisor Certification and/or practicing school administrator seeking S.C. Principal and Supervisor Certification and/or District Superintendent Recommendation
GOALS:
1. The student will become familiar with and skillful in the analysis of test data necessary for developing school improvement plans.
2. Students will gain a deeper understanding and appreciation for the contexts and complexity of schools necessary for implementing change and creating positive learning environments.

PERFORMANCE OBJECTIVES:
The Professional Educator as a Reflective Teacher and Leader will be able to:

1. Demonstrate an understanding of the origins, evolution, and implications of educational provisions, laws, board policies, administrative regulations, and court decisions relating to education.
2. Describe and discuss theories and research relating to school leadership and educational administration. Identify persistent problems/issues related to the achievement gap in schools.
3. Demonstrate knowledge of literature and research pertaining to closing the achievement gap and school improvement. Explain and critique several of the most commonly accepted principles in school leadership and administration.
4. Discuss and apply currently accepted concepts of school leadership and administration for school improvement.
5. Apply basic theories and concepts of educational organization, leadership, and administrative decision making, communication, and to planning and effecting change and improvements in education.
6. Develop a school improvement plan based on data.
7. Demonstrate skills with issue analysis and a systematic approach to problem solving.
8. Understand the dynamic relationship between schools and their environment.
9. Demonstrate an understanding of educational policy formulation.
10. Demonstrate an understanding of the factors involved in implementing and institutionalizing change.
11. Describe and apply the principles of an effective educational leader.

USE OF TECHNOLOGIES AND COMPUTER APPLICATIONS:
1. Students will access BlackBoard.Com. a course Web site to supplement class learning materials, class discussions, and assessments. Students will identify topics and/or research studies related to school reform and closing the achievement gap to research via a variety of electronic medium (i.e. websites, ERIC Search, etc. Students will subscribe to at least one Listservs related to leadership and school reform. Engage in dialogues on this topic to see how other professionals nationally perceive the problem and providing online discussion and assistance.
2. Students will maintain a dialogue journal and correspond with the instructor
via e-mail.
3. PowerPoint instructional and student presentations will be conducted.
4. Students will develop and share a resource list of web sites related to School reform and closing the achievement gap

HANDICAPPING CONDITIONS ACCOMMODATIONS STATEMENT:

Section 504 of the Vocational Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act of 1990 state that “otherwise qualified disabled individuals cannot be denied access to, or participation in, any activity or program solely on the basis of disability.” Individuals who are protected under these statues include those with physical, sensory, or learning disabilities, chronic health impairments, and other disabilities. The purpose of the USCS Office of Disability Services is to ensure that the same services offered to all students are available to students with disabilities. Student who qualifies for services as described above should contact Disability Services located at 232/233 Campus Life Center. The phone number is 503-5199

COURSE REQUIREMENTS:
Each student is expected to:
1. Own and read the required textbook.
2. Attend all class meetings beginning promptly at the assigned time.
3. Fully participate in all class activities, lectures, demonstrations, debates, simulations, assignments, exams, quizzes and projects.
4. Hand in all assignments and special projects on the scheduled due date.
   All work received after the due date will be marked late and will adversely affect the grade.
5. Tardiness, early departures, and absences will adversely affect your grade in this course.

SPECIAL NOTE: Beepers and cell phones in class should be turned to the “off or vibrate” position.
All written assignments are expected to be written in APA editorial style

**CONCEPT/IDEA PAPER:**
The concept/idea paper is a document to be submitted in preparation for a research project on school reform, restructuring and/or closing the achievement gap. You will receive in class instructions and assistance in preparing this paper from the instructor and your colleagues. The paper is to describe a bold idea related to elementary school curriculum, leadership and change that you have that may be implemented in your work environment. A Rubric for developing this paper will be provided.

**TOPICAL ANNOTATED BIBLIOGRAPHY:**
Prepare an annotated bibliography (20 citations) of research studies, books, professional journal articles related to school improvement, school reform, school restructuring and/or closing the achievement gap. The bibliographies should focus on schools and districts that are experiencing success in school improvement.

**MINI CASE STUDIES**
Prepare two written mini case studies. One of a Nationally Board Certified Teacher and one of a teacher of your choice. This assignment should be completed via interviews and classroom observations. Compare and contrast the teaching styles and overall school contributions. You will present your findings orally in a class presentation.

**POSITION PAPER/DEBATES:**
Students will select a debate topic from a list educational issues provided to you by the instructor to debate in class. Prepare a persuasive paper in favor of or in opposition to the selected topic. You should cite at least three outside research sources as support for your position. Prepare to debate your topic with a classmate who is in opposition to the topic. The debate format will be as follows: 1. Pro states position. 2. Con states position. 3. Pro rebuts. 4. Con rebuts. 5. Winners and losers will be determined by secret class ballot.

**PANEL DISCUSSION/REFLECTION PAPER:**
Participate in a panel discussion. The panel will consist of Nationally Board Certified Teachers. Each teacher will make short introductory remarks regarding the achievement gap then respond to questions and comments from the class. Write a short reflection paper about the presentations and discussion.

**JOURNAL CRITIQUES:**
Prepare and present six (6) critiques from journal articles assigned in class. The assigned articles will be on various elementary school issues, problems, school reform and change. The critique reporting format will be discussed in class. Articles will be discussed via Blackboard, in class and quizzes will be given on the articles.
POLICY ASSIGNMENT:
Review the policy manual in your district. Describe the policy development process.
Select three (3) policies developed specifically to aid the school improvement process
(i.e. Zero Tolerance, School Dress Code, Attendance etc.) Does this policy actually aid or
inhibit? How would you amend the policy for improvement.

SCHOOL VISION STATEMENT:
Each student will prepare a vision that an educational leader should have for an ideal
school or educational organization. The vision will consider the operation of the school
or organization. It will include staff, programs, facilities, and budget. It will depict
inservice for teachers and staff.

LETTER TO THE EDITOR AND/OR SCHOOL BOARD PRESENTATION
Write a letter to the editor for publication in the local newspaper or prepare a
presentation to the board of education. In your letter or board presentation, outline the
single greatest problem and/issue facing the schools and educators in your district.
Propose a solution to the problem. You will make a class presentation sharing your
assignment.

SCHOOL IMPROVEMENT PLAN
• Outline a School Improvement Plan for your district. This plan will contain the
  specifics to your letter to the editor or board presentation. Your plan should
  include the following:
• Key Result (What do we want to accomplish relative to the development of the
  plan?)
• Measures of Success (How will we know when the “Key Result” has been
  achieved?)
• Strategies (What is going to be done (tasks) to achieve the “Key Result?”)
• Work Plan (Who? What? When? Resources?, etc)
• Timeline for attainment with benchmarks
• Evaluation (Has the “Key Result” been achieved? How do we know? Why? Why
  not?)

MID-TERM AND FINAL EXAMINATION
### ASSESSMENT/EVALUATION:
Grades will be determined by the following scale:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PERCENTAGE OF GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept/Idea Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Position Paper/Debate</td>
<td></td>
</tr>
<tr>
<td>Letter/Board Presentation</td>
<td></td>
</tr>
<tr>
<td>Improvement Plan</td>
<td></td>
</tr>
<tr>
<td>Case Studies</td>
<td></td>
</tr>
<tr>
<td>Journal Critiques</td>
<td>30%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td></td>
</tr>
<tr>
<td>Policy Assignment</td>
<td></td>
</tr>
<tr>
<td>Reflection Paper</td>
<td></td>
</tr>
<tr>
<td>Examinations</td>
<td>40%</td>
</tr>
</tbody>
</table>
TOPICAL WEEKLY COURSE OUTLINE

WEEK 1: Orientation/Introduction to course perspectives Leadership and School Restructuring and Reform.

LECTURE/DISCUSSION TOPICS:
- Critical Issues in Educational Leadership- Leadership for Change
- Confronting the Need for Systemic Change
- Changing roles in the change process
- Personal Change – Covey’s Seven Habits of Highly Effective People
- Student Field Assignment

WEEK 2: LECTURE/DISCUSSION TOPICS:
- Vision, Mission and Goals
- Effective Policies and Practices that Support Change
- Committing Staff to Change
- Assuring Implementation of Policies and Practices
- Student Presentations

WEEK 3: LECTURE/DISCUSSION TOPICS:
- Essentials of School Improvement
- Effective Schools
- Restructuring
- Accountability
- Student Field Assignment

WEEK 4: LECTURE/DISCUSSION TOPICS:
- The Content and Delivery of Curriculum
- Rethinking the Curriculum
- Instructional Strategies
- Analyzing and Improving Teaching
- Student Field Assignment

WEEK 5: LECTURE/DISCUSSION TOPICS:
- Diagnosis, Prescription, and Accountability
- Tests and the Appropriate Use
- Desegregating Data
- School Audits

WEEK 6: FALL BREAK

WEEK 7: MIDTERM EXAMINATION
WEEK 8: LECTURE/DISCUSSION TOPICS:
• Communication and Problems of Administration
• The Importance of Communication
• Barriers to Communication
• Overcoming Barriers to Communication
• Midterm Examination

WEEK 9: LECTURE/DISCUSSION TOPICS:
• What the Research says on Bridging the Achievement Gap
• Proven Strategies
• Developing a Plan of Action
• Student Field Assignment

WEEK 10: LECTURE/DISCUSSION TOPICS:
• Why the Achievement Gap is a Critical Issue
• Trends in Racial/Ethnic Achievement Gaps
• Contributing Factors
• Strategies That Could Help Close the Gap
• Student Presentations

WEEK 11: LECTURE/DISCUSSION TOPICS:
• Instructional Leadership
• Developing Teacher as Leaders
• Supporting Teachers as Leaders
• Cultivating Teachers as Leaders
• Student Field Assignment

Week 12: LECTURE/DISCUSSION TOPICS:
• Evaluating Staff
• Recognizing Performance
• Evaluation for the Improvement of Learning
• Student Presentations

WEEK 13: LECTURE/DISCUSSION TOPICS:
• The Politics of Change
• Legal and Ethical Considerations
• Student Presentations

WEEK 14: Final Exam
Bibliography


