 **CAMPBELLSVILLE UNIVERSITY**

#### COURSE SYLLABUS

PLEASE TYPE. DATE 9/1/16

ACADEMIC UNIT School of Education FACULTY Dr. Carolyn Garrison

Please check to indicate this courses has a service learning component. \_\_\_\_\_

Discipline Course # Title of Course Credit Hours Cross Reference

ED 658 Transforming Schools 3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TEXTBOOK Required X Not Required

Author: Zmuda, A., Kuklis, R., & Kline, E. Title: *Transforming schools: Creating a culture of continuous improvement*.

Publisher: Alexandria, VA: ASCD. Date of Publication: 2004

Author: Salina, C., Girtz, S. & Eppinga, J. Title: *Powerless to Powerful: Leadership for School Change*.

Publisher: Maryland: Rowmand & Littlefield. Date of Publication 2016

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PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
   1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
   2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
   3. Supplemental reading assignments or outside work required.
   4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: *Beverly Ennis* Date Copy Received

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received

FORM FH-E.2.7A; rev. 12/21/10 Page 1 of 1

Campbellsville University

School of Education

ED 658

Transforming Schools

G2 Aug. 29—Oct. 22, 2016

**Professor:** Carolyn Garrison, Ed. D.

**Address**: UPO 867, 1 University Drive, Campbellsville, KY 42718

**Office:** EB 101, **Phone:** 270 789-5284 (Office)

**Virtual Office Hours:** Before/after class and as needed M-F.

**Note:** Please allow 24 hours for responses to your questions or concerns.

**E-MAIL:** [**cagarrison@campbellsville.edu**](mailto:cagarrison@campbellsville.edu)

**Campus Security Numbers:**Office:(270) 789-5555 Cell Phone:  (270) 403-3611

***Conceptual Framework of Teacher Education:***

***THEME: “EMPOWERMENT FOR LEARNING”***

*Empowerment processes:*

*Content, process and self-efficacy*

***MODEL:***



|  |  |
| --- | --- |
| **Required Texts** | Zmuda, A., Kuklis, R., & Kline, E. (2004). *Transforming schools: Creating a culture of continuous improvement*. Alexandria, VA: ASCD. ISBN: 0-87120-845-8  Salina, C., Girtz, S. & Eppinga, J. (2016). *Powerless to Powerful: Leadership for School Change*. Maryland: Rowmand & Littlefield. 978-1-4758-2235-9  Assignments will require use of links on the course site and/or other Internet websites. |

**School of Education Mission**

Campbellsville University’s School of Education, in keeping with the spirit of Campbellsville University, seeks to prepare teachers by providing an academic infrastructure based on scholarship, service, and Christian leadership. The primary aim of the program is to advance scholars who are competent and caring educators committed to life-long learning in a diverse society.

Since research has demonstrated that the teacher is most important factor affecting student learning, the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world.

The teacher education program is a performance-based process that strives to achieve this mission globally by

* preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels,
* honoring, understanding, and respecting diverse voices and communities in society,
* establishing partnerships and collaborating with the professional community,
* supporting and enhancing Christian characteristics of servant leadership.

**COURSE DESCRIPTION**

This course is designed to prepare future educational leaders needed to transform, not reform, American public schools. The focus will be on returning schools to their original mission—teaching and learning. Through the study of the history of educational reform in the United States, the focus will be on changing conceptions about teachers and schools. Emphasis will be given to a clear focus on teaching/learning, improvement in instruction, development of positive school-family connections, development of positive interpersonal relationships with the most challenging students, appreciation of the value of collaboration, and increased (and better) use of learning time.

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| Prerequisite: | Admission to the Teacher Leader MAE program (CAP 5) | | |
| **Course Credit** 3 hours | |  |

**METHODS OF INSTRUCTION**

The instructional methods will include:

* online learning lessons
* Internet based activities
* individual interaction with instructor and classmates
* online discussion groups

**COURSE OBJECTIVES**

Upon completion of this course, the student will be able to demonstrate his/her knowledge, skills and understanding of the following principles related to transforming schools:

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|  | **Course**  **Objectives** | | **Prof. Stand.**  **Educational**  **Leaders**  **(PSEL)** | **KY Teacher**  **Standards/**  **Diversity**  **Indicators (DI)** | **Technology**  **Yes/No** | **CAEP/**  **InTASC**  **Standards** | **Conceptual**  **Framework** |  |
| 1. | Distinguishing between “reform” and “transformation” of schools  \_\_\_\_\_\_\_\_\_\_\_\_\_ | | PSEL 10  \_\_\_\_\_\_\_\_\_\_\_\_\_ | KTS 1-10  KTS DI 2.2, 3.3  \_\_\_\_\_\_\_\_\_\_\_\_ | Yes  \_\_\_\_\_\_\_\_\_\_\_\_ | CAEP  1, 2, 3, 4  InTASC  1, 2, 3, 4, 10  \_\_\_\_\_\_\_\_\_\_ | Theme:  C, P, SE  Model: All Components  \_\_\_\_\_\_\_\_\_\_\_\_ |  |
| **2.** | Understanding the role of systems thinking in changing schools  \_\_\_\_\_\_\_\_\_\_\_\_ | | PSEL 1, 6, 7  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | KTS 3, 4  KTS DI: 2.2, 2.4  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Yes  \_\_\_\_\_\_\_\_\_\_\_\_ | CAEP 1, 2, 4  InTASC  3, 6, 7, 10  \_\_\_\_\_\_\_\_\_\_\_\_ | Theme: C, P, SE  Model: 1, 2, 3, 5, 6, 8  \_\_\_\_\_\_\_\_\_\_\_ |  |
| 3. | Developing a focus on teaching and learning as the key roles for building leaders  \_\_\_\_\_\_\_\_\_\_\_\_\_ | | PSEL 6, 7  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | KTS 4, 5  KTS DI 1.2, 2.2, 2.4, 3.3, 4.2, 5.4  \_\_\_\_\_\_\_\_\_\_\_\_\_ | Yes  \_\_\_\_\_\_\_\_\_\_\_\_ | CAEP 1, 2, 4  InTASC 1-8  \_\_\_\_\_\_\_\_\_\_\_\_\_ | Theme: C, P, SE  Model: 1, 2, 3, 4, 5, 6, 8  \_\_\_\_\_\_\_\_\_\_\_\_ |  |
| **4.** | Implementing and monitoring of research-based strategies  \_\_\_\_\_\_\_\_\_\_\_\_\_ | | PSEL 3, 4, 5  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | KTS 1, 2, 4, 5, 6, 7  KTS DI: 1.2, 2,2, 2, 4, 4.2, 8.1  \_\_\_\_\_\_\_\_\_\_\_\_ | Yes  \_\_\_\_\_\_\_\_\_\_\_\_ | CAEP 1, 2  InTASC 5, 7  \_\_\_\_\_\_\_\_\_\_\_\_\_ | Theme: C, P, SE  Model: 1, 2, 3, 4, 5, 6, 8  \_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| **5.** | Identifying the personal skills needed to build leaders to transform schools  \_\_\_\_\_\_\_\_\_\_\_\_\_ | | PSEL 6, 7  \_\_\_\_\_\_\_\_\_\_\_\_\_ | KTS 8  KTS DI 5.4  \_\_\_\_\_\_\_\_\_\_\_\_ | Yes  \_\_\_\_\_\_\_\_\_\_\_\_ | CAEP 5  InTASC 9, 10  \_\_\_\_\_\_\_\_\_\_\_ | Theme: C, P, SE  Model: 7  \_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| **6.** | Developing an action plan for transformation with stakeholder input and acceptance  \_\_\_\_\_\_\_\_\_\_\_\_\_ | | PSEL 1, 2, 4, 7 8, 9, 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | KTS 10  \_\_\_\_\_\_\_\_\_\_\_\_\_ | Yes  \_\_\_\_\_\_\_\_\_\_\_\_ | CAEP 1, 2, 4, 5  InTASC 9, 10  \_\_\_\_\_\_\_\_\_\_\_\_\_ | Theme: C, P, SE  Model: 1, 5, 6, 7, 8  \_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| **7.** | Rethinking/  recreating  Staff (professional) development, including non-professional staff  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | PSEL 1, 6, 9, 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | KTS 7, 9  \_\_\_\_\_\_\_\_\_\_\_\_\_ | Yes  \_\_\_\_\_\_\_\_\_\_\_\_ | CAEP 5  InTASC 9  \_\_\_\_\_\_\_\_\_\_\_ | Theme: C, P, SE Model: 1, 2, 6, 7, 8  \_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| 8. | Embracing accountability as a desired component  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | PSEL 1, 3, 4, 5  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | KTS 5, 9  KTS DI 5.4  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Yes  \_\_\_\_\_\_\_\_\_\_\_\_ | CAEP 4  InTASC 6, 9  \_\_\_\_\_\_\_\_\_\_\_\_ | Theme: C, P, SE  Model: 1, 2, 6, 7, 8  \_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| 9. | Envisioning desired results and achievement of the vision  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | PSEL 1, 2, 5, 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | KTS 5,6  KTS DI 4.2, 5.4  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Yes  \_\_\_\_\_\_\_\_\_\_\_\_\_ | CAEP 4  InTASC 1-10  \_\_\_\_\_\_\_\_\_\_\_\_ | Theme: C, P, SE  Model: 1, 2, 6, 7, 8  \_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| 10. | Expanding learning time through creative “rethinking” | | PSEL 1, 2, 6, 7, 9, 10 | KTS 3, 5  KTS DI 2.4, 6.3 | Yes | CAEP 2, 5  InTASC 9, 10 | Theme: C, P, SE  Model: 1, 2, 6, 7, 8 |  |

**Conceptual Framework:**

**Empowerment Theme: C**ontent**, P**rocess**, S**elf**-E**fficacy

**Model**: **1**-Student Learning; **2**-Learning Theory; **3**-Pedagogy; **4**-Technology; **5**-Assessment;

**6**-Diversity; **7**-Partnerships/Learning Community; **8**-Knowledge, Skills, and Dispositions

**Kentucky Teacher Standards (KTS)**

Standard 1 The Teacher Demonstrates Applied Content Knowledge

Standard 2 The Teacher Designs and Plans Instruction

Standard 3 The Teacher Creates and Maintains Learning Environment

Standard 4 The Teacher Implements and Manages Instruction Standard

Standard 5 The Teacher Assesses and Communicates Learning Results

Standard 6 The Teacher Demonstrates the Implementation of Technology

Standard 7 Reflects On and Evaluates Teaching and Learning

Standard 8 Collaborates with Colleagues/Parents/Others

Standard 9 Evaluates Teaching and Implements Professional Development

Standard 10 Provides Leadership Within School/Community/Profession

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| **Kentucky Teacher Standards (KTS): Diversity Proficiencies (DI)**  1.2 Connects content to life experiences of student.  2.2 Uses contextual data to design instruction relevant to students  2.4 Plans instructional strategies and activities that address learning objectives for all students.  3.3 Values and supports student diversity and addresses individual needs.  4.2 Implements instruction based on diverse student needs and assessment data.  5.4 Describes, analyzes, and evaluates student performance data to determine progress of individuals and  identify differences in progress among student groups.  6.3 Integrates student use of available technology into instruction to enhance learning outcomes and meet  diverse student needs.  8.1 Identifies students whose learning could be enhanced by collaboration. |

**Interstate Teacher Assessment and Support Consortium** (**InTASC**)

InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**Council for Accreditation of Educator Programs (CAEP)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

**Professional Standards for Educational Leaders (PSEL)**

Standard 1 Mission, Vision and Core Values

Standard 2 Ethics and Professional Norms

Standard 3 Equity and Cultural Responsiveness

Standard 4 Curriculum, Instruction and Assessment

Standard 5 Community of Care and Support for Students

Standard 6 Professional Capacity of School Personnel

Standard 7 Professional Community for Teachers and Staff

Standard 8 Meaningful Engagement of Families and Community

Standard 9 Operations and Management

Standard 10 School Improvement

**KY Academic Standards (KAS)**

You will be expected to incorporate the KAS (including ELA standards) into assignments as appropriate.

**COURSE ASSIGNMENTS/ASSESSMENTS**

* **General Guidelines**
  + Please type all assignments and submit electronically to the course site on Learning House. Please do not email them to me.
  + Include name, course, assignment title, week # and date in top right corner of first page.
  + Save your assignments with file names as following: (Last name & first initial. week #. assignment title). It should look like this: ***GarrisonC.wk1.reflection***.
  + Single space paragraphs but double space between paragraphs in documents and use 12 point Times New Roman (or similar) font.
  + Use Microsoft Word.
* Gradeswill be posted on Learning House throughout the term. Check each assignment for feedback which will be sent through your CU email at all times.
* Assignments are due whether you are present or not.
* Late work (not presented when due) will be penalized one letter grade. Work not submitted by the next class will be graded as zero.

1. **Attendance/Participation-Obj. 1-10 (80 pts.—10 each week)**

* **Attendance** is imperative as the class meets once a week for eight weeks. You must be present for the weekly chats and must sign on at least three times weekly to post assignments (Friday, Saturday, Sunday midnights).
* **Campbellsville University’s Online Attendance Policy**

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

* *If an online student does not participate in the first week of course, they will be administratively withdrawn from the course. In the case of exceptional circumstances that prevent a student from classroom activity during this time frame, the student may appeal to the instructor. The instructor must then submit approval to Office of Student Records in order for the student to be readmitted to the course.*
* Please notify the professor in advance in the event of an absence. All assignments are due as scheduled, regardless of absence.
* **Participation** in chats/class discussions is mandatory.
* To be counted present, you must log on to the class on time, stay online the entire hour and contribute to class discussions a minimum of 6 times, several times orally through Adobe Connect and in writing.
* Weekly participation grades are based on the quality and quantity of contributions to the discussions.
* If you are ‘idle’ for more than five minutes, you may be asked a direct question.
* The professor will ask for random attendance responses.
* Use of Adobe Connect technology requires that you use a headset and contribute orally to the class discussions. The first class and the presentations will be conducted through Adobe Connect.
* Adobe Connect requires use of a headset (headphones and microphone), high speed Internet and de-activating Pop-Up Blockers. Adobe Connect works best with Mozilla Firefox.
* **Prior to the first class, please run the Adobe Connect wizard to ensure your computer and headset meet the minimum requirements for audio and video. Please call Learning House tech support in advance to resolve any issues at least 24 hours prior to the first class.**
* **Weekly Online Discussion Boards/Forums**: You are required to contribute to the weekly online discussion topics, adding responses to each topic by Friday midnight and responding to two classmates by Saturday midnight. Late responses will not receive a grade.

1. **Weekly Assignments-Obj. 1-10; KTS 1 (80 pts.—10 each week)**

* **Summary Critiques:** You are required to read assigned chapters in the textbooks AND online information and write a one page summary/critique reflecting on what was learned per chapter. A summary includes a general description and main ideas of the content whereas a critique involves an analysis of/reflection on the information. The summary critique may also include responses to questions listed in the schedule. (One page summary: Times New Roman size 11 font, single spaced).

1. **Mini-research projects-Obj. 3, 4 (95 pts.)**

* ***Twentieth century reform*** efforts in US public education including schools that have been successful in closing the usual achievement gaps. Findings presented in a one page bulleted summary (single spaced). **(45 pts.)**
* ***Research on interpersonal skills:*** 
  + Please research interpersonal skills needed for transformative leadership and develop a leadership vision statement.
    - The research is documented in an annotated bibliography of at least four scholarly sources;
    - The vision statement is presented in a Word document with an explanation connecting components to the scholarly research. **(50 pts.)**

1. **Field Based, School Transformation Project-Obj. 1-10 (STP)—(245 pts.)**

Various components of this STP are due throughout the course. Please present an overview of all components in a PowerPoint presentation during the last class.

1. ***Interviews of two district assessment coordinators—35 pts.***
   * Develop a set of interview questions and interview two assessment coordinators, in the students’ district.
   * Develop the interview protocol, a one page bulleted summary of each interview and present during class.
2. ***Accountability plan*** ***to achieve school transformation—35 pts.***
   * Use your own school’s improvement plan and focus on the accountability columns, answering the question, ‘How can the school be transformed to improve the accountability data?’
   * Meet with at least one team of teachers in the school to discuss this question.
   * Develop a PowerPoint presentation on the accountability plan and the answer to that question.
3. ***Action plan*** ***based on the vision of transformation—35 pts.***
   * In conjunction with at least three other school representatives, develop an action plan for their school based on major concepts discussed throughout the term:
     + How will a transformed school look different from a traditional school? In what ways?
     + How will you measure the characteristics? Are they measurable? Are some characteristics not measurable? Why?
4. ***Project on redesigning the school day—35 pts.***
   * Use a schedule for a specific school using the district-established start/end times.
   * Submit a schedule for his/her school with an annotation for each time period.
   * Develop a rationale for changes from the traditional design to the redesign in a bulleted list of major points.
5. ***Staff development proposal*** ***for a specific school-35 pts.***
   * Work with at least three representatives from your school to discuss and develop a staff development proposal.
   * Document the meetings and names of individuals.
6. ***Personal Growth Plan—35 pts.***
   * Based on the work completed on this project, revise their professional growth plan to align with what you have learned?
7. ***Field Hours Component—35 pts.***
   * Acquire/document 7 field hours to complete this project. Meetings with school personnel—administrators and teachers—meet field requirements.
8. **Dispositions: Obj. 5, 8, 9, 10:** The professor will complete a disposition evaluation of each student in the class.

***GRADING SYSTEM***

***Assignments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Points***

Attendance/Participation 80

Weekly assignments 80

Mini-Research Projects 95

School Transformation Project 245

Total: 500

***Course Grading Scale\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

92-100% A 460 pts.

82- 91% B 410 pts.

72- 81% C 360 pts.

65- 71% D 325 pts.

Below 65% F

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| **Tentative Course Schedule**  **Fall, 2016** | | | | |
| **Week**  **Number** | **Date** | **Class Time** | **Reading Assignments** | **Assignments and Due Dates**  **Discussion Forum:**  **First response due Friday midnight**  **Response to two classmates: Saturday midnight**  **\*No credit for late responses**  **Written assignments: due Sunday midnight weekly**  **\*If late, one letter grade deduction;**  **\*If a week late, a 0 for the assignment.** |
| 1 | Aug. 29-Sept. 4 | Introductions, Syllabus, Assignments | **Text-- Ch. 1**  Making Staff Development Worthwhile  **Salina, et al Text**: Preface  **Week 1:** Online Information | **Essential Question: Ch. 1**  If we know better, why don’t we do better?  **Summary/Critique 1: All Week 1 Readings**  (Sunday midnight at the end of week 1)  **Discussion Forum: Week 1**  (Friday/Saturday midnight at the end of week 1) |
| 2 | Sept. 5-11 | Discussion:  Ch. 1 and other readings | **Text--Ch. 2**  Systems Thinking & Continuous Improvement  **Salina, et. al Text**: pp. 3-16  **Week 2:** Online Information | **Essential Question: Ch. 2**  What is a competent system?  **Summary/Critique 2**-Ch. 2  **Discussion Forum: Week 2** |
| 3 | Sept. 12-18 | Discussion:  Ch. 2 and other readings | **Text--Ch. 3**  Envisioning the Desired Results  **Salina, et. al text**: pp. 16-24  **Week 3:** Online Information | **Essential Questions: Ch. 3**  What beliefs define our purpose? How do we know them when we see them??  **Summary/Critique 3**-Ch. 3  **Mini-Research Projects**  **Discussion Forum: Week 3** |
| 4 | Sept. 19-25 | Discussion:  Ch. 3 and other readings | **Text--Ch. 4.**  Defining Reality through Data  **Salina, et. al text**: pp. 25-31  **Week 4:** Online Information | **Essential Questions: Ch. 4**  What are our gaps between what we believe and  what we do? How do we close those gaps?  **Summary/Critique 4**-Ch. 4  **School Transformation Project (STP):**  a. Assessment Coordinator Interviews  **Discussion Forum: Week 4** |
| 5 | Sept. 26-Oct. 2 | Discussion:  Ch. 4 and other readings | **Text--Ch. 5**  Designing & Implementing Staff Dev. that Matters  **Salina, et. al text**: pp. 32-37  **Week 5:** Online Information | **Essential Question: Ch. 5**  How do we design and implement a staff development program that will help to close the gaps between our vision and reality?  **Summary/Critique 5**-Ch. 5  **STP:**  b. Accountability Plan  **Discussion Forum:** Week 5 |
| 6 | Oct. 3-9 | Discussion:  Ch. 5 and other readings | **Text--Ch. 6**  Developing an Action Plan  Salina, et. al text: pp. 37-43 | **Essential Question: Ch. 6**  What is the action plan for your innovation? Does it account for the ripple that is part of any complex change effort?  **Summary/Critique 6**-Ch. 6 and other readings  **STP:**  e. Staff Dev. Proposal  **Discussion Forum:** Week 6 |
| 7 | Oct. 10-16 | Discussion:  Ch. 6 and other readings | **Text--Ch. 7**  Welcoming Accountability for Success  Salina, et. all text: pp. 43-57  **Week 7 Online Information** | **Essential Question: Ch. 7**  Who is accountable and for what?  **Summary Critique 7: Ch. 7 and other readings**  **STP**:  **c. Action Plan**  **Discussion Forum:** week 7 |
| 8 | Oct.  17-22 | Discussion:  Ch. 7 and other readings | **Salina, et. al text**: pp. 58-75  **Week 8 Online Information** | **Summary Critique: Readings (online and Salina)**  **STP:**  d. Redesigning the School Day &  f. PGP  g. Field hours  **School Transformation Project PowerPoint Presentations** **and brief Q & A**  **Discussion Forum, week 8** |

## Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the School of Education mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be become familiar with and commit to the Codes of Ethics for Professional Educators which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc. that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education file.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

**Online Netiquette**

Effective written communications are an important part of learning. In a face-to-face situation, body language along with verbal responses and questions help communicate with one another. In an online environment, however, misunderstandings can easily occur when basic rules of netiquette (online etiquette) are not followed, such as using texting abbreviations or using capital letters in written communication. Therefore, please use the following guidelines when communicating in online courses:

1. Using ALL capital letters in online communication indicates you are yelling. Limited use of capitalized words is acceptable when emphasis is needed.

2. Emoticons should be avoided. They can easily be misunderstood or the email might not display them properly. Examples include: :) = happy, :( = sad, ;) = wink

3. No derogatory comments, ranting or vulgar language is acceptable in any form of communication in the course.

4. When communicating with your professor using email, please include your name and course number. Instructors cannot tell who you are or what class you are enrolled in based on your email address alone.

## Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

## Communication Requirement

Students are expected to activate and regularly use the university provided email domain [studentname@students.campbellsville.edu](mailto:studentname@students.campbellsville.edu) ) for all email communication for this class.

**Disability Statement**

Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Director of Disability Services at (270) 789-5450 to inquire about services. Campus Security: Cell Phone: (270) 403-3611; Office: (270) 789-5556

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students

to the University's Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

###### Academic Integrity/Plagiarism

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

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