Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership and Technology

LEAD 8140
Leadership for Creating an Effective Learning Environment
3 Semester Hours

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.
Equity Principle: All learners deserve high expectations and support.
Process Principle: Learning is a lifelong process of development and growth.
Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.
Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.
Impact Principle: Effective practice yields evidence of learning.
Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.
Standards Principle: Evidence-based standards systematically guide professional preparation and development.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS - (ELCC Standards)

1. The educational leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared vision of learning through the collection and use of data to identify educational goals, assesses organizational effectiveness, and implement plans to achieve goals; promotion of continual and sustainable educational improvement; and evaluation of progress and revision of school supported by school and community based stakeholders.

2. The educational leader applies knowledge that promotes the success of every student by sustaining a culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students, creating and evaluating a comprehensive and coherent curricular instructional program; developing and supervising the instructional and leadership capacity of staff; and promoting the

most effective and appropriate technologies to support teaching and learning within the educational environment.

3. The educational leader applies knowledge that promotes the success of every student by ensuring the management of the organization, operation, and resources through monitoring and evaluating the management and operational systems; effectively using human, fiscal, and technological resources in the educational environment; promoting and protecting the welfare and safety of school students and staff; developing capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

4. The educational leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the system by collecting and analyzing information pertinent to improvement of the educational environment; promoting and understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the educational community; building and sustaining positive relationships with families and caregivers; and cultivating productive school relationships with community partners.

5. The educational leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure as system of accountability for every student's academic and social success by modeling principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the educational community; safeguarding the values of democracy; equity, and diversity within the educational community; evaluating the potential moral and legal consequences of decision making in the educational community; and promoting social justice within the educational community to ensure that individual student needs inform all aspects of schooling.

6. The educational leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for schools, students, families, and caregivers; acting to influence local, district, state and national decisions affecting student learning in an educational environment; and anticipating and assessing emerging trends and initiatives in order to adapt educational leadership strategies.

7. The educational leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school and system based field experiences and clinical internship practice within a school and system setting and is monitored by a qualified, on-site mentor.

COURSE DESCRIPTION

Instruction and supervised practice leading to the candidate's demonstration of the knowledge and skills necessary to create a teaching and learning environment for successful student achievement and school improvement.

REQUIRED TEXTBOOKS/RESOURCE MATERIALS

- Readings as directed by the instructor
- Access to VSU BlazeVIEW
- Selected Links to Governmental, Professional, and Academic Resources (Appendix A)
- Access to a headset with a microphone (The cheap ones work as well as the more expensive ones!)

COURSE OBJECTIVES

Candidates will:

- Review the literature to examine relevant details of the developing brain, explain contemporary brain research and describe cognition.
  (ELCC 2; O-CPL$_{1.1, 1.2}$, O-CPL$_{2.2}$, O-CPL$_{3.1}$)

- Describe multiple intelligences and cognitive skills employed to enrich conditions for the developing brain.
  (ELCC 2, 3; O-CPL$_{2.1, 2.2}$, O-CPL$_{3.1}$)

- Describe learning readiness, emotional readiness, and motor skill activity.
  (ELCC 2, 3; O-CPL$_{2.1, 2.2}$, O-CPL$_{3.1}$)

- Incorporate a knowledge of retrieval for lasting memory to employ effective measures reducing stress and threats to memory and recall.
  (ELCC 2, 3; O-CPL$_{2.1,}$ 2.2, O-CPL$_{3.2}$)

- Explain the intellectual, social, and physical development of diverse learners.
  (ELCC 2, 4; O-DL$_{1.1}$, O-DL$_{2.1}$, O-DL$_{3.2}$; O-CPL$_{1.1}$, O-CPL$_{2.2}$, O-CPL$_{3.1, 3.2}$)

- Analyze the mechanisms for constructing meaning and the relationship of the teacher/leader in reinforcing optimal learning.
  (ELCC 2; O-CPL$_{1.1, 1.2}$, O-CPL$_{2.1, 2.2}$, O-CPL$_{3.1}$)

- Create and promote a positive learning environment for student success employing invitational learning.

(ELCC 1, 2, 3; O-$DL_{2.2}$, O-$DL_{3.1, 3.2}$; O-$CPL_{2.1, 2.2}$, O-$CPL_{3.2}$)

- Evaluate the development and implementation of teaching and classroom management strategies to assist teachers in enhancing learning for all students. (ELCC 2; O-$DL_{1.1}$, O-$DL_{2.1, 2.2}$, O-$DL_{3.1, 3.2;}$ O-$AL_{2.1, 2.2}$, O-$AL_{3.1, 3.2}$; O-$CPL_{2.1, 2.2}$, O-$CPL_{3.1, 3.2}$)

- Provide details of effective motivation strategies relating to the academic success of students from diverse cultures and backgrounds including limited English proficient students.
  (ELCC 2, 3, 4, 5; O-$DL_{1.1}$, O-$DL_{3.2;}$ O-$AL_{1.1}$, O-$AL_{3.2}$; O-$CPL_{2.1, 2.2}$, O-$CPL_{3.2}$)

- Participate in the development and implementation of authentic, formative, and summative individual and group assessment strategies.
  (ELCC 2, 3; O-$DL_{1.1}$, O-$DL_{3.1}$; O-$AL_{2.1, 2.2}$, O-$AL_{3.1, 3.2}$, O-$CPL_{3.1, 3.2}$)

- Describe effective techniques for the assessment of exceptional children.
  (ELCC 2, 3; O-$AL_{1.3, 2.2}$; O-$CPL_{1.1, 1.2}$, O-$CPL_{2.1, 2.2}$, O-$CPL_{3.1, 3.2}$)

- Clarify the significance of becoming an invitational leader while embracing the diversity of students, staff, and community.
  (ELCC 2, 4, 6; O-$DL_{2.1, 2.2}$, O-$DL_{3.2;}$ O-$EDL_{2.1}$, O-$EDL_{3.2}$; O-$CPL_{1.1}$, O-$CPL_{3.1, 3.2}$)

COURSE REQUIREMENTS

- Candidates will construct, implement, and assess assignments designed to meet course objectives, and will present a collection of artifacts or products to the instructor.
- Candidates will initiate and respond to discussion topics introduced by the instructor or assigned readings.
- Candidates will upload appropriate Performance Based Activities into their LiveText electronic portfolio prior to the end of the class.

Coursework will be divided into modules as follows:

Module One:	Course Information, Syllabus, The Amazing Brain
Module Two:	Creating an Environment for Success
Module Three:	Helping Teachers Enhance Learning
Module Four:	The Leader's Role in Effective Motivation
Module Five:	Assessment and Program Evaluation

Each module contains four activity components.

- Students will work or collaborate online for instructor assigned activities, for individual or group practice or for electronic discussion of assigned topics, and presentation of selected deliverables.

- Students will use the electronic discussion board in Blazeview to communicate their evaluations, analyses, or syntheses of assigned readings with their colleagues

- Students will use the electronic classroom for live chat help sessions with instructor as needed.

- Students will electronically deliver to the instructor a variety of assignments or products using the appropriate tools.

SELECTED ACTIVITIES

1. Students will access and read all assigned material both printed and electronic, and actively participate in class discussion and activities. Classroom discussion/time will be monitored and it is expected that all submissions by students will be reviewed by each other.

2. Students will complete an annotated bibliography concerning an approved school improvement topic.
3. Students will take a final exam covering key concepts covered in the course through the readings and other assignments.

EMBEDDED PERFORMANCE-BASED ACTIVITIES

1. Students will read and respond to issues related to learning in several discussion board forums. ***A document containing links to the electronic copies of all course readings is located in Module 1 at the course website.*** Topics include, but are not limited to:
    - Learning and the brain
    - Student Assessment
    - How principals enhance learning in their schools
    - Effective teaching techniques with NCLB subgroups
    - Alternative assessment
    - Understanding standard assessments
    - Improving school performance

2. Students will develop a specific student assessment instrument that measures student performance in a pk-12 academic subject area. Students must submit a copy of the assessment, along with a narrative detailing: (1) the skills tested; (2) rationale for

selecting that type of assessment (i.e., Why did you feel this assessment would best measure student knowledge performance?); and, (3) Your assessment rubric (I.e., how will you grade the assessment and/or what is the mastery level). The assessment selected should also be appropriate for exceptional children**. Note the assessment selected should be one that you have had little to no previous experience using.**

3. Students will complete an interview with a current school principal, curriculum director, assistant superintendent, or superintendent about relevant issues including working with a diverse staff and student population. Use the provided sample questions as a guide in conducting the interview. Submit a written analysis of the interview.

4. Students will review and submit a written analysis of the Georgia Department of Education's School Improvement tools as found on the School Improvement website.

5. Students will watch the movie, Lean on Me, a dramatization of the true life story of Joe Clark, a principal of a deeply troubled inner city school in New Jersey. The film illustrates his efforts to turn the school around and the bureaucratic hurdles he faces both within the school and from the school district. After viewing the film, students will respond to a series of questions on the actions taken by Joe Clark in his efforts to create an effective learning environment in the school in discussion board forum five.

STUDENT WORK ASSESSMENT AND EVALUATION

Course modules are designed to provide opportunities for candidates to develop skills and strategies assigned by the instructor. Evidence of this will be seen as candidates complete each module and self-evaluate their progress using instructor developed rubrics.

Participant performance is evaluated using rubrics, artifacts, and other authentic assessment methods including:

- Completion of all class activities within the semester time frame.
- Contributions to the group discussion board
- Preparation and submission of instructor assigned activities, readings, and projects
- Completion and uploading of activities to LiveText as required.
- Completion of end-of-course final exam.

COURSE ASSIGNMENT VALUES

- Discussion Board 1-4.....20 points (5 points each)
- Discussion Board 5 (Lean on Me) .....10 points
- Interview .....20 points

- Annotated Bibliography .....15 points.
- Student Assessment .....10 points
- Final Exam.....25 points

Final grades will be assigned as follows:

A = 90 -100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = 50 – 59

PROFESSIONALISM

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM
http//www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website:

http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

2. The faculty member will complete a Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml).

3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.

3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.
Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades.

Instructors will not be able to view individual responses or access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at:
http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu

Selected Links to Professional, Governmental, and Academic Resources

- Association for Supervision and Curriculum Development (ASCD): http://www.ascd.org
- Georgia Professional Standards Commission: http://www.gapsc.com/
- Georgia Department of Education: http://www.doe.k12.ga.us/
- Georgia Performance Standards: http://www.georgiastandards.org/
- Education Week Online: http://www.edweek.org
- National Staff Development Council: http://www.nsdc.org/
- Regional Educational Laboratory Program (Gateway for all 10 regional labs): http://ies.ed.gov/ncee/edlabs
- American Association of School Administrators (AASA): http://www.aasa.org/about/
- National Association of Elementary School Principals (NAESP): http://www.naesp.org/
- National Association of Secondary School Principals (NASSP): National Association of Secondary School Principals - Home
- National Education Association (NEA): http://www.nea.org/
- National Policy Board for Educational Administration: http://www.npbea.org/
- National School Boards Association (NSBA): http://www.nsba.org/
- Population reference Bureau: http://www.prb.org/Topics/RaceEthnicity.aspx
- Educational Resources Information Center (ERIC): http://www.eric.ed.gov/
- ERIC Clearinghouse on Educational Policy and Management: (CEPM) http://eric.uoregon.edu/
- National Center for Education Statistics (NCES): http://nces.ed.gov/
- U.S. Department of Education (USDOE): http://www.ed.gov/
- Education Commission of the States: http://www.ecs.org/
- The Education Trust: http://www.edtrust.org/
- A GREAT link to many other education facility-related pages and professional organizations (with descriptions): http://www.edfacilities.org/links/
- An excellent link for those anticipating taking the Praxis II in Educational Administration: http://www.ets.org/praxis/prxtest.html
- Southwest Educational Development Laboratory: A great link for timely educational information and research: http://www.sedl.org/
- American Educational Research Association: http://www.aera.net/
- Clearinghouse for School Reform: http://www.csrclearinghouse.org/
- National Policy Board for Educational Administration: http://www.npbea.org/

APPENDIX A: Requisite Skills

Standard I. Technology Operations and Concepts			
Georgia Technology Standards for Educators adopted from ISTE NETS Standards	Georgia Technology Professional Development Objectives	Georgia Technology Performance Descriptors for Certified Leaders	Available Tutorials and Resources
Demonstrate knowledge, skills, and understanding of concepts related to technology	Demonstrate knowledge, skills, and understanding of concepts related to technology	Demonstrate knowledge, skills, and understanding of concepts related to technology	Demonstrate knowledge, skills, and understanding of concepts related to technology
	Save and locate files on network, hard and floppy disks	Store and retrieve personal documents and files on hard drive, network, and floppy disk	Information use and management of systems
	Use peripherals including printer, projection device, digital camera, and flatbed scanner,	Use peripheral hardware to support, sustain, and enhance administrative tasks	Tutorials
	Apply basic trouble-shooting techniques to solve minor problems (freeze, force quit, select printer, partition memory Reference hardware and software manuals to solve minor technical issues	Troubleshoot basic operating system malfunctions	Beginning troubleshooting
	Seek technical assistance for major trouble shooting issues	Seek appropriate technical assistance as needed to maintain administrative or building technology	
	Communicate using computer terminology to articulate technological ideas	Use appropriate terminology to lead technology planning sessions Use appropriate computer terminology	Terminology encyclopedia

		to describe and identify technical support needs Use appropriate computer terminology to facilitate technical purchasing and local installation transactions Use appropriate computer terminology to supervise local infrastructure, hardware, and software installations	Terminology Dictionary
	Use technologies that are essential and prevalent in the workplace	Demonstrate competency using basic software applications: word processor, database, spreadsheet, email, and Internet information systems	Software Tutorials
Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies	Apply increasingly advanced technological practices and knowledge in an education setting	Pprticipate in learning opportunities that heighten awareness to new applications of technology in classroom and educational settings	Professional development