

**Northern Kentucky University**  
**College of Education and Human Services**  
**EDA 717 Education Leader as Practitioner I**  
**3 credit hours Fall 2018**  
**Hybrid Class that includes online activities and site visits**



*Learn, Lead, Succeed*

**Mission**

The College of Education and Human Services plays an important leadership role and collaborates with others in the creation, dissemination, and application of knowledge and research that enhances professional practice and transforms lives, schools, and communities.

**Vision**

The College of Education and Human Services aspires to be known throughout the Commonwealth of Kentucky and region at large as the leader in providing opportunities for engaged learning and applied scholarship that fosters individual growth and collective success.

**Kentucky Academic Standards (KAS)**

Preparation of Kentucky's students for the demands of the 21<sup>st</sup> century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the [Kentucky Academic Standards](#)

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**Required Textbook:** No text required

**Course Description: EDA 717 Principal as Practitioner I**

This is the first of two classes for candidates who have completed the thirty hour Education Specialist degree program. This class will provide support for first year principals and assistant principals. For graduates who do not move into principal jobs, this class will help to keep their knowledge current. Candidates will study the newest education laws, finance, curriculum, teacher evaluation, and learn the many resources that are available to schools. This class will be set up in modules including work on Canvas, research, webinars

**Student Learning Outcomes:**

By the completion of this course, candidates will:

- Apply legal requirements, state and district personnel policies and procedures
- Understand the responsibility of school principals in school finance
- Understand the importance of treating all individuals with fairness, dignity and respect.
- Understand the importance of a commitment to equity and diversity.
- Model a personal and professional code of ethics.
- Understand school district policies and state regulations
- Understand the legal responsibilities of the Education Professional Standards Board and the Kentucky Department of Education
- Understand the federal laws that relate to Title programs, free and reduced lunch.
- Understand the responsibility of training faculty and staff in effective teaching

Objectives	Assignments	PSEL Standards
Apply legal requirements, state and district personnel policies and procedures	Special Ed. & Finance discussions and workshop	2b, 2c, 2d, 2f, 3b,3c,3d,3e, 3h, 6c, 6g, 8h, 8i,
Understand the responsibility of school principals in school finance	Finance Discussions and workshop	1a, 1c, 1d, 1e, 1f, 2b, 2c, 2d, 2f, 3b, 3c, 3d, 3e, 3h
Understand the importance of treating all individuals with fairness, dignity and respect. Model a personal and professional code of ethics	Discussions	2b, 2c, 2d, 2f, 5a, 5b, 5d,
Understand school district policies and state regulations. Understand the responsibility of training faculty and staff in effective teaching.	Discussions & workshops	1a, 1c, 1d, 11e, 1f, 2b, 2c, 2d, 2f, 5a, 5b, 5d, 6c, 6g, 7a, 7b, 7e, 8b,
Understand the legal responsibilities of the Education Professional Standards Board and the Kentucky Department of Education	Discussions & Leadership Journal	2b, 2c, 2d, 2f; 3c, 3d;6c, 6g
Understand the federal laws that relate to Title programs, free and reduced lunch	Leadership Journals Workshops & discussions	2b, 2c, 2d, 2f; 3c, 3d, 3e, 3h

**Alignment with Leadership Standards. Professional Standards for Educational Leaders**

**Dispositions:**

The Principal candidate believes in, values, and is committed to:

1. The educability of and life-long learning for everyone;
2. Student learning as the fundamental purpose of schooling;
3. Making management decisions to enhance learning and teaching;
4. Schools operating as an integral part of the larger community;
5. Bringing ethical principles to the decision making process for the common good of the community;
6. The importance of continual engagement with families, community stakeholders, and other decision makers;
7. Education as key to opportunity and social mobility;
8. Being an advocate for the protection of student rights and the improvement of student opportunities.

**Student Activities, Evaluation, and Grading Policy:**

Students will attend all class meetings and participate in class discussion and group activities. In addition, students will complete the following assignments:

Leadership Journals	30
Discussions	40
Observations, Interviews, and review of documents	30

Description of class Assignments

**Leadership Journals** Students will be asked to reflect 5 times during the semester concerning their successes and challenges. This information will help determine topics for future discussions.

**Online participation in the Discussion Board Forum.** Weekly participation in discussion board and meeting deadlines are mandatory for all candidates. Active and constructive participation is an integral part of this course. Asking questions of your instructor and peers is one of the most effective ways to discover new knowledge and assimilate information. You are encouraged to challenge the instructor and one another. This kind of interaction is difficult to predict and because it depends on the synergy of the individuals involved...there is no way to substitute or simulate daily activity in the discussion board. Details of the Discussion Board questions are outlined below.

**Observations, Interviews and Document Review** Participation in observing activities in your school, interviewing administrators, presidents of PTA, booster clubs, new teachers, and review documents such as school improvement plans, mission and vision statements.

## **Course Policies and Procedures**

**Professional Discourse:** In the College of Education and Human Services we believe that our individual differences can deepen our understanding of one another and the world around us rather than divide us. I, as the instructor of this class, value people of all races and ethnicities, genders and gender identities, religions and spiritual beliefs, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities. As the instructor, I strongly encourage everyone to share their rich array of perspectives and experiences, but to do so in a way that is respectful of others. Our discussions are opportunities for each of us to challenge underlying assumptions about our beliefs as we advance our knowledge, skills, and dispositions as professionals in our chosen discipline. I reserve the right to intervene in discussions/communication between and among students if the atmosphere begins to appear hostile or aggressive in any manner. My role as instructor is to ensure a classroom environment that is optimal for the learning of all students. If you feel your differences may in some way isolate you from our class community or if you have a need for any specific accommodations, please speak with me early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

### **Grade Appeal:**

Please see the Code of Student Rights and Responsibilities Section V: Academic Policies & Processes for any final grade appeal. The specifics of the process are detailed in subsection G: Student Academic Grade Appeal. <https://inside.nku.edu/scra/information/students/rights-responsibilities.html>

### **Student Honor Code:**

This Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

Students, faculty, staff, and administrators at NKU strive to achieve the highest standards of scholarship and integrity. Any violation of the Student or Graduate Student Honor Codes is a potentially serious offense because it threatens the quality of scholarship and undermines the integrity of the community. All NKU faculty members are asked to report incidents of academic misconduct to the office of Student Conduct Rights and Advocacy. While academic in scope, a violation of the NKU Honor Code may be considered a violation of the NKU Code of Student Rights and Responsibilities and will follow the adjudication processes described therein. Through the NKU Honor Code, students who are responsible for academic dishonesty may receive sanctions, including, but not limited to, a final grade of "F," or removal from the course in which the violation occurs. Repeated violations of the NKU Honor Code, or when suspension or expulsion from NKU may be a possible outcome of the violation, the incident will be referred to the office of Student Conduct, Rights and Advocacy.

Additional information is available at: <https://inside.nku.edu/scra.html#policies>

In addition, students in the education programs must also adhere to the education programs' Code of Ethics: [http://coehs.nku.edu/content/dam/coehs/docs/COEHS\\_code\\_ethics\\_20.doc](http://coehs.nku.edu/content/dam/coehs/docs/COEHS_code_ethics_20.doc) and the Professional Code of Ethics for Kentucky School Certified Personnel: <http://www.kyepsb.net/legal/ethics.asp>.

**Credit Hour Policy Statement:** In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

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Online Communication with instructor: 1 hour x 15 weeks	= 17.0 Hours
Required Text Readings: 15 chapters x 2 hours each and small group discussions	= 30.0 Hours
Online PowerPoints/Podcasts: 9 x 2 hours each	= 18.0
HoursWorkshops with other new principals and assistant principals	= 15.0 Hours
Class Discussion Board Responses 1 per week x 1 hour each	= 15.0 Hours
School visits with Instructor	= 12 hours
Leadership Journals	= 20 hours
<b>Total</b>	<b>= 135.0 Hours</b>

**Student Evaluation of Instructor and Course:**

Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks\* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two-week delay in access to his or her course grade beyond the university's official date for grade availability. To

complete online evaluations, go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware that:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

### **Accommodations Due to Disability:**

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Disability Programs and Services Office (SU 303), indicating the existence of a disability and the suggested accommodations. More information can be found at <http://disability.nku.edu>.

### **Diversity:**

Diversity describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disability, socio-economic status, geographical region, or ancestry. Institutions that value diversity provide a supportive environment that respects those human differences. It is our responsibility as citizens of the NKU community to promote and value a campus environment and classroom climate that is safe, fair, respectful, and free from prejudice.

### **Allied Zone**

I am a member of the Allied Zone community network, and I am available to listen and support you in a safe and confidential manner. As an Ally, I can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation and gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.

### **Name / Pronoun**

My gender pronouns are [she](#), [her](#), [hers](#). I will gladly honor your request to address you by an alternate name and/or gender pronouns from what is contained in NKU's student records. Please advise me of these early in the semester so that I may make appropriate changes to my records

### **Sexual Misconduct**

Northern Kentucky University is committed to fostering a safe and inclusive educational and work environment free from sexual misconduct, including sexual assault, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, sexual harassment, dating and

intimate partner violence, relationship and domestic violence, stalking and gender-based bullying. For more information please see: <https://inside.nku.edu/titleix/sexual-misconduct-policy.html>

### **Modules**

**Module 1** August Introduce yourself to the class on Discussions. Discuss the opening of school with the class. Respond to Journal questions.

**Module 2** September In September, you will have an assignment that focuses on the new administrator standards. See below. Also in September, you will spend time with some important people in your school.

[http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders\\_2015.pdf](http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf)

Go to page 4 of the syllabus and go to the web site where the Professional Standards for Educational Leaders link is.

Read the ten standards and indicators under each. Think about your job and write a one to two page paper in which you state your involvement in each standard. For example: Standard 2 is the legal and ethical standard. Evidence would be your enforcement of school rules and policies. Be a little more specific with your examples. This will count as 10 points under assignments.

#### **Getting to Know Your School and the Stakeholders**

- A. The first person I want you to know is your head custodian. Ask him/her to take you on a tour of the school. The custodian should be able to tell you where the switches are that shut off the electric, water, and gas. You may have those shut offs inside the school but also outside the school. You do not need to turn anything off. You should know where they are. Also on the tour, you should learn what doors have to be locked at all times because they store cleaners or chemicals that could be dangerous for children and adults. The custodian can also show you where the fire alarms are and how they work. Again, you don't have to set off the alarm – just know where it is. The custodian can also tell you where the burglar alarms are and how to turn them off and on. My burglar alarm was set off once in awhile. It usually happened when the bread man or milk man was a substitute and they set it off by

mistake. I lived close to school so I got to go to school about 4 a.m. See what other places your custodian wants to share with you.

- B.** In September, choose two of these meetings to attend: SBDM, PLC, Department heads, Grade level teachers, PTA officers, Booster officers or regular meeting for band boosters etc. Write a brief summary of the two meetings that you attend and what you learned from each. That will be 10 points under assignments.

### **Module 3 October**

Go to the TSSA standards link on page 5 of the syllabus. Write a paper about the TSSA Standards. What parts of your job are evidence that you are meeting the TSSA standards? Is there something you could do to help you meet all of the standards?

Go to <http://education.ky.gov/comm/Documents/Glossary%20Abbreviations%20Acronyms.pdf>

There are many terms and abbreviations on this list. Keep this link for future reference.

List twenty terms from the list that you could share with new teachers in your school.

Weekly Discussion Boards. Leadership Journal two entries.

### **Module 4 November** Read this research

<http://education.ky.gov/teachers/PGES/prinpges/Documents/KY%20Research%20Synthesis.pdf>

What is the most important information that you read in this research? Write a one to two page response?

Weekly discussion topics. Leadership Journal entry.

### **Module 5 December** Course evaluation

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### *Tentative Course Schedule*

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignments Due</b>
Module 1 August	Opening of school	Materials for opening day	Leadership Journal August 31
Module 2 September			Discussions Weekly Leadership Journal
Module 3 October			Discussions Weekly Two Leadership Journals
Module 4 November			Leadership Journal

Leadership activities are associated with increased performance and productivity. Perhaps the sign of a successful leader is a happy, healthy workplace...  
Set the children a large task, such as holding a class function. Show the children a plan that enables them to achieve the task step by step. This activity can involve a number of children sharing tasks.

1. EDUCATION & SCHOOLS: Walk around the class and talk to other students about education & schools. Change partners often and share your findings.
2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

the learning curve reported on five things that education leaders should remember the first is that spending lots of money on schools and teachers does not always mean students will learn second is that "good teachers are essential to high-quality education" the report said teachers should be "treated as the valuable professionals they are not as technicians in a huge educational machine".