

Oakland University

School of Education and Human Services
Department of Organizational Leadership

EL 6960: Practicum in Educational Leadership (4 credits)
Campus Cohort, Spring 2018

#believeyoucan

Instructor

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Course Description

This course is designed to **synthesize and apply** the knowledge gained from courses in the M.Ed. in Educational Leadership Program and professional experience obtained in the internship projects with a mentor. The course provides a variety of learning opportunities for educational leadership students to synthesize and apply their knowledge and skills in effective instructional practices, leadership behavior, staff and curriculum development, research-based practices, relationship building, change and transformative leadership, and preparation for a leadership position.

Prerequisite

EL 690 is the final course in the M.E. in Educational Leadership sequence. Successful completion of all previous courses is required before students may enroll in EL 690.

Required Textbook

Chenoweth, K. (2017). *Schools that Succeed: How Educators Marshal the Power of Systems for Improvement*. Cambridge, MA: Harvard Education Press.

Other readings will be distributed in class and/or uploaded to Moodle.

Course Overview: Content and Structure

This practicum has been designed to provide you with an opportunity to develop and extend your leadership understandings and skill in a supportive and collegial setting. The Michigan School Leader Standards serve as the guiding framework for all assigned readings and discussions. Through a variety of class activities, including a large group

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project, you will be given the opportunity to **practice your problem-solving skills**. As a culminating activity you will **prepare and present an E-Portfolio** that provides evidence of your proficiency in each of the required leadership standards.

Course Outcomes

Student who successfully complete EL 690 will be able to...

1. Articulate a leadership vision for the 21st century that provides for high achievement for all students.
2. Design and lead a teacher development process that is embedded within a professional learning system.
3. Access and apply educational research and literature to an authentic problem of practice.
4. Advocate for new and emerging uses of technology to accomplish school goals.
5. Use data to lead continuous improvement.
6. Communicate effectively with professional and public audiences.
7. Demonstrate a willingness to continually learn and seek out new research and proven practices.
8. Develop a standards-based E-Portfolio that documents your knowledge and skill as a school leader, as well as a disposition to continually grow professionally and to make a positive difference in the profession.
9. Provide evidence of skillful accomplishment for the School Leader Standards adopted by the Michigan Board of Education.

Course Assignments and Grading

Graded course assignments include the following items, all of which are designed to support your continued development as a school leader. Additional guidelines for and information about each assignment will be distributed in class.

Book Study Warm-up (20%)

You are asked to lead us in a discussion of a chapter out of *Schools that Succeed*. Plan for 20 minutes. In your planning, prepare to guide us in a discussion of the chapter's big ideas, then connect those big ideas to the featured leadership standard for the week.

Weekly Artifact Commentary (20%)

Each week you will be asked to prepare an artifact commentary for your E-Portfolio. This commentary should correspond with the standard of the week.

Group Teacher Leadership Project (20%)

This group projects offers an authentic experience with new project development, and an opportunity to further realize the value of teacher leadership as a desirable form of school leadership. Final projects will be "portfolio worthy."

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New School Leader E-Portfolio (40%)

As a culminating activity you will *design and present* an E-Portfolio that documents your growth on each of the Michigan School Leader Standards. Completing this portfolio will provide you with a way to reflect on your skillfulness as a school leader as well as provide you with a toolkit of practical resources. Required artifacts include:

- Leadership Vision or Philosophy Statement (Standards 1 and 2)
- Internship Plan of Work (Standard 7)
- New School Leader Entry Plan (Standards 1 and 3)
- Course and internship projects displaying your mastery (Standards 1-6)
- Resume with Cover Letter

Grades will be calculated by adding the total points earned on assignments with a total of 400 points possible using the following grading scale:

- 380-400 4.0
- 360-379 3.8
- 340-359 3.6
- 300-319 3.2
- 280-299 3.0

Weekly Schedule

Day	Topic	Assignment
May 7	<p><i>Creating a Vision for Learning</i> (Standard 1)</p> <ul style="list-style-type: none"> • Portfolio Expectations • Students that Succeed (STS): Intro • Syllabus Review • Activity Sign-up • Rubric for Artifacts • Rubric for ePortfolio • Invite mentors to June 18th class 	
May 14	<p>Leader-to-Leader: Janet Jones, retired High School Principal and MSU Leadership Coach <i>Creating & Sustaining a School Culture</i> (Standard 1 & 2)</p> <ul style="list-style-type: none"> • Artifact Presentation: Standards 1 or 2 • STS Book Study: Ch. 1 	<p>READ: STS, Ch. 1</p> <p>PREPARE: Artifact with Commentary for St. 1 & 2</p>

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May 21	<p>Leader-to-Leader: Kaarin Averill <i>Managing the Organization</i> (Standard 3 & 4)</p> <ul style="list-style-type: none"> • Artifact Presentation: Standard 3, plus Leadership Vision or Philosophy • STS Book Study: Ch. 2 & Ch. 3 	<p>READ: STS, Ch. 2 & 3</p> <p>PREPARE: Artifact with Commentary for St. 3, plus Leadership Vision or Philosophy</p>
<p><i>May 28 MEMORIAL DAY!</i></p>		
Online	<p><i>Integrity & Fairness</i> (Standard 4 & 5)</p> <ul style="list-style-type: none"> • Artifact Presentation: Standard 4 & 5, plus School Leader Entry Plan • STS Book Study: Ch. 6 	<p>READ: STS, Ch. 6</p> <p>PREPARE: Artifact with Commentary for St. 4 & 5, plus School Leader Entry Plan</p>
June 11	<p>Leader-to-Leader: Dr. Anne Donato, former Special Education Teacher & Director, Warren Consolidated</p> <p><i>Contexts Beyond the District</i> (Standard 6)</p> <ul style="list-style-type: none"> • Artifact Presentation: Standard 6, plus Internship Plan of Work • STS Book Study: Ch. 7 & Ch. 8 	<p>READ: STS, Ch. 7 <u>or</u> 8</p> <p>PREPARE: Artifact with Commentary for St. 6, plus resume with Cover Letter</p>
June 18	<p>Leader-to-Leader: INVITED GUESTS (mentors, course instructors)</p> <p style="text-align: center;"><i>E-PORTFOLIO PRESENTATION & CELEBRATION!</i></p>	<p>PREPARE: Final E-Portfolio!</p>

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Academic Conduct

Graduate students are expected to conduct their work in conformity with Oakland University policies and guidelines contained in the Graduate Catalog. Please review these policies and guidelines so you are clear on the expectations for all areas including plagiarism.

Attendance and Class Participation

Attendance at each session and active participation in each class will enable you to gain the full value from the coursework, activities, assignments and discussions and are required. Please contact me in advance by phone or email of any absence.

Emergency Preparedness

Emergency Preparedness In the event of an emergency arising on campus, the instructor will notify you of actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation and “lockdown” guidelines to follow when an emergency is declared. These simple steps are a good place to start:

- OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuation, lockdowns and other emergencies. Register for these notifications at oakland.edu/uts/emergencynotification.
- Based on the class cellphone policy, ensure that one cellphone is on in order to receive and share emergency notifications with the instructor in class.
- If an emergency arises on campus, call the OUPD at (248) 370-3331. Save this number in your phone, and put it in an easy-to-find spot in your contacts.
- Review protocol for evacuation, lockdown, and other emergencies via the classroom’s red books (hanging on the wall) and oupolice.com/emergencies.
- Review with the instructor and class what to do in an emergency (evacuation, lockdown, snow emergency).