New Graduate Course Proposal

Form Procedure
To share the form with others prior to Submitting choose the **Save Progress** option at the bottom.
Create a PDF of the saved form go to Print and choose Save as PDF copy rather than print.
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Course Title

Course Title: *Effective Leadership Principles and Practices

Proposed Banner Abbreviation: *Effctv Ldrshp Prncpl & Practic

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: *Lisa Moison/Phil Saisa

Members of the Graduate Curriculum Committee: Dustine Halterman and Karen DeAngelis

Department / Unit Developing: *Education

Department Chair: *Dr. Lyndsey Benharris   *lbenharr@fitchburgstate.edu

Academic Dean: Dr. Nancy Murray   nmurray5@fitchburgstate.edu

Program Chair   The Program Chair for this request is among the people listed above.
*○ Yes
⦿ No
*☑ This confirms that the Graduate Program Chair has given approval for the submission of this proposal

Graduate Program   *EDLM

The above program would be responsible for scheduling, staffing & assessing this course.

Course Information

Course Description

*The focus of this course is on essential interpersonal leadership skills that all effective administrators need to develop. Candidates will identify and clearly articulate their core values. Through a variety of activities and mock interviews, candidates will be able to speak clearly and concisely about their central beliefs concerning education and leadership. Candidates will also develop skills in communicating difficult information. Through exploration of research and role-plays, candidates will understand, practice and receive feedback on delivering challenging information. A significant focus is placed on understanding school culture, requiring candidates to delve deeply into the many and varied aspects of their school's culture. Through readings, activities and discussions, candidates will understand the essential elements of school culture and have strategies to shift the culture of a school. A heavy emphasis is placed on developing a deep understanding of cultural proficiency and the impact that implicit bias plays in schools. Candidates will also understand the research on adult learning and learn the essential components of high quality professional development.

Course Objectives

Through readings, presentations, analyses of cases, and discussions:
Candidates will be able to identify the essential elements of school culture and recognize its importance.
Candidates will understand the critical nature of developing trust to strengthen the culture of the school.
Candidates will develop an understanding of the management style known as MBWA.
Candidates will develop an understanding of the stages of cultural proficiency
Candidates will develop an understanding of the implications of cultural proficiency on student learning
Candidates will develop knowledge of cultural proficiency
Candidates will develop skills in enhancing cultural proficiency

Candidates will be able to identify and articulate their core values
Candidates will develop skills in engaging in difficult conversations.
Candidates will understand the various steps in preparing for and engaging in difficult conversations.
Candidates will understand the various stages and characteristics of adult learning
Candidates will understand the essential components of effective professional development
Candidates will have an understanding of an effective plan for professional development

DESE Professional Standards and Indicators for Administrative Leadership
Standard 1:g Equity and Excellence
Standard 1:h Accountability
Standard 1:k Professional Development
Standard 3:b Effective Communication
Standard 3:e Cultural Awareness
Standard 4:a Mission and Core Values
Standard 4:c Personal Vision
Standard 4:d Transformational and Collaborative Leadership
Standard 4:e Cultural Proficiency
Standard 4:g Continuous Learning
Standard 4:h Communications

Rationale and expected outcomes of offering the Course

*Required DESE administrator licensure course.

What are the Learning Outcomes for the Course?

Knowledge: As a result of the learning experiences in the course, candidates will become more knowledgeable of:
The essential elements of the school culture
The essential components of cultural proficiency
The essential stages of engaging in difficult conversations
The essential characteristics of adult learning
The essential components of professional development
Skill: As a result of the learning experiences in the course, candidates will become better able to:
Understand strategies to shift the school culture
Understand strategies to strengthen the cultural proficiencies of school staff
Articulate their core values
Engage in sharing difficult information
Plan and deliver effective professional development utilizing the research on adult learning
Caring: As a result of the learning experiences in this course candidates will:
Be better able to strengthen the level of trust and thus have a positive impact on the school culture
Be better able to understand how people from different cultures experience schools and to respond in ways that increase a spirit of inclusion
Be better able to act on their core values to help meet the needs of students, staff and parents
Be better able to share difficult information in an effective manner that strengthens relationships
Be better able to increase the capacity of the professional staff by utilizing strategies related to adult learning to provide effective professional development

Ethical: As a result of the learning experiences in the course, candidates will become more competent in your ability to:
Meet the needs of students, staff and parents by creating a safe and inclusive school culture
Be more visible and present in various areas of school life
Create an environment where all members of the school feel welcomed, valued and appreciated
Share difficult information in a fair and clear manner
Meet the needs of staff for continuous improvement

Number of Credits: *3

Discipline Prefix or Prefixes: *EDLM

Brief rationale if more than one prefix:

Level of Course: *○ 7000 ● 8000 ○ 9000

Brief rationale for level choice::
*Licensure course

The course will be: ☑ Requirement ☐ Elective

Elective or Requirement Note/Special:
Required for the FSU/ACCEPT partnership program.

Is there a similar undergraduate course? *○ Yes ● No

Does this course affect offerings in any other department or program? *○ Yes ● No

Course Enollment

Expected Average Enrollment: *15-20 students

This course is a replacement for:
Course # / Name   EDLM 8054E

Has the course been offered previously *● Yes   How often / when was it offered as a Topics course?

as a "Topics" course?   ○ No | Three times |

Is this an Extended Campus Course?   * ◉ Yes
                                        ○ No

Which semester will this course   * | 202510 | How often thereafter to be offered?:
be offered for the first time?:   * | Once a year. |

Course Requirements

Prerequisite course(s) if any: | |

Additional Requirements   Laboratory Hours: | | Fieldwork Hours: | |

                           Pre-Practicum Hours: | | Practicum Hours: | |

Other Requirements (specify): | |

Syllabus Upload

New Course Syllabus Upload: EDLM 8054E Effective Leadership Principles & Practices.docx

Signatures

*Click on the **Submit Form** button at the bottom of the page after you have signed the form.*
You should receive an email confirmation that your signature has been completed.

...3031383336

*Lisa Moison*_____   01/31/2024_____   _____   _____
Requester Signature   Date   Academic Dean Signature   Date

...3833303236

*Lyndsey Benharris*____   02/22/2024_____   _____   _____
Department Chair Approval   Date   SGOCE Dean Signature   Date

Graduate Council
The Graduate Council Chair Signature indicates that the Council has
discussed this proposal and has decided it should move forward.

                                                    _____   _____
                                                    Graduate Council Chair Signature   Date

                                                    Notifications

_____   _____   _____   _____
Approval of the President   Date   SGOCE Dean Initials   Date

                                                    _____   _____
                                                    Reviewed by the Registrar: Date

Fitchburg State University
<u>EDUCATOR</u> Programs
Comprehensive Syllabus

Semester: Fall   Year: 2024
Course Prefix and Number: EDLM 8054E
Course Title: Effective Leadership Principles and Practices
3 Credit hours
Day(s) and time of classes: Thursdays, 4:00 – 8:15
Number of Class Meetings: 9 Number of Contact Hours: 38.25

<u>Instructor:</u> **Dr. David Castelline**
<u>Office:</u> **ACCEPT Collaborative**
<u>Telephone:</u> **978 505-7925**
<u>E-mail:</u> **castellined@gmail.com**
dcastell@fitchburgstate.edu
<u>FAX:</u>
<u>Office Hours:</u> **Thursdays 3:00 – 4:00**

A<u>. COURSE DESCRIPTION:</u> The focus of this course is on essential interpersonal leadership skills that all effective administrators need to develop. Candidates will identify and clearly articulate their core values. Through a variety of activities and mock interviews, candidates will be able to speak clearly and concisely about their central beliefs concerning education, and leadership. Candidates will also develop skills in communicating difficult information. Through exploration of research and role-plays, candidates will understand, practice, and receive feedback on delivering challenging information. A significant focus is placed on understanding school culture, requiring candidates to delve deeply into the many and varied aspects of their school's culture. Through readings, activities and discussions, candidates will understand the essential elements of school culture and have strategies to shift the culture of a school. A heavy emphasis is placed on developing a deep understanding of cultural proficiency and the impact that implicit bias plays in schools. Candidates will also understand the research on adult learning and learn the essential components of high quality professional development.

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.
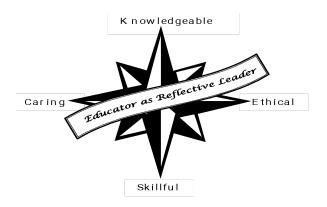
Students seeking Fitchburg State University course credit, must register with the university by the deadline given to them by their instructor. Instructions on how to register online for university credit will be provided by the course instructor/provider.

Students seeking graduate credit must have earned a bachelor's degree prior to registering for graduate credit.

B. TEXTS: Due to the requirements to read selected cases and specific laws there is no designated textbook.

1. Dweck, C., (2017). *Mindset – Updated Edition: Changing the Way You Think To Fulfill Your Potential*, Random House Publishing, New York, New York.

2. Hammond, Z. (2014). *Culturally Responsive Teaching and the Brain.* Corwin Press, Thousand Oaks, CA.

3. Stone, D., Patton, B., Heen, S. (2010) *Difficult Conversations: How to Discuss What Matters Most.* Penguin Books. New York, New York.

Fitchburg State University Teacher Education Conceptual Framework

This course will address the dispositions of the Conceptual Framework in the following way(s):

Knowledge: As a result of the learning experiences in the course, candidates will become more knowledgeable of:

- The essential elements of the school culture
- The essential components of cultural proficiency
- The essential stages of engaging in difficult conversations
- The essential characteristics of adult learning
- The essential components of professional development

Skill: As a result of the learning experiences in the course, candidates will become better able to:

- Understand strategies to shift the school culture
- Understand strategies to strengthen the cultural proficiencies of school staff
- Articulate their core values
- Engage in sharing difficult information
- Plan and deliver effective professional development utilizing the research on adult learning

Caring: As a result of the learning experiences in this course candidates will:

- Be better able to strengthen the level of trust and thus have a positive impact on the school culture
- Be better able to understand how people from different cultures experience schools and to respond in ways that increase a spirit of inclusion
- Be better able to act on their core values to help meet the needs of students, staff and parents
- Be better able to share difficult information in an effective manner that strengthens relationships
- Be better able to increase the capacity of the professional staff by utilizing strategies related to adult learning to provide effective professional development

Ethical: As a result of the learning experiences in the course, candidates will become more competent in your ability to:

- Meet the needs of students, staff and parents by creating a safe and inclusive school culture
- Be more visible and present in various areas of school life
- Create an environment where all members of the school feel welcomed, valued and appreciated
- Share difficult information in a fair and clear manner
- Meet the needs of staff for continuous improvement

C. <u>LEARNING OUTCOMES / OBJECTIVES:</u> Through readings, presentations, analyses of cases and discussions:

- Candidates will be able to identify the essential elements of school culture and recognize its importance.
- Candidates will understand the critical nature of developing trust to strengthen the culture of the school.
- Candidates will develop an understanding of the management style known as MBWA.
- Candidates will develop an understanding of the stages of cultural proficiency
- Candidates will develop an understanding of the implications of cultural proficiency on student learning
- Candidates will develop knowledge of cultural proficiency

- Candidates will develop skills in enhancing cultural proficiency
- Candidates will be able to identify and articulate their core values
- Candidates will develop skills in engaging in difficult conversations.
- Candidates will understand the various steps in preparing for and engaging in difficult conversations.
- Candidates will understand the various stages and characteristics of adult learning
- Candidates will understand the essential components of effective professional development
- Candidates will have an understanding of an effective plan for professional development

DESE Professional Standards and Indicators for Administrative Leadership

Standard 1:g Equity and Excellence

Standard 1:h Accountability

Standard 1:k Professional Development

Standard 3:b Effective Communication

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Standard 4:a Mission and Core Values

Standard 4:c Personal Vision

Standard 4:d Transformational and Collaborative Leadership

Standard 4:e Cultural Proficiency

Standard 4:g Continuous Learning

Standard 4:h Communications

Instructional Strategies

X	Lecture	X	Data Collection and Analysis
X	Discussion/Questioning		Pre-Practicum
	Laboratory	X	Role Playing/Simulation
X	Problem Finding/Solving	X	Independent Learning
X	Discovery		Field Trips

X	Interviewing		Computer Applications
X	Collaborative Learning Groups	X	Viewing or Listening to Followed by Discussing
X	Reflective Responses		Other
	Creating Visual Illustrations of Concepts		

Technology Initiatives: Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology.

Candidates will utilize technology as:

• a research tool

• a communication method (email)

• a collection tool for classroom, school, district, and state-wide assessment data

• a retrieval tool for classroom, school, district, and state-wide assessment data

• an analysis tool for classroom, school, district, and state-wide assessment data.

E. COURSE REQUIREMENTS: Attendance and Participation

• As a developing professional, you are expected to attend every class session whether face-to-face or online, to be on time, and to communicate with the instructor regarding any absence. Absences will result in a two-point reduction of the final grade.

• Candidates are expected to complete all reading assignments.

• Candidates are expected to actively participate in online and face-to-face sessions engaging deeply with course material, fellow candidates, and the instructor.

• Candidates are responsible for meeting course deadlines for all projects and assignments including the posting of on-line assignments.

F. FIELD-BASED REQUIREMENTS: Candidates are expected to spend a minimum of 25 hours throughout the semester investigating numerous practices, policies, and procedures at their school. These activities will include, but not be limited to reviewing documents, gathering information through interviewing teachers, students, the principal, assistant principals, and parents. Candidates are also expected to survey school staff to determine the effectiveness of many school practices.

G. EVALUATION OR GRADING POLICY:

Grades will be based on mastery of the essential content as demonstrated by:

- *5% Class Participation:* Completing assigned readings, evidenced by being an active, informed participant in table discussion, role-plays, large group discussions, etc.

- *85% Assignments:* All assignments must be completed to a degree deemed at least proficient by the instructors. Assignments falling below this standard will be returned with detailed comments for revision. It should be assumed that there will be times when assignments are returned for revision to increase the learning. Making revisions carefully based on feedback from instructors should require only one additional iteration and will lead to deeper understanding.

  - Final papers 45%
  - Lesson papers 20%
  - Leadership portfolio 20%

- *10% Attendance:* Attendance at all classes is mandatory. Should an unusual or extenuating circumstance intervene, it is essential that the candidate inform all instructors about the reason for any absence. Additional work may be required to make up for any potential lost learning.

Late assignment policy: You are a professional; therefore, deadlines are expected to be met. No credit will be earned for late work. Understandably, life happens sometimes, and we can certainly work out alternatives in the event of an emergency.

H. RUBRICS

Final Papers (45% of assignment grade)
The successful completion of a course is marked by your Practicum Supervisor's assessment of your Final Paper as 'Proficient'; papers should be between 5 – 7 pages in length, be in *12-point* font and 1.5 spacing. Exhibits and data can be appended to your Final Paper, but please be very economical in their use. Most likely, there will be several iterations of your Final Papers, submitted and responded to, before your Practicum Supervisor will assess it as 'Proficient'.   In addition to the Final Papers, all Lesson

Papers and PAL task assignments must be completed to a level of proficiency determined by your Practicum Supervisor.

A completed Proficient Final Paper is due no later than the date listed in the course syllabi.
Final Papers should follow the format below:

1. **Theory:** Explain how at least two or three current researchers assisted your analysis and reflection, briefly noting the article's author and title. Sources are not limited to the specified theory in each course; use theory that serves you.

2. **Data**: What quantitative and/or qualitative data did you use in your analysis? Be specific, who, how and when did you collect the data? Dig deeply into the practices at your school. Be creative in how you gather information. Observe carefully, interview teachers, the principal and parents, examine documents, review practices, etc. You may also attach data as appendices to your Final Papers but please limit them to only those most necessary.

3. **Analysis**: Using relevant data collected from your school, analyze and critique the effectiveness of the practices you observed. What are the strengths and weaknesses? What is working and why? What is not working well and why?

4. **Recommendations:** What would be your recommendations for an alternative, more effective course of action?   Start by thinking, "If I were the educational leader in the situation, what would I do?" Be specific and clear. Take 1 or 2 recommendations and develop a plan for implementation. Thoughtfully lay out a step-by-step plan for how you would implement an idea.

5. **Lessons:** What lessons for your future role as an <u>educational leader</u> will you take from this experience? Determine the 3 – 5 enduring lessons and **briefly explain** why this is important to remember and implement.

Scoring Rubric for Final Papers

	Needs Improvement	**Proficient**	**Exemplary**
Theory	* Mostly opinion, little or no research cited * Only 1 researcher cited * Citation incorrect * Weak connection between research and topic	* 2 or more sources cited * Citation is accurate * Researchers cited are current and relevant * Strong connection between research and topic	* Research is powerful * Research cited is memorable

Data	* Mostly opinion * Limited data * Superficial effort to delve into school	* Data comes from multiple sources * Data is relevant to topic * Data is clear and concise * Data provides information to analyze	* Data is a result of creative effort to dig deep * Data is comprehensive * Data is rich and insightful
Analysis	* Mostly opinion * Restating of data * No judgment or critique * Little thought or analysis	* Analysis makes judgment about effectiveness * Analysis is fair and balanced * Analysis is insightful	* Analysis uses theory to make a judgment about effectiveness * Analysis is creative *Analysis is done from multiple perspectives
Recommendations	* List of suggestions * No (Little to no) depth of thought * No action plan * Superficial thinking	* Multiple suggestions but 1 or 2 ideas fully developed * Clear detailed action plan * Step-by-step process is outlined * Action plan would lead to improvement	* Action plan reflects best practice * Action plan thoughtfully applies theory * Action plan makes sense * Action plan would lead to significant improvement
Lessons	* Lesson is not clear * Mostly commentary * No lasting value * Not memorable	* Lesson is clear * Elaboration makes sense and adds depth * Lesson has lasting value	* Lesson is powerful and memorable * Lesson could be used as preparation for an interview * Elaboration is compelling and adds much substance

Lesson Papers (20% of assignment grade)

Those ELI activities, which are important for inclusion in your knowledge base but for which the time period of their exposure do not lend themselves to a full Final Paper format, require you to submit to your Practicum Supervisor a **1 – 2 page** double-spaced Lesson Paper. In these, state three to five lessons you will have in mind when you are a practicing educational leader. For each lesson, justify why it is important in a short paragraph.

Lesson Papers Rubric

Need Improvement	Proficient	Exemplary
● Lesson is not clear ● Mostly commentary ● No lasting value ● Not memorable	● Lesson is clear ● Elaboration makes sense and adds depth ● Lesson has lasting value	● Lesson is powerful and memorable ● Lesson could be used as preparation for an interview ● Elaboration is compelling and adds much substance

Leadership Portfolio (20% of assignment grade)

As school leaders you will need to have a well-articulated position on many different areas of education and leadership. This leadership portfolio will allow you to concisely state your philosophy or vision on various and specific aspects of schooling. While you will need to address the 8 elements below you should use these as inspiration for you to "connect the dots" of school leadership. These elements should feel more like springboards than instructions. Each element should be distilled versions of your values, thoughts, beliefs and philosophy. You should also include some practical, actionable steps that you will engage in to make your beliefs a reality. The length of each section should not exceed 250 words. Each element should appear on a separate page. Here are the 8 elements.

1. **Philosophy of Supervision:** Your beliefs and values regarding supervising teachers. What are you trying to accomplish? Why is this important? How will you go about providing teachers with effective feedback?

2. **Philosophy of Leadership:** Your beliefs, values, guiding principles and philosophy about the role of a school leader. Ideas about the relationship of the leader to students, staff, families, the community and other stakeholders might fit here.

3. **Vision for Learners:** Your beliefs about learners, including things that might support and hinder quality learning. The relationship between teachers and students might fall into this section. You might also mention how Carol Dweck's book, Mindset has influenced your thinking.

4. **Vision for Teaching:** Your beliefs about teachers and their professional duties/responsibilities. What you believe about the qualities excellent teachers possess. Your thoughts about what effective instruction looks like might also fall here.

5. **Vision for Data Use:** Your beliefs about the purpose, use and best practices around data assessment. Ideas might span both the classroom and school levels.

6. **Vision for School Culture:** Your beliefs about school organization, including the management of groups and teams. Describe your ideal school culture. Ideas about how to best manage organizational structure, culture, politics, conflict, time and other resources might fall here.

7. **Vision for Role of Parents:** Your beliefs about the role parents play and their relationship with teachers, their role in school governance/decision making and how they can best support their children's learning all can be discussed here.

8. **Philosophy of Student Discipline:** How will you shape a school culture where students are expected and encouraged to be good caring citizens? How do you view student discipline? What is the overarching purpose of student discipline?

Scoring Rubric for Leadership Portfolio

Topic	Needs Improvement	Proficient	Exemplary
Philosophy of Supervision	Beliefs are unclear, no research is cited, no clear plan or action steps are included	Beliefs are clear and combined with some action that indicates a plan is in place	Beliefs are clearly and concisely articulated, research is cited, clear action steps that indicate a plan is well conceived to accomplish goal
Philosophy of Leadership	Beliefs are unclear, no research is cited, no clear plan or action steps are included	Beliefs are clear and combined with some action that indicates a plan is in place	Beliefs are clearly and concisely articulated, research is cited, clear action steps that indicate a plan is well conceived to accomplish goal
Vision for Learners	Beliefs are unclear, no research is cited, no clear plan or action steps are included	Beliefs are clear and combined with some action that indicates a plan is in place	Beliefs are clearly and concisely articulated, research is cited, clear action steps that indicate a plan is well conceived to accomplish goal
Vision for Teaching	Beliefs are unclear, no research is cited, no clear plan or action steps are included	Beliefs are clear and combined with some action that indicates a plan is in place	Beliefs are clearly and concisely articulated, research is cited, clear action steps that indicate a plan is well conceived to accomplish goal
Vision for Data Use	Beliefs are unclear, no research is cited,	Beliefs are clear and combined with	Beliefs are clearly and concisely

	no clear plan or action steps are included	some action that indicates a plan is in place	articulated, research is cited, clear action steps that indicate a plan is well conceived to accomplish goal
Vision for School Culture	Beliefs are unclear, no research is cited, no clear plan or action steps are included	Beliefs are clear and combined with some action that indicates a plan is in place	Beliefs are clearly and concisely articulated, research is cited, clear action steps that indicate a plan is well conceived to accomplish goal
Vision for Role of Parents	Beliefs are unclear, no research is cited, no clear plan or action steps are included	Beliefs are clear and combined with some action that indicates a plan is in place	Beliefs are clearly and concisely articulated, research is cited, clear action steps that indicate a plan is well conceived to accomplish goal

Rubric for Class Participation

Performance Elements	Inadequate (1 point)	Developing (2 points)	Accomplished (3 points)	Exemplary (4 points)
Engagement and Active Participation	Student never participates in class discussion; fails to respond to direct questions	Few contributions to class discussions; seldom volunteers but responds to direct questions	Proactively contributes to class discussion: asks questions and responds to direct questions	Proactively and regularly contributes to class discussion; initiates discussion on issues related to class topic
Listening Skills	Does not listen when others talk; interrupts or makes inappropriate comments	Does not listen carefully; comments are often nonresponsive to discussion	Listens and appropriately responds to the contributions of others	Listens without interrupting and incorporates and expands on the comments of others
Relevance of contributions to topic under discussion	Contributions are off-topic or distract from discussion	Contributions are sometimes off-topic or distract from discussion	Contributions are always relevant	Contributions are relevant and promote deeper analysis of the topic
Preparation	Students is not adequately prepared; does not seem to have read the assigned material	Student has read the material but not closely, or has read only some of the material before class	Student has read and thought about the material before class	Student is consistently well prepared; sometimes adds relevant information beyond the assigned reading

FITCHBURG STATE UNIVERSITY GRADUATE GRADING SYSTEM

4.0	95-100	A
3.7	92-94	A-
3.5	89-91	A-/B+
3.3	86-88	B+
3.0	83-85	B
2.7	80-82	B-
2.5	77-79	B-/C+
2.3	74-76	C+
2.0	71-73	C
0.0	0-70	F

W Withdrawn

IN Incomplete

IP In-Progress

COURSE CONTENT/TOPICAL OUTLINE

Class	Topic	Readings and Assignments
1	Norm setting Course/program overview Identifying your leadership style Mapping the practicum Core Values	Core Values articles **Leadership Portfolio**
2	School Culture	School Culture articles Mindset the New

		Psychology of Success
3	School Culture	**Final Paper**
4	Cultural Proficiency	Cultural Proficiency articles Culturally Responsive Teaching and the Brain
5	Cultural Proficiency	**Final Paper**
6	Professional Development and Adult Learning	Professional Development and Adult Learning articles
7	Professional Development and Adult Learning	**Lesson Paper**
8	Difficult Conversations	Difficult Conversations: How to Discuss what Matters Most
9	Difficult Conversations	**Lesson Paper**

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a "virtual student center" just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at http://www.fitchburgstate.edu and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

FITCHBURG STATE UNIVERSITY␣DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaborate tools, Skype and in-person; library instruction via online and in-person at extended campus sites; research help and more. Any questions relating to library services should be directed to the E-Learning & Instruction Librarian, at 978- 665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at http://fitchburgstate.libguides.com/dlservices outlining the

wide range of services available to you and how to access them. Activate your library account online through our ILLiad system at https://fitchburgstate.illiad.oclc.org/illiad; from here you can access articles, books, and media. request forms to get items from our library and from other libraries. If you haven't used ILLiad before, you will need to click on the "First Time User? Create Your Account" link and set up your account.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at http://www.fitchburgstate.edu/academics/library and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest login to access the library's databases while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account through ILLiad. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may access participating Massachusetts State College/University Libraries and you may request an ARC Card to

access participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form at http://www.fitchburgstate.edu/offices/technology/onecard/ or present a course registration confirmation at the One Card Office in the Anthony Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

UNIVERSITY AND EDUCATION UNIT POLICIES Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Attendance and Participation

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory. ⌞SEP⌟

2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional. ⌞SEP⌟

3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade. ⌞SEP⌟

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., 'You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.']

Cellular Telephones and Other Devices

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook located:
athttp://www.fitchburgstate.edu/uploads/files/EducationUnit_NCATE/Standard2/narrativ

e/Student_Hand book_Web_1213.pdf

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.

I. <u>READING AND RESOURCES</u>

School Culture:
1. Barth, R., (2002)., The Culture Builder, *Educational Leadership*, Vol.59, Number 8, pp. 6 – 11.
2. Barth, R., (2006), Improving Relationships Within the Schoolhouse, *Educational Leadership*, Vol. 63, Number 6, pp. 8 – 13.
3. Oncken, J., William and Wass, D. L., (1999), Management Time: Who's Got the Monkey?, *Harvard Business Review*, November , p 178 – 186.
4. Saphier, J., (2018), Let's Get Specific About How Leaders Can Build Trust, *The Learning Professional*, volume 39 #6 p 14 – 16.
5. DuFour, R, and Bunette, R., (2002), Pull Out Negativity by Its Roots, *Journal of Staff Development*, 27-30.
6. MacDonald, E. (2011). When Nice Won't Suffice, *Journal of Staff Development* 32(3), 45-51.
7. Noe, L, (2002) Heard the One about the Principal Who Painted the Door?, *Journal of Staff Development,* 20-22.
8. Peterson, K., (2002). Positive or Negative. *Journal of Staff Development,* 10-15.
9. Deal, T. E., Petersen, K. D., (2009) Shaping School Culture: Pitfalls and Promises, *Journal of Staff Development*
10. Adams, C, Forsyth, P., Dollarhide, E., Miskell, R. and Ware, J., (2015), School Climate As A Major Factor In Student Achievement, *Teachers College Record*, Vol. 117, #2, p. 1-28

Cultural Proficiency:
1. Wornum, K. (2003) Cultural Competency: What is it?, adapted from: <u>Cultural Proficiency</u> by Lindsey, Nuri and Terrell (Corwin Press, 2003).

2. Wornum, K. (2003) Pushing Back the Barriers, adapted from: <u>Cultural Proficiency</u> by Lindsey, Nuri and Terrell (Corwin Press, 2003).
3. Wornum, K. (2003), Cultural Proficiency: Tools for School Leaders, adapted from: <u>Cultural Proficiency</u> by Lindsey, Nuri and Terrell (Corwin Press, 2003).
4. Holmes, R. (2004) Consider My Reality, *Esquire*
5. Hammond, Z. (2014). <u>*Culturally Responsive Teaching and the Brain*</u>. Corwin Press, Thousand Oaks, CA.

Core Values:

1. Kouzes, J. M., Posner, B. Z., (2002), *Discovering Your Core Values. Leadership: The Challenge*, (3rd Edition) Jossey-Bass, San Francisco.
2. Christensen, C. M., (2011), How Will You Measure Your Life?, *Harvard Business Review, ASCA Newsletter*, volume 2011-issue 11
3. Sanfelippo, J., Sinanis, T. (2016) Hacking Leadership: 10 Ways Great Leaders Inspire Learning That Teachers, Students and Parents Love Times 10 Publications.
4. Goodwin, D. K., (2018) Eleven Leadership Lessons From Lincoln: Lincoln and the Art of Transformative Leadership, *Harvard Business Review*, Vol. 96 #5 p. 126 – 134

Professional Development and Adult Learning:

1. Brown, F. (2015) Are You Learning Forward or Backward? *JSD*.
2. Gioffre Scott, P. (2014) Flipping the Flip. *Educational Leadership, Vol. 71, Number 8, p.73-75.*
3. Guskey, T. R. (2014) Planning Professional Learning, Professional Learning: Reimagined 71(8), pp 10-16.
4. Hirsh, S., (2015). From mirage to reality: Redesign professional learning to improve classroom teaching*. Learningforward Blog.*
5. Reed, M. (2015) To Find Solutions, Look Inward. *Educational Leadership: Improving Schools from Within. Vol. 72,* June 2015.
6. Van Tassell, R. (2014). The Trouble with Top-Down*. Educational Leadership, Vol. 71, Number 8, p. 76-78.*

Difficult Conversations:

1. Stone, D., Patton, B., Heen, S. (2010) *Difficult Conversations: How to Discuss what Matters Most.* Penguin Books. New York, New York.
2. Loftus, M., (2013) Smooth Encounters", *Psychology Today*, Vol. 46, #2, p. 69)