EAST TENNESSEE STATE UNIVERSITY

# Course Syllabus

**Department:** Educational Leadership and Policy Analysis (ELPA)

**Course Number:** 5500/ 6500

**Course Title:**  Implementation Strategies: Making it Happen

**Semester Hours:** Six (6) semester hours

**Date of revision:** Summer 2011

**Method of Delivery:** On-line/Asynchronous

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Please feel free to contact me by e-mail anytime you have an issue or problem. Generally, I respond to student queries within 24-48 hours. Contact me by phone if you should have an emergency that requires my immediate attention (My cell is usually best).

**Primary Text:** Hoy, W.C., and Tarter, C.J., (2008). *Administrators solving the problems of practice.* New York: Allyn and Bacon.

**Required Readings:**

Gladwell, Malcom., (2005). *Blink: The Power of Thinking without Thinking.* New York: Little, Brown, and Company.

Schlechty, Phillip C., (2009).  *Leading for Learning: How to Transform Schools into Learning Organizations.* San Francisco: Jossey-Bass.

**Catalog Description:** This course will approach problem resolution as logical outgrowth of problem analysis, judgment formulation, plan implementation, task delegation, and resource management. Students will learn how to facilitate sound decision-making within the entire school community.

**Purpose and Goals:** This is the 5th of 6 courses offered in the School Leadership/Administration concentration offered by the ELPA Department. It is one of the courses that must be completed for anyone aspiring to become a school administrator in Tennessee. Completion of these six courses and the extensive 2 year required internship prepare students for roles of principal, assistant principal, and central office administrator/coordinator. The primary foci for this course are school improvement processes and the identification, analysis, and resolution of problems/issues that interfere with P-12 student success.

**Course Objectives/Learning Outcomes:** Students will be able to

* Understand, critique, and apply theoretical decision making models in solving problems faced by school administrators.
* Enhance development of skills of analysis and synthesis through independent research and writing.
* Analyze, evaluate, and integrate information and ideas in a manner that facilitates making quality, timely, and effective decisions.
* Evaluate, align, and coordinate human and material resources in working toward achieving the mission of the school and school district.

**Specific Course Requirements**:

This course is offered entirely on-line. Consequently, all course interactions will occur within the D2L instructional site framework. However, the school district portraiture is a group assignment for which most students realize the value of an on-sight visit. Although much of the portraiture can be completed through the analysis of district, school and community websites, and other on-line documents ( such as documents published by State Department of Education websites), most students choose to make a field trip to the portraiture sight for the collections of artifacts. The instructor considers student home locations in selecting portraiture sites and in assigning members to each group. Any student who feels uncomfortable with a specific portraiture assignment or disadvantaged due to the need to travel to the site should contact the instructor for accommodations.

Because ELPA 5500 and 6500 are parallel courses requiring on-going interaction between students in both courses, master’s students have been added to the 6500 D2L site and differing assignments are are outlined.

**Assignments:**

1. Each student will read text, facilitate discussion of assigned chapters of *Administrators Solving the Problems of Practice* and participate in weekly discussions facilitated by other students using the D2L discussion tool.
2. Complete and present a District Portraiture with assigned group, following guidelines posted on D2L.
3. Read and respond to required readings.
   1. *Blink*—read, write 3-5 page paper responding to book and connecting with course text and discussions. APA style required.
   2. *Leading for Learning*—read, write 3-5 page paper responding to book and connecting with course discussions, presentations, and what you have learned in Administrative Endorsement program to this point. APA style required.
4. Complete weekly guided reflections. See schedule below and pages 4-5 for additional information.
5. All assignments will be submitted to the appropriate drop box. An additional dropbox is available for late assignments.
6. Ed.D. students have an additional research project: interviewing practicing administrators about qualities they look for in hiring new teachers. Results of this project will be presented in the fall semester.

**Schedule**

Module 1: Opens May 3 and closes May 13

*Administrators Solving the Problems of Practice* discussion

Chapters 1 & 2 facilitated by Phillip, and Anna

Group work on District Portraiture begins

Reflection #1 due (see pages 4 and 5)

Module 2: Opens May 10 and closes May 20

*Administrators Solving the Problems of Practice* discussion

Chapters 3 & 4 facilitated by Kelli and Lauren

Module 3: Opens May 17 and closes May 27

*Administrators Solving the Problems of Practice* discussion

Chapter 5 facilitated by Suzi and Ruletta

Reflection #2 due(see pages 4 and 5)

Module 4: Opens May 24 and closes June 3

*Administrators Solving the Problems of Practice* discussion

Chapter 6 facilitated by Destiny and Libby

*Blink* papers due.

Module 5: Opens May 31 and closes June 10

*Administrators Solving the Problems of Practice* discussion

Chapter 7 facilitated by Amy and Ashley

Reflections # 3 due (see pages 4 and 5)

Module 6: Opens June 7 and closes June 17

*Administrators Solving the Problems of Practice* discussion

Chapter 8 facilitated by Aracelis and Jill

*Leading for Learning* papers due.

Module 7: Opens May June 14 and closes June 27

*Administrators Solving the Problems of Practice* discussion

Chapter 9 facilitated by Ericka

District Portraiture presentations and discussions open (close June 30)

Reflection #4 due (see pages 4 and 5)

Module 8: Opens June 21 and closes June 30

District Portraiture discussions continue

**Course ground rules:**

As experienced Administration/School Leadership Cohort members you are all accustomed to the organizational cultural practices we have developed:

A. Participation is required.

B. Each member of a group project team is expected to communicate with, fulfill responsibilities, and support other students on the project team.

C. Successfully navigate in Desire2Learn.

D. Keep abreast of course announcements

E. Use the assigned university email address as opposed to a personal email address.

F. Address technical problems immediately .

G. Observe course *netiquette* at all times.

1. Always include a subject line for e-mail (and remind the instructor when he forgets)

2. Use the leadership practices of **listening, respecting, suspending assumptions**, and **limiting voice** to personal expressions of truth.

3. Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.

H. On-line discussion practices:

1. Review the discussion threads thoroughly before entering the discussion. Be a lurker first, then a discussant.

2. Try to maintain threads by using the “Reply” button rather starting a new topic.

3. Respond in a timely and thoughtful manner.

I. Use standard fonts.

J. Do not send large attachments without permission.

K. Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

**Grading Procedure and Scale:**

Five sets of tasks are required for this course. As always, the expectation of the Administrative Endorsement Program is that each student will satisfactorily complete all assignments. A total of 25 points may be earned for the course as follows:

Facilitation and Participation in Chapter discussions 5 points

Participation in development and presentation of School Portraiture 5 points

Reflections 5 points

Blink Paper 5 points

Leading for Learning Paper 5 points

\*On time completion of each task represents 1 of the 5 points assigned for each of the five task areas.

For example, a student who turned in a late Blink paper will only obtain a maximum of 4 points for that assignment. However, circumstances beyond a student’s control may interfere with her or his ability to complete an assignment in a timely fashion and an extension may be requested.

The grade scale is

A = 23-25 points

B = 20-22

C = 18-19

A “C” is the lowest passing grade accepted by the Graduate School.

**Directions for Reflections:**

Only 4 reflections are required for this course. Consequently each will require deep thought and analysis. You will view TED Talks by 2 prominent individuals (Dr. Mae Jamison is an astronaut, medical doctor, and dancer; and Dr. Dan Ariely is a behavioral economist) and read 2 articles (Dr. Stephen Davis is a professor of education, and Eric Glover, whom you know). Challenge yourself to suspend personal assumptions, listen and think deeply, and remember that the sets of ideas to which you will be introduced represent the speakers’ and writers’ truths. In your writing, you are encouraged to present your truth which may challenge, support, or extend the ideas presented.

*Reflection #1*

This first reflection asks you to examine science v. art in teaching and decision making. Dr. Mae Jemison delivered this talk in 2002. Watch her video (entitled, “Mae Jemison on teaching arts and sciences together.” It is downloadable in the D2L contents section or directly from <http://www.ted.com/>. Type in “Mae Jemison” on the TED page search line.

* + Do you agree with her conclusions that:
    - Science represents a personal understanding of universal experience, and
    - Art represents a universal understanding of personal experience?
  + Have her views been applied in your school over the past decade? How or why not?
  + As a school leader what are your responsibilities for students to learn science, art, or both?
  + Is the work of a school leader both art and science?

Reflection #2

Dr. Stephen Davis discussed decision making traps in, "*What was I thinking.*” Read his paper and reflect on:

* + Into what traps have you witnessed leaders falling?
  + Into what traps have you fallen?
  + How will you work to avoid such traps?

Reflection #3

Dan Ariely studies and writes extensively about human irrationality. You will find him in the contents section of the D2L site or directly from <http://www.ted.com/> . Type in “Dan Ariely” on the TED page search line or go directly to <http://www.ted.com/speakers/dan_ariely.html> . Watch his videos (at least 4 of them). Then reflect:

* + Do you agree with Dr. Ariely?
  + What are the implications of his research for school leadership?

Reflection #4

Read Glover’s, “What is Wisdom.” His primary points are that: 1. We don’t know what we think we know, 2. Knowers cannot learn because learning begins with the individual’s recognition of her or his ignorance. Reflect on these questions:

* + To what extent do you agree or disagree with Glover’s framework? Are you a knower, a learner, neither one, nor both?
  + What are the implications of his research and your interpretation for school leadership?

### Academic Accommodations for Students with Disabilities

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example, arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to eligible students by Disability Services. Disability Services is located in the D.P. Culp Center, Room 326, telephone 439-8346. <http://www.etsu.edu/students/disable/> .

**Link to University Syllabus Attachment**

Our goal is to provide the help students need to be successful:. Information about important ETSU resources may be found at <http://www.etsu.edu/reg/academics/syllabus.aspx> .