

Niagara University
College of Education
Department of Educational Leadership and Counseling

A. Course Number and Title

EDU 650 – Capstone II - For the School District Leader

B. Number of Credits

Three (3) Credit Hours

C. Course Description

The purpose of this course is to assess acquired administrative skills. It is one of the last courses to be completed in the certification program for the school district leader. The assessment component of this course will incorporate authentic performance approaches. They will include written analysis, work-sample products, focused responses, oral responses, simulations and a portfolio. As a requirement for the portfolio, the student will be expected to assemble evidence of various specified experiences and expectations from previous courses. A major focus of the course is to develop a plan of action for a School District Reform. In addition we will emphasize the role of the urban superintendent throughout this process.

D. Method of Teaching

This course is framed within a constructivist perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open ended inquiry, critical thinking and reflection and social interaction. Instructional methods will include whole class and small group discussion, individual and cooperative activities, presentations by instructors and classmates, internet and library searches, observations of Instruction videos, field experiences and research.

E. Philosophical Framework

The philosophical framework of the program includes the following:

ELCC STANDARDS	
Candidates who complete the program are educational leaders who promote the success of all students by:	
*	Standard 1: Facilitating the development, articulation, implementation and stewardship of a school or district vision of learning that is shared and supported by the school community.
*	Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
*	Standard 3: Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.
*	Standard 4: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
*	Standard 5: Acting with integrity, fairness, and in an ethical manner
*	Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
*	Standard 7: The Internship provides significant opportunities for candidates to synthesize and apply the knowledge and skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district

	personnel for graduate credit.
NEW YORK STATE ESSENTIAL CHARACTERISTICS OF EFFECTIVE LEADERS	
*	1. Leaders know and understand what it means and what it takes to be a leader
*	2. Leaders have a vision for schools that they constantly share and promote.
*	3. Leaders communicate clearly and effectively.
*	4. Leaders collaborate and cooperate with others.
*	5. Leaders persevere and take the "long view."
*	6. Leaders support, develop and nurture staff.
*	7. Leaders hold themselves and others responsible and accountable.
*	8. Leaders never stop learning and honing their skills.
*	9. Leaders have the courage to take informed risks.
COLLEGE OF EDUCATION MISSION - ORIENTATIONS	
*	Candidate-Centering Through Constructivist Practice
*	Process-Product Orientation
*	Reflective Practice
EDUCATIONAL LEADERSHIP DEPARTMENT - DISPOSITIONS	
*	1. Professional Commitment and Responsibility
*	2. Professional Relationships
*	3. Critical Thinking and Reflective Practice
*	4. Knowledge Creation

F. Course Objectives

1. To be able to analyze and synthesize data in the development of a school reform plan.
2. To be able to identify leadership styles and the rationale for using a style for a specific situation.
3. To be able to work as a team in the development of a school reform plan.
4. To understand the use and application of technology for the development of the school reform plan.
5. To understand the leader's role in the development of a reform plan for educating students in a diverse society.
6. To continue to emphasize for successful leadership the development of attributes and skills.

G. Outline of Course Content

1. Analysis and synthesis of data for a school reform plan.
 - a. Accountability
 - b. Student Achievement
 - c. Parent Choice
 - d. Decentralization
 - e. Professional Development
 - f. Use of Technology for Supporting Instruction
 - g. Communication
 - h. Role of the Leader for Educating Students in a Diverse Society.
2. Assessment of the 21 Attributes and Skills.

H. Course Requirements

1. Required Course Textbooks
 - a. Calzi (Fall 2004-2005) Buffalo Reform Movement Manual; Niagara University Bookstore, Manual 1
 - b. Hill, Campbell and Harvey (2000) It Takes a City; Washington D.C. The Brookings Institution

2. Issue Assignments to be selected from the following:
 - a. The Urban Superintendent: Creating Great Schools While Surviving On the Job. Report of a colloquium for Former Superintendents: Council of the Great City Schools: February 2003.
 - b. Leadership for Student Learning: Urban School Leadership – Different in Kind and Degree. Institute for Educational Leadership: An Essay by Larry Cuban: September 2003.
 - c. An Impossible Job? The View From the Urban Superintendent’s Chair. Center on Reinventing Public Education: July 2003.
 - d. Supplying Effective Public Schools in Big Cities. Paul T. Hill, The Brookings Institution and the University of Washington: June, 1998.
 - e. A Public Education System for the New Metropolis. Paul T. Hill, The University of Washington: August 1997.
 - f. What are Charter Schools?
 - g. The Right to Choose
 - h. Big City School Boards: Problems and Options
 - i. Restructuring School District Leadership
 - j. Are Public Schools Really as Bad as We are Being Told?

3. Core Readings
 - a. Hill and Celio (1998) Fixing Urban Schools. Washington D.C.; The Brookings Institution.
 - b. Hallett (1995) Reinventing Central Office. Chicago City Campaign for Urban School Reform.
 - c. Shorris, Riches For The Poor, W.W. Norton & Company LTD., New York, 2000.
 - c. Kozol, Amazing Grace, Crown Publishers, New York, 1995.
 - d. Bolman, L. and Deal, T. (1991). Reframing Organizations. San Francisco: Jossey Bass.
 - e. Little, J. and Dorph, R. (1998). Lessons about Comprehensive School Reform. Berkley: University of California.
 - f. Morgan, G. (1997). Images of Organization. Newberry Park: Sage Publications.

I. Projects/Assignments

1. Minimum Expectations
 - a. Regular attendance required and recorded
 - b. Class participation
 - c. Readings from related books and articles
 - d. Case study analysis
2. Issue paper to be assigned
3. Development of a School Reform Plan for the Buffalo School System (Class/Team)
4. Lesson in Leadership (Team Assignment)
5. Technology: Niagara University Blackboard System (Individual/Team)
6. Issue papers for discussion in class.

J. Attendance

Attendance is considered an indication of professional commitment and responsibility. Candidates are expected to attend all classes. Absences are permitted only for illness or serious personal matters. Absences may jeopardize a candidate’s course grade. A phone call, email message or note delivered to the instructor is required if you expect to miss a class.

K. Grading

Final Grade will be based on the following criteria:

1. Case Study/Reform Plan	50%
2. Meaningful, relevant participation/class discussion	15%
3. Written critiques/ Blackboard	10%
4. Assignments	<u>35%</u>
	100%

See hand-out for rubric format to assess written and oral presentations (see pp. 70-72)

L. Student Disclosure

Academic Honesty

The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence. The principal violations of academic honesty are cheating and plagiarism.

Cheating includes the unauthorized use of certain materials, information, or devices in writing examinations, or in preparing papers or other assignments. Any student who aids another student in such dishonesty is also guilty of cheating. Other possible forms of cheating include submitting the same work in more than one class without permission.

Plagiarism is the presentation of ideas, words, and opinions of someone else as one's own work. Paraphrased material, even if rendered in the student's own words, must be attributed to the originator of the thought.

Please refer to the undergraduate catalogue for Niagara University's policy on cheating, plagiarism, procedures and penalties.

Students with disabilities

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than the first week of the semester. Students must also register with Diane Stoelting, Coordinator of Specialized Support Services (286-8076, ds@niagara.edu) in order to facilitate the provision of needed accommodations.

Counseling Services and Academic Support

The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. The staff of the office of counseling services in the lower level of Seton Hall and the Academic Support staff in the Learning Center in Seton Hall are here to help students manage the stresses of university life. All private consultations are confidential and free of charge. Appointment can be scheduled by calling 286-8536 (Counseling) or 286-8072 (Office of Academic Support).