



LDR (MGT) 730 Personnel Evaluation and Administration

Term: Fall 2018

Time: Online

Dates: October 15 – December 2, 2018

Professor Contact Information

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School of Education – Graduate Studies

Adjunct Instructor

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Course Description 3 credit hours

This course is designed to provide students with an overview of recruitment, selection, assignment, mentorship, staff evaluation, collective bargaining, contract management, personnel problems, and standards for personnel administration. In addition, the roles of the central office and building administrator, board of education members, and other professionals who perform school district managerial functions are considered.

Prerequisite Studies

None.

Diversity in the Oakland City School of Education

The School of Education is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifestations
- Respect for the individual and deviating perspectives that challenge us
- Collaboration
- Creativity in thought and action

To further the mission of diversity in the School of Education, SOE has a primary goal that:

Encourages and supports an environment which presents and values diversity defined in accordance with NCATE Professional Standard 4 as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

Course Objectives

The course is designed to develop students to demonstrate a knowledge and understanding of the presented as an educational leader. Upon successful completion of this course, students should be able to:

1. Explain recruiting, retaining, and identify methods used to support building leaders who share the district's goals.
2. Evaluate techniques used to assist teacher evaluations. Design succession plans for every position in the district, and provide formal and informal opportunities to mentor. Evaluate leaders and other staff to support district goals and maximize achievement for all students

Instructional Design

Students will explore personnel and administrative policies through course readings, discussions, and independent research.

E-Learning Center

The E-Learning Center (ELC) at elearning.oak.edu provides students with access to online classrooms (for fully online courses) and web assist resource rooms (for campus and hybrid courses). In addition to providing learning resources through the ELC the instructor may also post current News and Announcements about the course in the appropriate online classroom or resource room.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html. If you do not yet have OCU library access please complete the Library Registration form at <https://myocu.wufoo.com/forms/library-registration/> (also found under Library at www.oak.edu).

Required Course Materials

The following resources are required in the completion of course learning activities.

Textbooks

Palestini, Robert (2011). *Educational Administration: Leading with Mind and Heart*. 3rd ed.

Lanham, MD: Scarecrow Press, 2011. ISBN 978161048397.

Resources

American Psychological Association (APA). (2009). *Publication Manual of the American Psychological Association* (Sixth Edition). ISBN-13: 978-1433805615.

Suggested Reading

In addition to the required text, the student is encouraged to explore other scholarly works in the course subject area (e.g., monographs, journals, theses, dissertations, etc.). Many of these types of works can be found online and provide the most current snapshot of the state of the art in the course subject matter.

Bass, Bernard. 2008. *The Bass Handbook of Leadership: Theory, Research & Managerial Application*. 4th edition. Free Press Publishing.

Donaldson, G. (2006). *Cultivating Leadership in Schools: Connecting People, Purpose, and Practice*: Columbia University, New York, NY 10097.

Northouse, Peter G. 2012. *Leadership: Theory and Practice*. 6th edition. Sage Publishing.

Tentative Course Outline

The topics in this course will be explored according to the following learning schedule.

Unit	Lesson Title and Topics	Learning Activities Schedule
1	<p>Supporting Leaders Course Objective: Explain recruiting, retaining, and identify methods used to support building leaders who share the district's goals.</p>	<p>Read Chapters 1, 2 and 3 in Palestini, <i>Educational Administration: Leading with Mind and Heart</i>.</p> <p>Discussion Question: Explain what strategies leaders could develop to retain employees. Be sure to include peer references to support your comment. Initial response due Wednesday and you are to respond to at least 2 classmates by Sunday</p> <p>Assessment: Week 1 Discussion Question</p>
2	<p>Teacher Evaluation Course Objective: Evaluate techniques used to assist teacher evaluations Topic</p>	<p>Submit a 3 page scholarly paper explaining how teacher evaluations are used in private and public schools. You must include at least 5 scholarly citations in the paper using correct APA formatting.</p> <p>Discussion Question: Describe how the evaluations process can be used to enhance teaching. Be sure to include peer references to support your comment. Initial response due Wednesday and you are to respond to at least 2 classmates by Sunday.</p> <p>Assessment: write a 3 page scholarly paper explaining techniques used to assist teachers evaluations.</p>

Unit	Lesson Title and Topics	Learning Activities Schedule
3	Leadership Evaluation Course Objective: Evaluate leadership and cultural relationship	Read Chapters 6 Discussion Question: Explain why leaders set the cultural tone in organizations. In your opinion, what do you think the organization would be like without a leader setting the cultural tone? Be sure to include peer references to support your comment. Initial response due Wednesday and you are to respond to at least 2 classmates by Sunday. Assessment: week 3 Discussion Question
4	Succession Planning Course Objective: Design succession plans for every position in the district, and provide formal and informal opportunities to mentor	Read Chapter 7 Assignment: Submit a 3 page scholarly paper describing the succession planning that happens in your organization. Use a minimum of 3 scholarly references to support your writing. Be sure to use correct APA formatting. Discussion Question: Explain the steps leaders should take when planning successions plans. Initial response due Wednesday and Final Response due Sunday; you are to respond to at least 2 classmates by Sunday. Assessment: write a 3 page scholarly paper describing succession plans in your organization.

Unit	Lesson Title and Topics	Learning Activities Schedule
5	<p>Dismissal of ineffective Teacher Course Objective: Develop skills used to counsel or recommend the dismissal of ineffective teachers and building leaders</p>	<p>Read Chapters 8 and 9</p> <p>Assignment: Write a 5 page scholarly paper on what steps you think a leader should take to dismiss an ineffective teacher. Your paper should include 5 scholarly references to support your writing. Be sure to use correct APA formatting.</p> <p>Discussion Question: In your opinion explain what do you think an ineffective teacher is to you?</p> <p>Initial response due Wednesday and you are to respond to at least 2 classmates by Sunday.</p> <p>Assessment: Write a 5 page scholarly paper on teacher dismissal</p>
6	<p>Monitoring Staff Course Objective: Appraise tasks and responsibilities appropriately to staff members, monitoring their progress, and providing support as needed</p>	<p>Read Chapter 10</p> <p>Assignment: Create a flowchart identifying the steps leaders should take to dismiss ineffective teachers. Be sure to reference dismissal laws for your state.</p> <p>Discussion Question: What do you think leaders can do to monitor teachers' progress and ensure students are learning? Be sure to include peer references to support your comment.</p> <p>Initial response due Wednesday and you are to respond to at least 2 classmates by Sunday.</p> <p>Assessment: Week 6 Flowchart assignment</p>

Unit	Lesson Title and Topics	Learning Activities Schedule
7	<p>Maximize Achievement Course Objective: Evaluate leaders and other staff to support district goals and maximize achievement for all students.</p>	<p>Read Chapter 11</p> <p>Discussion Question: As a teacher what do you think you could do in your classroom to maximize student achievement?</p> <p>Initial response due Wednesday and Final Response due Sunday; you are to respond to at least 2 classmates by Sunday.</p> <p>Assessment: Week 7 Discussion Question</p>
8	<p>Leadership Evaluation Course Objective: Evaluate leadership and cultural relationships</p>	<p>Read Chapter 12</p> <p>Discussion Question: What steps do you think leaders should take to create an evaluation model in the organization? Be sure to include peer references to support your comment.</p> <p>Initial response due Wednesday and Final Response due Sunday; you are to respond to at least 2 classmates by Sunday.</p> <p>Assessment: Week 8 Discussion Question</p>

Course Assignments and Assessments

The following assignments and assessments must be completed to pass the course.

Assignments and Assessments	Grade Value
Discussion Forum	24 points
Assignment 1	24 points
Assignment 2	24 points
Assignment 3	24 points
Assignment 4	24 points

Assignments and Assessments	Grade Value
Total	120 points

Participation and Attendance (Included in Discussion Forum Participation)

Students must participate in the classroom discussions each course session and attend each campus course session in full.

Learning Outcome: Upon successful completion of this learning activity students should be able to defend best practices for quantitative research. [Course Learning Outcomes 1 thru 4; IDOE Standards 2.2, 2.3, 2.4, 2.5, and 5.4]

Discussion Forums (24 Points)

Students must participate in the current online Discussion Forum(s) each week of the course—discussion participation cannot be made-up during a later week. A grade will be assigned each week reflecting the quality of participation in the online Discussion Forum(s) during the week the topic or question was posted.

- Initial postings should be *concise* and evidence interaction with course content as appropriate to the topic or question—long rambling posts are discouraged. Therefore, please follow the *Simpson 4x4 Rule for Online Discussions* in creating messages as much as possible: each message should be no more than 4 paragraphs long with no more than 4 sentences per paragraph. Messages should not span multiple consecutive posts to defeat the *4x4 Rule*.
- Responses to others' postings should also follow the *4x4 Rule*, show respect for alternate view points, and include course content as appropriate. Do not simply post statements of personal opinion or a simple sentence of agreement or disagreement with a message posted. Instead, tell specifically why you agree or disagree with a post and support your statement with an example from the course content when appropriate.
- Discussion points can only be earned in a Unit when it is the current Unit—proactive or retroactive posts do not count toward the minimum points required

Learning Outcome: Upon successful completion of this learning activities students should be able to acutely focus on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students. (Course Objectives 1 thru 6; IDOE Standard 2; ELCC Standards 2 and 7).

Assignments (Total of

Assignment 1 (Week 2) Evaluate teachers' evaluations-(24 points)

Submit a 3 page scholarly paper explaining how teacher evaluations are used in private and public schools. You must include at least 3 peer references in the paper.

Learning Outcome: Upon successful completion of this learning activity students should be able to demonstrate the ability to analyze a scholarly educational research publication. (Course Objective 2; IDOE Standard 2; ELCC Standard 2.1).

Assignment 2 (Week 4) Successions Plans- (24 points)

Submit a 3 page scholarly paper describing the succession planning that happens in your organization.

Learning Outcome: Upon successful completion of this learning activity students should be able to describe succession plans in an educational organization. (Course Objective 3; IDOE Standard 4; ELCC Standard 4.2).

Assignment 3 (Week 5) Dismissal of Ineffective Teachers – (24 points)

Write a 5 page scholarly paper on what steps you think a leader should take to dismiss an ineffective teacher. Your paper should include 5 peer references to support your comment.

Learning Outcome: Upon successful completion of this learning activity students should be able to identify appropriate steps to dismiss ineffective teachers. (Course Objective 5; IDOE Standard 4; ELCC Standard 5.2).

Assignment 4 (Week 6) Monitoring Staff- (24 points)

Create a flowchart identifying the steps leaders should take to dismiss ineffective teachers.

Learning Outcome: Upon successful completion of this learning activity students should be able to identify steps leaders should take to dismiss ineffective teachers. (Course Objective 5; IDOE Standard 4; ELCC Standard 5.2).

Grading Scale

The University grading system consists of letter grades and grade points. The grading system for undergraduate and graduate programs is as follows:

A = 97-100%	B+=89-92%	C+=77-80%
A- =93-96%	B=85-88%	C=73-76%
	B- 81-84%	

Graduate Grading System			
Points	Grade	Value	Definition
970+	A	4.0	Superior
930-969	A-	3.7	Excellent
890-929	B+	3.3	High Average
850-889	B	3.0	Average
810-849	B-	2.7	Low Average
770-809	C+	2.3	Below Average, Counting as Graduate Credit
730-769	C	2.0	Below Average, Counting as Graduate Credit
00-729	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	AU		Audit
	EC		Education Continuing, Ed. D
	GP		Graduate in Progress 3-years limit, Ed. D
	W		Withdrawal Official Approval

Objectives and Outcomes Matrix and Assignment Rubrics
DISCUSSION FORUM/COURSE PARTICIPATION (24 points)

Evaluation Rubric:

Candidate Name _____ Date _____

Assessment Scales	Minimal	Basic	Proficient	Mastery
	There is little to no evidence of addressing the Learning Outcome	The evidence addresses the Learning Outcome at an acceptable level.	The evidence addresses the Learning Outcomes at a high level.	The evidence addresses the indicator at a consistently high level.
Rating Range:	1 to 1.75	2 to 2.75	3 to 3.5	3.75 to 4.0

Applicable Program, State and Professional Standards		
OCU Conceptual Framework	Professional Standards and Sub-Sections	
1 Skills 2 Disposition 3 Knowledge 4 Cultural Engagement	IDOE – Indiana Department of Education ELCC – Education Leadership Constituent Council	
Standards: 1, 2, 3, 4	IDOE:	ELCC:
Assignment Criteria		Rating
<p>The candidate provided comprehensive and in-depth coverage of the topic of a leader’s role in organizational change.</p> <p>Specific Standards: IDOE 1.4, 3.1 ELCC 1,2,4,6</p>		
<p>The Candidate demonstrated an understanding of the roles of leadership in regards to diversity, fairness, ethics, and collaboration</p> <p>Specific Standards: IDOE 2.4, 2.5, 4.4, 5.3. ELCC 4.1, 5.4, 5.5</p>		
General Assignment Requirements		
<p>The candidate demonstrated the value of modeling personal and professional behavior.</p> <p>Specific Standards: IDOE 3.1. ELCC 4.1</p>		
<p>The candidate submitted all discussions as required.</p> <p>Specific Standards: IDOE 3.1. ELCC 4.1</p>		
<p>The candidate’s discussions were organized, coherent, and well planned. The student’s comments flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate.</p> <p>Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6</p>		
<p>The candidate cited professional, scholarly sources in the discussion forum as references. The in-text citations and reference page adhered to standard APA documentation style. The format was professional in appearance.</p> <p>Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7</p>		
Total Points		Final Rating:

ASSIGNMENT 1, 2, 3: RESEARCH PAPER (24 points for each assignment for total of 72 points)

Evaluation Rubric

Candidate Name _____ Date _____

Assessment Scales	Minimal There is little to no evidence of addressing the Learning Outcome	Basic The evidence addresses the Learning Outcome at an acceptable level.	Proficient The evidence addresses the Learning Outcomes at a high level.	Mastery The evidence addresses the indicator at a consistently high level.
Rating Range:	1 to 1.75	2 to 2.75	3 to 3.50	3.75 to 4.0
Applicable Program, State and Professional Standards				
OCU Conceptual Framework		Professional Standards and Sub-Sections		
1 Skills 2 Disposition 3 Knowledge 4 Cultural Engagement		IDOE – Indiana Department of Education ELCC – Education Leadership Constituent Council		
Standards: 1, 2, 3, 4		IDOE:	ELCC:	
Assignment Criteria				Rating
The candidate provided comprehensive and in-depth coverage of the assigned topic of a leader’s role in organizational change. Specific Standards: IDOE 1.4, 3.1 ELCC 1,2,4,6				
The Candidate demonstrated an understanding of the roles of leadership in regards to diversity, fairness, ethics, and collaboration				
General Assignment Requirements				
The candidate demonstrated the value of modeling personal and professional behavior. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate submitted all assignments as required. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate’s paper was organized, coherent, and well planned. The student’s paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6				
The candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7				
Total Points				Final Rating:

ASSIGNMENT 4: Monitoring Staff Project (24 points)

Evaluation Rubric: Flowchart for Dismissal of Ineffective Teachers

Candidate Name _____ Date _____

Assessment Scales	Minimal There is little to no evidence of addressing the Learning Outcome	Basic The evidence addresses the Learning Outcome at an acceptable level.	Proficient The evidence addresses the Learning Outcomes at a high level.	Mastery The evidence addresses the indicator at a consistently high level.
Rating Range:	1 to 1.75	2 to 2.75	3 to 3.5	3.75 to 4.0
Applicable Program, State and Professional Standards				
OCU Conceptual Framework		Professional Standards and Sub-Sections		
1 Skills 2 Disposition 3 Knowledge 4 Cultural Engagement		IDOE – Indiana Department of Education ELCC – Education Leadership Constituent Council		
Standards: 1, 2, 3, 4		IDOE:	ELCC:	
Assignment Criteria			Rating	
The candidate provided comprehensive and in-depth coverage of the assigned topic of a leader’s role in organizational change. Specific Standards: IDOE 1.4, 3.1 ELCC 1,2,4,6				
The Candidate demonstrated an understanding of the roles of leadership in regards to diversity, fairness, ethics, and collaboration Specific Standards: IDOE 2.4, 2.5, 4.4, 5.3. ELCC 4.1, 5.4, 5.5				
General Assignment Requirements				
The candidate demonstrated the value of modeling personal and professional behavior. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate submitted all assignments as required. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate took an active part in all discussions and activities. Specific Standards: IDOE 3.1, 3.5 ELCC 2.2, 7.2				
The candidate’s paper was organized, coherent, and well planned. The student’s paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6				
The candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7				
Total Points			Final Rating:	

Bibliography

Students wishing to explore the course content further may wish to consider the following sources. Several of these readings are historic standards in understanding key principles and best practices in the course subject matter.

Bass, Bernard. 2008. *The Bass Handbook of Leadership: Theory, Research & Managerial Application*. 4th edition. Free Press Publishing ISBN: 9780743215527

Donaldson, G. (2006). *Cultivating Leadership in Schools: Connecting People, Purpose, and Practice*. Columbia University, New York, NY 10097.

Northouse, Peter G. 2012. *Leadership: Theory and Practice*. 6th edition. Sage Publishing ISBN: 9781452203409.

Course Policies

The following policies apply to anyone participating in this course.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person's work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.
- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for class he/she should contact the Office for Campus Life at (812) 749-1421 or visit www.oak.edu/campus-life/student-services.php.
- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancellations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter ([@ocu47660](https://twitter.com/ocu47660)). Students may also check the following radio stations: WBIW-13.40 AM, WQRK-105.5 FM, or WPHZ-102.5 FM.
- **Document Formatting** – Assignments must be formatted according to the current edition of the style manual used in the program of study. Basic formatting protocols that should be followed include:

- * Use correct spelling and grammar.
 - * Some assignments require a specific form or format—use as directed.
 - * Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.
 - * Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.
 - * Use your name, course number, and assignment name as the file name of a document when submitted electronically.
 - * Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.
- **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.
 - **Standards for Student Behavior** – As a denomination- affiliated university, the policies and guidelines of Oakland City University mandate student behavior to be consistent with Christian principles. Some behavior that is acceptable by the general public may not be acceptable on the Oakland City University campus.

Students at Oakland City University are expected to conduct themselves in an appropriate adult manner on and off campus and to conform to standards of propriety at all times. They should act with consideration for the rights of other students and for the reputation of the school and the community.

Inappropriate actions or activities occurring on or off-campus which may reflect upon the integrity or character of Oakland City University will be addressed based on the guidelines and policies of disciplinary action found in this handbook. The University reserves the right to dismiss a student whose conduct is detrimental to the general welfare of the school or community.

For a further explanation concerning the Christian principles which Oakland City University follows as well as the General Baptist Concepts of Morality, a copy of the General Baptist Social Principles Handbook may be obtained through the University Bookstore, or you may ask for the desk copy from any Resident Hall Director, Resident Assistant, or the Office for Campus Life.

- **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

Targeted Standards of Course Learning

The following mission statements and attached document, Standards for Reference, are to be applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

OCU Mission Statement

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

OCU School of Education Mission Statement

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner's intellectual, physical, spiritual, and social development
- Community service through positive leadership

School of Education – Graduate Programs Conceptual Framework and Objectives

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

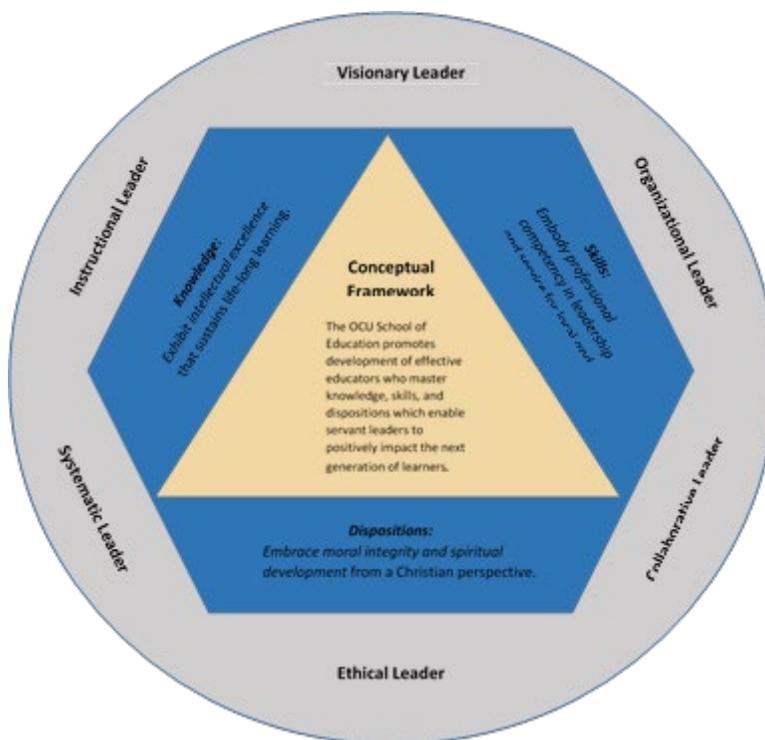
- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;

- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;
- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.

Conceptual Framework OCU School of Education Advanced Programs

SOE Conceptual Framework Components

1. Skills
 - 1.1 Technological Skills
 - 1.2 Pedagogical proficiency
2. Disposition
 - 2.1 Promotion of ethical and moral values
 - 2.2 Community service through positive leadership
 - 2.3 Lifelong learning and Collaboration
3. Knowledge
 - 3.1 Knowledge of Student
 - 3.2 Knowledge of Content



Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

No part of this course, including the syllabus, lessons, handouts, presentations, web pages, audio or video media, etc., may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Oakland City University, except when used for instructional purposes during which Oakland City University and the professor is acknowledged as the source of the material.

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