ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE October 12, 2011

1. ACADEMIC UNIT: Mary Lou Fulton Teachers College Division of Teacher Preparation

2. COURSE PROPOSED: SED 322 Classroom Leadership in Secondary Education 3 semester hours (prefix) (number) (title)

3. CONTACT PERSON: Name: Francine Prather Phone: 480-215-8223
Mail Code: 3151 E-Mail: fran.prather@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas: Literacy and Critical Inquiry—L ☑
   Mathematical Studies—MA ☐ CS ☐
   Humanities, Fine Arts and Design—HU ☐
   Social and Behavioral Sciences—SB ☐
   Natural Sciences—SQ ☐ SG ☐

   Awareness Areas: Global Awareness—G ☐
   Historical Awareness—H ☐
   Cultural Diversity in the United States—C ☐

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: ☐ No ☐ Yes; Please identify courses: ____________________________

Is this amultisection course?: ☐ No ☑ Yes; Is it governed by a common syllabus? Yes

Elizabeth R. Hinde, PhD
Chair/Director (Print or Type)
Date: October 13, 2011

Chair/Director (Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [L] CRITERIA

To qualify for [L] designation, the course design must place a major emphasis on completing critical discourse—as evidenced by the following criteria:

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<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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**CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.

1. Please describe the assignments that are considered in the computation of course grades—and indicate the proportion of the final grade that is determined by each assignment.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-1".

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See page 6 of the Course syllabus under "Course Assignments with Correlation to APTS/InTASC Standards". 450/680 points (66%) of the total points for SED 322 are formal analysis (4%), research (15%), or case study essays (33%), and, including the Professional Development Portfolio (15%), demonstration of formal communication letters, a Vision/philosophy essay, Resume, and Course Syllabus (thus demonstrating writing in many genres). In addition, not included in that total, written reading responses and discussion board posts will require interpretation and analysis, and students will participate in-class debates and presentations (class participation points).
### CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence

Composition tasks involve gathering, interpretation, and evaluation of evidence. For the 5, 2-3 page case studies and the Final Case Study (5 pages), a case based on events in real life is presented. Students must evaluate the evidence presented in the case, gather relevant laws, court decisions, and similar cases, review course lectures and readings, then evaluate all evidence, and support a conclusion. The Handbook Analysis paper involves interpretation and evaluation of policies based on course readings, laws, lectures, and discussions. Students choose a critical issue facing education, gather scholarly articles, and interpret and evaluate the presented opinions to finally develop and support their own assertion. These skills will be crucial for future teachers, whose students will face the same tasks on the evaluation/testing congruent with the Common Core standards. See page 6 for assignments and standards correlations, Course Agenda on pages 3-5 for details, and the Evaluation Rubric on pages 7-8, which is similar to the evaluation of all course writing.
| CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams |
| Minimum of two substantial writing or speaking tasks other than exams: there are no in-class essay exams scheduled for this course. While there are discussion board posts and instructors regularly use "Quickwrite" or "One-Pager" strategies in class, all major written assignments are substantial writings of 2-5 pages each. 5 - 2-3 page Case Study Analysis papers related to the course topics (parent/teacher communication, ethics, negligence, child abuse, First Amendment). 1 - 3-5 page Final Case Study which presents multiple issues from throughout the course. 1 - 5 page minimum Critical Issues Research Paper on related topic of student choice, with formal in-class presentation of topic. Please see Syllabus page 6 and course agenda pages 3-5. |
2. Also:

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-3".

C-3
**CRITERION 4:** These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed.*

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Checkmark]</td>
<td>![No Checkmark]</td>
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</table>

1. Please describe the sequence of course assignments—and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.
Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-4".
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion-1: At least 50 percent of the grade in the course should depend upon writing.</td>
<td>At minimum, 450/680 (66%) course points are from formal, written assignments. Students are asked to explain, support, and evaluate ideas in thoroughly-developed, analytical writing.</td>
<td>See page 6 of the Course syllabus under &quot;Course Assignments with Correlation to APTS/InTASC Standards&quot;. 450/680 points (66%) of the total points for SED 322 are formal analysis (4%), research (15%), or case study essays (33%), and, including the Professional Development Portfolio (15%), demonstrate multiple genres and writing tasks. This does not include Reading Responses/Discussion Board Postings, a debate, and other in-class activities that are another 100 points (15%) of the course requirements.</td>
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</table>

Criterion 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence.  
The 2-3 page Case Studies, 3-5 page Final Case Study, and Critical Issues Research Paper will involve gathering of evidence, application of course readings, laws, policies, court decisions, interpretation of cases based on this information, and evaluation of evidence and a decision.  

See Course Syllabus pages 6, 7-8. Case Studies and involve the gathering of evidence, the evaluation of issues and evidence, the application of laws, ethics, rules, principles, and interpretation of events in light of evidence. Research Paper will involve evaluation of evidence and perspectives, data gathering, and decisions based on evidence. Professional Development Portfolio includes gathering of evidence for Vision, communication, and supporting interpretations with objective evidence. Rubric on pages 7-8 shows that students will be evaluated on these criteria.
| Criterion 3: Minimum of two substantial writing or speaking tasks other than exams | 5 - 2-3 page Case Studies  
1- 3-5 page Final Case Study  
1 - 5 page minimum Research Paper  
1 - 10 pages minimum - Professional Development Plan | Please see syllabus page 6 and course agenda pages 3-5 in syllabus. Minimum of two substantial writing or speaking tasks other than exams: there are no in-class essay exams scheduled for this course. All major written assignments are substantial writings of 2-5 pages each.  
5 - 2-3 page Case Study Analysis papers related to the course topics (parent/teacher communication, ethics, negligence, child abuse, First Amendment).  
1 - 3-5 page Final Case Study which presents multiple issues from throughout the course.  
1 - 5 page minimum Critical Issues Research Paper on related topic of student choice, with formal in-class presentation of topic. |
SED 322 Classroom Leadership in Secondary Education
Mary Lou Fulton Teachers College
Arizona State University
Spring 2011
Course Line Number: 73736

Dates of classes: Monday-Wednesday, 12:00-1:15
Location: West Campus, CLCC L1-06
Instructor: Mrs. Fran Prather, M.Ed.
Email: fran.prather@asu.edu (best way to contact)
Skype: fran.prather1
Office Phone: 602-543-2835 (messages only)
Office Hours: Skype or by appointment
Office Location: West--FAB S231

Course Catalog Description

Theories and practices for managing and maintaining secondary classrooms for learning; strategies for home/school communication; and leadership roles for teachers.

Detailed Course Description

SED 322 focuses on developing essential leadership skills to help future teachers contribute to the overall success of their learners in the classroom as well as to the entire goals and educational objectives of the school and district. A special emphasis will be placed on the professional ethics, practices and legal responsibilities necessary to ensure successful teaching in secondary environments. The course will also explore the role of teachers in enhancing parent involvement, and exploring critical issues in secondary education. By creating a personal professional development plan, learners will apply theoretical principles of leadership to concrete forms of communications, goal setting, and professional development. Learners will also be asked to analyze narrative case studies for specific legal and ethical issues that they are likely to face throughout their careers and write a research paper taking a position on a critical issue facing education. Through written assignments, prepared debates, and various classroom experiences, the learner will meet the following State of Arizona Professional Teaching Standards:

- **Standard 2**: The teacher creates and maintains a learning climate that supports the development of student abilities to meet Arizona’s academic standards:
  10. Applies to daily practice the ethics of the profession.
- **Standard 4**: The teacher assesses learning and communicates results to students, parents, and other professionals with respect to student’s abilities to meet Arizona’s academic standards:
  4. Offers students and parents appropriate feedback on progress toward learning expectations.
  5. Maintains privacy of student records and performance
- **Standard 6**: The teacher reviews and evaluates his or her overall performance and implements a professional development plan.
- **Standard 8**: The teacher demonstrates current professional knowledge...
  12. Schools as organizations within the larger community context and the operations of the relevant aspects of the educational system
  13. Laws and ethics related to student, parent, and teacher rights and responsibilities
The following Interstate New Teacher Support and Assessment Consortium (INTASC) Standards will be addressed in this class:

- **Principle 2**: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
- **Principle 6**: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- **Principle 9**: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- **Principle 10**: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student’s learning and well-being.

**Course Format**

This is a face-to-face course with learning experiences online and in person. All meetings, whether face-to-face or online, are intended to be meaningful whereby learner participation directly aids the overall learning experience. Topics are intended to assist developing teachers with the critical leadership skills needed to affect learning culture and learning outcomes in American education. A mixed-methodology is employed. Learner-centered cooperative learning, teacher-centered instruction and individual reflection and processing will be employed throughout our time together.

**Required Course Texts, Materials and Resources**

1. **Underwood, Julie. School Law for Teachers: Concepts and Applications**
2. ASU Blackboard Course Management Website at [http://myasucourses.asu.edu](http://myasucourses.asu.edu) (All ASU students have FREE access to this web resource)
4. Skype account – Because I will be teaching at both Tempe and West this semester(M/W West, T/Th Tempe) and because of my back-to-back course schedule, I will be asking you to contact me via Skype (anytime you see me online is fine 😊) or to make appointments for face-to-face meetings. Please obtain a free download of Skype at [http://www.skype.com/intl/en-us/get-skype/](http://www.skype.com/intl/en-us/get-skype/).
5. Some kind of electronic device, whether a laptop, cell phone with Internet capability/My ASU access, iPad, etc. should be in class every class period as we will may use some kind of digital media every class period. The Dean has asked instructors to go “as paperless as possible,” so I will be avoiding handouts and directing students to BB for documents on a regular basis. If you are the kind of person who still likes paper, documents will always be posted prior to the class period for you to print yourself.

**Course Calendar/Assignments**

While I will make every effort to adhere to this schedule as closely as possible, it may be necessary to make adjustments from time to time as we construct the best learning experience for the course participants. As you know, I believe that the best learning is that which fits your needs as students and as future teachers; therefore, please be flexible.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>(ASU) 8/22</th>
<th>No class</th>
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<tbody>
<tr>
<td>No assignment</td>
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| Week 2 | M 8/22 | 1. Course Introduction  
2. Class Norms  
3. Quickwrite: What is a leader? How is a teacher a leader? (team building if time)  
Assignments due Wednesday: See BB! |
|--------|--------|------------------------------------------|

| W 8/24 | (Teacher Leadership)  
Leadership Theories: Warren Bennis et al. |
|--------|------------------------------------------|
| Assignment | 1. Read Bennis summary - "Leaders: The Strategies for Taking Charge" (pdf on BB)- due Wed 8/24  
2. Discussion Board Post in Response to Bennis – see directions on BB. (10 pts) |

| Week 3 | M 8/29 | (Teacher Leadership)  
Mentor Leadership |
|--------|--------|------------------------------------------|
| W 8/31 | (Communication)  
- Introduce Professional Portfolio Signature Assignment  
- More on teacher leadership – in-class activity processing readings – how can you incorporate these ideas into a vision statement for your future teaching?  
- Creating Your Vision for your future teaching and communicating that vision – setting goals – write a 1-2 page vision statement for your portfolio. |

Assignments:  
- Look at sample vision statements on BB. Begin working on and thinking about yours. Bring drafts to class on Monday, 9/12.  
- Read: Natural Learning for a Connected World, Ch 4 (pdf on BB) – Submit discussion board reading response (10 pts) (see questions on discussion board). Incorporate these ideas in your Vision Statement as well.  
  o See BB for specific explanations of how to use this site and exactly which activities are required (30 points): parent communications letters and parent/teacher case study #1 due |

| Week 4 | Monday 9/5 W 9/7 | (Communication)  
Parents as partners - how to communicate with parents effectively: Role-play situations with parents  
Case study introduction. |
|--------|--------|------------------------------------------|

Assignments:  
- Finish Parent-Teacher modules – see BB for exactly what is due  
- Parent/teacher case study assignment (due 9/19)  
- Continue to work on vision statement, intro letter to principal, 2 parent letters – bring a draft of vision letters, to class on 9/12 |

| Week 5 | M 9/12 | (Communication)  
Peer edit vision statements: Do they set clear goals? Do they use the ideas of the 21st Century Skills? If you were a principal, would you hire this person?  
- What are your questions at this point re: parent involvement/communication/rights?  
- Requirements for Parent Communication Letters/Introductory Letter to Principal |
|--------|--------|------------------------------------------|

| W 9/14 | (Professional Growth)  
- How do I grow as a professional? What does it mean to be a “reflective practitioner”? How do professional organizations fit into my professional growth and leadership roles? “Professional Growth Stay & Stray”  
Begin professional growth section of PDP |

Assignments:  
- Reminder: Parent-teacher case study #1 due on BB on Monday, 9/19, by 11:59pm  
- Download (to your computer – no need to print out) the State of Arizona Reporting Procedures – Bring last few pages “Code of Unethical Conduct” to class (digital fine) on Wed.  
- Read Underwood, Chapter 1 – online quiz due Sunday night, 9/18 by 11:59pm (10 pts) |

| Week 6 | M 9/19 | (Ethics for Educators)  
1. Defining ethics and morality, rights and responsibilities, freedom and duty  
2. How do we judge our actions as teachers?  
3. Types of Moral Dilemmas: truth vs. loyalty, individual vs. community, short-term vs. long-term, justice vs. mercy, conflicts of interest, role conflicts |
|--------|--------|------------------------------------------|

| W 9/21 | | Approaches to making ethical decisions for teachers what is ethical for us? For our students? |
- Analyze the AZ Code of Unethical Conduct
- Ethics scenarios.
- Discussion of articles students brought to class

**Assignments:**
- **Ethics case study #2** due Monday, October 3, 11:59 pm
- Read Underwood Chapter 6 – online quiz due by Sunday night, 9/25, 11:59pm (10 pts)
- Reminder: Keep building your professional development portfolio (now revising Vision, working on letters, professional growth plan).

**Week 7**

<table>
<thead>
<tr>
<th>9/26</th>
<th><strong>(Safety &amp; Responsibilities)</strong></th>
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<tbody>
<tr>
<td>1.</td>
<td>Introduce liability and negligence for teachers.</td>
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<tr>
<td>2.</td>
<td>Purpose of documentation, Role Play liability issues</td>
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| 9/28 | 1. Examine negligence and liability examples. |
| 2.  | Field trip liability forms |
| 3.  | Coaching liability |
| 4.  | Review first case study assignment and provide example of case study analysis. |

**Assignments:**

1. Submit Ethics case study #2 on BB, Monday, 11:59 pm
2. Submit revisions of communication drafts (vision, letters to parents) to BB by Wednesday, 10/5, 11:59 pm
3. Complete **liability and negligence case study #3** by Monday, October 10th.
4. Read School Law for Educators (Underwood), Chapter 5, 79-86. Online Quiz due by Sunday, 10/2, 11:59 pm (10 pts)
5. Review State of Arizona Child Protective Services Website: [https://www.azdhs.gov/child_protective_services/](https://www.azdhs.gov/child_protective_services/)

**Week 8**

<table>
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<tr>
<th>10/3</th>
<th><strong>(Responsibilities)</strong></th>
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<tbody>
<tr>
<td>1.</td>
<td>Introduce Arizona Reporting Statutes (same document as Code of Unprofessional Conduct—bring to class)</td>
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<td>2.</td>
<td>Review in-class scenarios involving reporting.</td>
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**Assignments:**

1. Complete **AZ Reporting Statutes case study #4** and submit to Blackboard by Monday, October 17th.
2. Read School Law for Educators (Underwood) 131-134; Online quiz by Sunday, 10/9, 11:59 pm (10 pts)

**Week 9**

<table>
<thead>
<tr>
<th>M 10/10</th>
<th><strong>(Responsibilities)</strong></th>
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<tr>
<td>1.</td>
<td>Federal Educational Privacy Act (FERPA).</td>
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<tr>
<td>2.</td>
<td>Brainstorm communication methods that maintain FERPA compliance.</td>
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<tr>
<td>3.</td>
<td>FERPA – in class case studies.</td>
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**W 10/12**

- **Resumes (PDP)**
- Return Ethics case study with feedback.

**Introduce Critical Issues Research Paper** – choose an issue facing schools today (School Reform (NCLB, RTTT, tracking); High Stakes Testing; Curriculum reform (back-to-basics; Common Core, etc); Ethnocentric/Gender-centered education; Immigration (Bilingual Education); Student Rights; Discipline Issues (Drug testing, zero tolerance); Teacher Rights (tenure, etc). See Blackboard for entire directions and rubric. **Thesis and outline for essay due 10/31.**

**Assignments:**

1. Read School Law for Educators; (Underwood) 86-97. Online Quiz by Sunday, 10/16, 11:59 pm (10 pts)
2. Obtain a copy of the Teacher Handbook (or Teacher Employment Agreement) from the school/district in which you are interning (can be digital or printed, whatever form they have it in). So far, how does this document deal with the issues that we have been discussing in this class (FERPA, Negligence, Acceptable Use of technology, etc)? In a 2-3 page paper, analyze at least two issues. Does this document align with the laws and practices we have discussed? **Teacher Handbook Analysis Paper: Submit to BB link by 10/24.**
3. Review times for PDP and essay draft one-on-ones. Sign-up with instructor. You will bring your entire draft of both to our meeting.

**Week 10**

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<thead>
<tr>
<th>M 10/17</th>
<th><strong>(Responsibilities)</strong></th>
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<tbody>
<tr>
<td>1.</td>
<td>Copyright/Technology Use</td>
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**W 10/19**

- Syllabus portion of PDP – see examples and requirements on BB.
- How can/should teachers promote digital citizenship in their classrooms? How will you incorporate technology, encourage student tech use, and still follow district policies? Are all of these things possible? Come up with suggestions for you Syllabus policies in groups.

**Assignments:**

- Read Underwood Ch. 3 & 11 – online quiz by 10/23 at 11:59 (10 pts)
- Remember, Teacher Handbook/Student Code of Conduct Analysis due 10/24

**Week 11**

**Teacher Rights**
<table>
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<th>Assignment:</th>
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<tr>
<td>Draft of Critical Issues Research Paper</td>
<td>Due in-class 11/23 for peer-editing</td>
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<tr>
<td>Read Underwood chapters 7 &amp; 9 quiz online</td>
<td>by Sunday, 11/6 @ 11:59pm (10 pts)</td>
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<tr>
<th>Assignment:</th>
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<tbody>
<tr>
<td>Peer-edit Syllabus (PDP) - what do adolescents need? Motivation?</td>
<td>Do your syllabus ideas follow students’ legal rights, district policies?</td>
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<th>Assignment:</th>
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<tbody>
<tr>
<td>Read Underwood, chapter 2 and other readings posted in BB agenda</td>
<td>Online quiz by Sunday, November 13, 11:59pm (10 pts)</td>
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**Final Case Study Assigned due December 5th to TK20**

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<th>Assignment:</th>
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<tbody>
<tr>
<td>Peer-edit drafts of Critical Issues Research Paper</td>
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<tr>
<td>Time to edit, polish, rewrite PDP and Critical Issues Paper</td>
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<tr>
<th>Assignment:</th>
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<tr>
<td>PDP round-up! Review each other’s PDPs &amp; turn in!</td>
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<tr>
<td>Critical Issues Research Paper due – presentation of findings in class.</td>
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**Assignment:**

1. Final Case Study & (2) Single doc version of PDP uploaded to TK20
2. Continue presentations of Critical Issues findings in class.

**Assignment:**

1. Final Case Study Due
2. Return PDPs

**Student Learning Outcomes**

By the end of this course, the learner will be able to:

1. Analyze various leadership models and determine their effectiveness as teacher-leaders.
2. Apply state and federal statutes to particular school conditions and situations.
3. Identify and explain general school law concepts that apply to secondary education.
4. Analyze and apply professional ethics in a particular school setting.
5. Prepare communication devices that demonstrate professionalism (letter to principal, Vision Statement, resume).
6. Prepare communication devices that will be used to build relationships with learners and their parent/guardians (Vision Statement, Parent Letters, Syllabus).
7. Review and reflect on the role of the secondary teacher in relation to school administration and the larger institution (district)
8. Produce a professional development plan where a teacher-leader assesses their own performance and develops a specific course of action to meet self-determined goals.
9. Analyze current issues in education, gather data, and support a position on these issues.

### Course Assignments with Correlation to Arizona Professional Teaching Standards/InTASC

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Due Dates</th>
<th>Points Possible</th>
<th>Arizona Professional Standard/INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Postings/Reading Responses/Quizzes</td>
<td>Ongoing/Listed in Schedule</td>
<td>120 Points</td>
<td>APTS 2, 4, 6, 8</td>
</tr>
<tr>
<td>Participation in class cooperative structures, activities, and discussions.</td>
<td>Ongoing</td>
<td>80 Points (5 Points Per Week-16 weeks)</td>
<td>APTS 2, 4 &amp; 6</td>
</tr>
<tr>
<td>Case Studies</td>
<td>Listed in Schedule</td>
<td>5 @ 25 Points Each (125 pts total); 2-3 pages each</td>
<td>APTS 2, 4, &amp; 8</td>
</tr>
<tr>
<td>Online Parent/Teacher Modules Experience</td>
<td>Listed in Schedule</td>
<td>1 @ 30 points</td>
<td>InTASC 6, 9, 10</td>
</tr>
<tr>
<td>Teacher Handbook Analysis Paper</td>
<td>Listed in Schedule</td>
<td>1 @ 25 points</td>
<td>APTS 2, 6, 8</td>
</tr>
<tr>
<td>Critical Issues Research Paper</td>
<td>11/23/11</td>
<td>100 points</td>
<td>APTS 6, 9</td>
</tr>
<tr>
<td>Final Case Study Analysis: Signature Assignment</td>
<td>12/5/11</td>
<td>100 Points</td>
<td>APTS 2: 2.10, APTS 4: 4.5, APTS 8: 8.13, INTASC 10</td>
</tr>
</tbody>
</table>

**Total Points Possible:** 680 points

**Grading Scale:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100%-90%</td>
</tr>
<tr>
<td>B</td>
<td>89%-80%</td>
</tr>
<tr>
<td>C</td>
<td>79%-70%</td>
</tr>
<tr>
<td>D</td>
<td>69%-60%</td>
</tr>
<tr>
<td>E</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>
### SED 322 Classroom Leadership in Secondary Schools
#### Final Case Study Analysis

**SIGNATURE ASSIGNMENT**

<table>
<thead>
<tr>
<th>ELEMENTS Part One:</th>
<th>4 Uses this Element with High Degree of Competence</th>
<th>3 Uses this Element Satisfactorily</th>
<th>2 Developing this Element</th>
<th>1-0 Not Yet Developed or Not Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies comments, actions or inactions in a secondary school situation that violates student’s, parent’s, or teacher’s rights.</td>
<td>Locates and identifies all comments, actions or inactions in the case study that violate the rights of students, parents or teachers.</td>
<td>Locates and identifies the <strong>majority</strong> of comments, actions or inactions in the case study that violate the rights of students, parents or teachers.</td>
<td>Locates and identifies some comments, actions or inactions in the case study that violate the rights of students, parents or teachers.</td>
<td>Very few comments, actions or inactions in the case study that violate the rights of students, parents or teachers are identified.</td>
</tr>
<tr>
<td>Identifies specific ethical principles and federal and state statutes that relate to the situation presented.</td>
<td>Identifies all specific ethical principles and federal and state statutes that apply to the situation presented.</td>
<td>Identifies the <strong>majority</strong> of ethical principles and federal and state statutes that apply to the situation presented.</td>
<td>Identifies some of the ethical principles and federal and state statutes that apply to the situation presented.</td>
<td>Very few of the ethical principles and federal and state statutes that apply to the situation presented are identified.</td>
</tr>
<tr>
<td>Explains fully and descriptively with clarity, detail and accuracy the direct correlation between the code or law being violated and the comments, actions, or inactions of the teachers in the secondary situation presented.</td>
<td>Explains <strong>adequately</strong> with clarity, detail and accuracy the direct correlation between the code or law being violated and the comments, actions, or inactions of the teachers in the case study.</td>
<td>The explanation offered concerning the direct correlation between the code or law being violated and the comments, actions, or inactions of the teachers in the case study is <strong>lacking in clarity, detail and accuracy</strong>.</td>
<td>The explanation offered concerning the direct correlation between the code or law being violated and the comments, actions, or inactions of the teachers in the case study is <strong>missing or does not provide sufficient</strong></td>
<td></td>
</tr>
<tr>
<td>Provides a recommendation or remedy for the secondary situation presented that would be in compliance with ethical codes and federal and state statutes.</td>
<td>Provides a substantial and practical remedy or recommendation that is in compliance with ethical codes and federal and state statutes.</td>
<td>Provides a sufficient and practical remedy or recommendation that is in compliance with ethical codes and federal and state statutes.</td>
<td>Provides an inadequate or impractical remedy or recommendation that would be in compliance with ethical codes and federal and state statutes.</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>Provides the specific state or federal source for the laws or codes being applied.</td>
<td>All specific state or federal sources for the laws or codes being applied are provided.</td>
<td>Most of the specific state or federal sources for the laws or codes being applied are provided.</td>
<td>Some of the specific state or federal sources for the laws or codes being applied are provided.</td>
<td></td>
</tr>
<tr>
<td>Total Points for Final Case Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessing APTS 2.10, 4.5 and 8.13**

The Directions for the Professional Development Signature Assignment and the Critical Issues Research Paper, and the rubrics for both, can be found in the BlackBoard course shell.
ASU/MLFTC Rules and Regulations:

Course/Instructor Evaluation
The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Respondent(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: http://www.asu.edu/epou/update/.

University/Mary Lou Fulton Teachers College Policies
It is expected that students exhibit professional behavior inside the classroom, during intern placements, and working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on ASU's campus. If at any time your behavior is unprofessional, the instructor may refer the student to the Director of the Advising, Recruitment, and Retention Office (ARRO) for the development of a Professional Improvement Plan (PIP).

Academic Integrity/Plagiarism
The ASU Student Handbook contains the following information: “The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the deans of the individual academic units.”

Plagiarism or cheating is unacceptable under any circumstances. “Plagiarism” means using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately.

If you are in doubt about whether your work is paraphrased or plagiarized see the website http://www.asu.edu/studentlife/judicial/integrity.html. http://com.pp.asu.edu/academic/acadintpol.html.

Disability Accommodations for Students
Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (Downtown campus UCB 160, Polytechnic campus Sutton Hall 240, Tempe campus Matthews Center, or West campus UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC as early as possible (i.e. before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC.

Religious Accommodations for Students
Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member.
Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

Military Personnel Statement
A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see http://www.asu.edu/aad/manuals/usi/usi201-18.html.

Harassment Prohibited
ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (Downtown campus 522 N. Central Ave., Post Office Room 247, 480-496-4111; Polytechnic campus Administration building suite 102, 480-727-1060; Tempe campus Student Services Building room 263, 480-965-6547; or the West campus UCB 301, 602-543-8152) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

Grade Appeals
The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at http://www.asu.edu/catalog

Electronic Communication
Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (http://www.asu.edu/aad/manuals/usi/usi104-01.html) and in the University’s Computer, Internet, and Electronic Communications Policy (http://www.asu.edu/aad/manuals/acd/acd125.html).

Please note, this is a course regarding your professionalism as a teacher. Therefore, your written and electronic communications are expected to show professional standards at all times and an understanding of the audience for and the purpose of your writing. While a tweet may use short-hand, emails to the instructor and other students, as well as discussion board posts, are expected to be professional and to use standard written English. Spell-check is a must!

Technological Services and Support
The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some PDS sites. The following support services are available to support student computing needs.

Student Purchases:
- Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online. (http://gomobile.asu.edu/)
- The John Babb Scholarship provides $500 financial reimbursement for qualified students. (http://gomobile.asu.edu/content/scholarship-info)

ASU Campus Classroom Connectivity:
• In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College.
• In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor.
• For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites. (https://docs.google.com/a/asu.edu/#all)

Hardware and Software Support:
ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software and operating systems, security, networking, etc. (http://help.asu.edu/ASU_1to1_Technology_Studio)
Virus scan software downloads are available free for students. (https://webapp3.asu.edu/myapps/)
MyApps provides free software tools, online applications, and information about discounted software for purchase. (https://webapp3.asu.edu/myapps/)

Attendance and Participation
“Absence does not make the heart grow fonder in this class.” – Mary Lee Smith

1. It is essential that you are present for all classes. If you must be absent, you are required to contact the instructor. You have TWO free absences in which there is a no questions asked policy.
   a. Please note, participation points missed for an absence cannot be made up.
   b. If you have extraordinary circumstances in your life which will impact your assignments, please let me know. Ensure you receive handouts and information when you must miss class, although you can expect that everything will be posted on Blackboard.
   c. You may be asked to withdraw from the course or you may receive a failing grade if you miss more than three classes.

2. Arriving late or leaving early for a class session counts as ½ an absence.

*In cases of documented medical excuses and family emergencies, the above penalties may be waived if approved by the Mary Lou Fulton Teachers College instructional staff committee.

3. Attend class regularly, arrive on time, stay for the whole class, and bring assigned books to class. Complete assignments and display an understanding of material read through class discussions.

4. If you know ahead of time that you will be absent, or there is a reason that you cannot attend class such as illness, injury, jury duty, etc., there is the possibility that we can arrange for you to Skype in with another student who is in the class if this will not be disruptive to the learning environment. This will only be considered for serious cases and the student should approach the instructor regarding this issue as far in advance of the class session as possible.

Late and Missing Assignments
Late papers will receive a 10% reduction in grade. You are in college. I expect you to complete every single assignment on time and to the best of your ability.

Grievances
I have a 24/7 policy regarding grade grievances. While I do not anticipate you will want to argue a grade you are given, you may not do so until 24 hours after you have received the grade or the grade has been posted on Blackboard, whichever comes first. In addition, you will have 7 days to make said grievance. After this time period, no grade changes will be made. No exceptions.
Laptops/Cell Phones/Pagers/or anything else that requires batteries:
My expectation while you are in class is that you are actively engaged and participating at all times. This means there is no personal time on Facebook/Twitter or other social networking sites unless we are using them for classroom purposes.

If you are caught utilizing anything on your laptop (or iPad, mobile phone, etc) other than what you need for class at that time, you will be prohibited from bringing the technology to class with you again.

In addition, do not text, make phone calls or use the apps on cell phones in class—unless it relates to a course assignment. In case of an emergency where you need to answer your phone during class, please speak to me before class if possible—I recognize that life does happen.

A good rule of thumb to follow: if it does not directly and coherently apply to what we are doing in class at that moment, don’t do it. Put your phone on vibrate—I will do the same!

A Note on “Going Green”

The MLFTC is making every attempt to use less paper and has encouraged instructors to use as little paper as possible in classes. Therefore, I will be posting as much as possible on Blackboard with enough time for you to print the item yourself if you so desire. However, it is acceptable to bring a laptop to class and then email in-class activities and assignments to me during the class period or at the end of the class period.