

EDU3148 Education III

Course Syllabus

COURSE REQUIREMENTS

Education III is an advanced course. Students taking this course had to have taken EDU2148 Education II and EDU1148 Education, Intro.

COURSE DESCRIPTION

This course investigates the challenges and prospects teachers encounter when they attempt to form student-centered learning environments and extends to educators concrete insights and methods to support their work. Teachers attempt to make their classroom spaces where students participate in genuine and significant work, where students collaborate on challenging and composite tasks, and where students develop deep disciplinary knowledge and the skills and approaches that are essential for their achievement. The teacher must retain good leadership qualities in order to establish this style of environment. This course probes into ways to advance those vital skills.

You will grasp the usefulness and significance of leadership in education. Leadership is an essential tool in professional practice; you should not initiate a professional career without some knowledge of what amounts to notable leadership and a viewpoint of what it takes to be an excellent leader. This course will furnish you with that understanding. You will also study how to arrange your classroom and system of teaching for ideal student engagement and triumph.

LEARNING OBJECTIVES

This course seeks to impart students with an exposure to the principal philosophies that add to our understanding of leadership; to the research and theories which authenticate it as a field of study; to discover the origins of these theories in the notable and cosmopolitan viewpoints that impact them; to extend the core for their significant evaluation and to utilize them in the setting of an educator's specialized and collective responsibilities. This course will deliver understanding of leadership, especially in educational settings. By the end of this course, all students should:

- Exhibit an understanding of the function of institutional leadership in schools
- Investigate recent theories of teaching and learning
- Managing a school environment
- Found an action strategy to augment school performance
- Impart instructional leadership while respecting the needs of the students
- Recognize attributes of highly effective schools
- Comprehend behaviors apparent in leaders demonstrating success

ATTENDANCE

Attendance is mandatory for all students. Excellent attendance is imperative for mastery and application of the information dispensed. Whether you are sitting at a desk

in a classroom or attending via Skype, your attendance is vital to your success. Late arrivals are distracting and disrespectful. Please refrain from being tardy. Grades will be affected by absences and tardiness. Participation in class is a prerequisite. You learn from lectures, discussions and presentations.

CLASSROOM BEHAVIOR

Students are expected to treat all persons with respect. We should all conduct ourselves in a courteous and responsible manner. Be considerate, you can disagree, don't insult.

Please set all your electronic devices to silent during class so as not to be a disturbance to others in the class.

TUTORIAL ASSISTANCE

We maintain an open-door policy for our students. We are absolutely willing to discuss any matter that may arise during the course. If you have any questions, problems, or need help with the course material, we urge you to reach out as soon as the issue arises. If you want to contest a grade, you must do so within 48 hours and put it in writing. Please ask your student advocate for help. If you do not have a student advocate send an email to: tutordept@usilacs.org.

NON-DISCRIMINATORY STATEMENT

All students regardless of age, race, gender, religion, physical disability, class, etc., shall have equal opportunity without harassment in this course. Any problems with or questions about harassment can be discussed confidentially via email at: hr@usilacs.org.

DRESS CODE

For students enrolled who are attending in a classroom or via Skype, please be sure you are dressed modestly and respectfully. Please refer to www.merriam-webster.com/dictionary/business%20casual. NO short shorts or skirts. Avoid low-cut tops. We want to present ourselves in a dignified manner at all times.

NETIQUETTE

- Always read through all the comments of the class before responding. This will avoid duplicating comments or questions asked.
- Avoid language that could be offensive. All profanity is strictly prohibited. Remember that using all caps when replying online signifies shouting. This would be rude and combative.
- Be sensitive to the fact that there will be fellow students from all parts of the world with many differing backgrounds and languages. Remember that slang and idioms will most likely be misconceived and/or misinterpreted. These should be avoided.
- Respect others views or opinions.

- Be thoughtful of the privacy of others. Ask permission before sharing email addresses or other personal information.
- Do not forward inappropriate material such as: virus warnings, chain letters, jokes, etc. The sharing of pornographic material is strictly prohibited.
- Use good spelling and grammar. Avoid using texting shortcuts.
- Strive to compose your comments in a positive, supportive and constructive manner at all times.

Any of these offenses will be dealt with by the school disciplinary committee.

ADA ACCOMMODATIONS

All reasonable accommodations will be provided for students with disabilities. Any student attending USILACS who needs an accommodation due to a chronic challenge (i.e. blindness, deaf or hard of hearing, mobility issues, psychological, or learning disability), register with:

USILACS Registrar's Office
 1221 Brickell Ave.
 Miami, FL 33131
 1-305-330-2202
registrarsoffice@usilacs.org

ACADEMIC DISHONESTY/CHEATING

We encourage collaborating with others, either in person or online, to study and learn. When you complete your assignments or your exams, however, the wording has to be your own.

Plagiarism is the theft of someone else's work and ideas. You are permitted to cite or even quote someone else, however, you must properly cite them. There are two accepted ways of doing this. They are known as Modern Language Association (MLA) or American Psychological Association (APA). You can visit www.citationmachine.net for help in correctly citing information.

As a school that strives to maintain high moral standards, we strongly caution our students to be ethical and honest. Endeavor to be honest in conducting yourself in regard to any coursework you accomplish or exams you may take. Cheating is a dishonest practice.

REFERENCE MATERIALS

The vast majority of textbooks are outdated by the time they are published. USILACS education programs are not based upon outdated printed textbooks. USILACS programs are based on the most accurate and reliable knowledge available; specifically, up-to-date vetted internet-based information.

For those who would like some reference or Internet search recommendations, we would recommend the following.

(2017) 11 Ways to Define Leadership. Jennifer Post. Business News Daily Contributor.
 (2016) Teacher Leadership. Wikipedia The Free Encyclopedia.
 (2014) 11 Habits of an Effective Teacher: George Lucas Educational Foundation. Carrie Lam, Academic Director, Teacher & Workshop Leader, Canada.
 (2013) The Eight Characteristic of Effective School Leaders. Nick Morrison. Forbes.
 (2009) Educational Psychology Second Edition: Saylor.org. Kelvin Seifert, Rosemary Sutton (Online)

MINIMUM REQUIRED SUPPLIES

All students will need all of the following:

- Computer with camera, microphone, and speakers.
- Skype installed on the computer with an active Skype account.
- Internet
- Printer
- Notebook paper
- Pens/pencils

If the student does not have a computer or internet, there will be some available for use at the school in the computer lab.

GRADING SYSTEM

There will be three tests throughout the course. Each test will count for 33.3% of the final grade.

Grade	Percentage	Grade Point
A+	99	4.0
A	97	3.8
A-	94	3.7
B+	89	3.3
B	85	3.0
B-	81	2.7
C+	77	2.3
C	73	2.0
C-	69	1.7
D	66	1.0
F	59	0.0

All students must earn at least a “D” in order to pass the class.

ASSIGNMENTS

Classroom observations-

Visit two different classrooms. Observe how the teacher manages the class for at least one hour. Write a paper telling what you learned from the observations. Relate how the

two classrooms were different. How will you use the information in your teaching? This should be 2,000 words in length.

Interview a Principal-

Locate a school principal and set up a 15-20 minute interview with the person. Come up with a series of questions to ask him/her. Focus on the leadership demands of the position. Write a report on your findings that is at least 1,500 words in length.

Write a Lesson plan for the day-

Make a lesson plan for a day in a classroom of third grade students. Your lesson plan should include: reading, writing, math, science, social science, and some other area of your choice. This lesson plan should be planned for the entire day. Break all the lessons down and explain in detail what you are teaching and how you will present the lesson. What is the targeted outcome?

WEEKLY ASSIGNMENTS

Week 1	Overview of course and coursework Self-management and personal development
Week 2	Emotional intelligence
Week 3	Managing stress and managing time
Week 4	Leadership development <i>Classroom observations due</i>
Week 5	<i>Video review and Exam</i>
Week 6	Neurolinguistic programming and professional development: Improving communication skills
Week 7	Interpersonal skills, decision-making and team learning
Week 8	Training, coaching and mentoring <i>Interview a principal due</i>
Week 9	<i>Video review and Exam</i>
Week 10	Accelerated learning, the brain, competencies and interviews
Week 11	Developing creativity, intuition, and innovation in schools
Week 12	The learning organization and knowledge management <i>Lesson plan due</i>
Week 13	<i>Video review and Final exam</i>