New Course Request

Check Appropriate Boxes: Undergraduate credit ☑ Graduate credit ☐ Professional credit ☐

1. School/Division: Educational Studies

2. Academic Subject Code: EDUC

3. Course Number: P375 (must be cleared with University Enrollment Services)

4. Instructor: Bangel

5. Course Title: Classroom and Community Leadership

Recommended Abbreviation (Optional): (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2009

7. Credit Hours: Fixed at 3 or Variable from ________ to ________

8. Is this course to be graded S-F (only)? Yes ☑ No ☐

9. Is variable title approval being requested? Yes ☐ No ☑

10. Course description (not to exceed 50 words) for Bulletin publication: This course will analyze theoretical and practical applications of various models of classroom leadership and management. Students will understand how to involve families as partners in supporting the school both inside and outside the classroom. The role of teachers in building relationships with community members and agencies to enhance the development and learning of children through grade 6 will be explored.

11. Lecture Contact Hours: Fixed at ________ or Variable from 30 to 45

12. Non-Lecture Contact Hours: Fixed at ________ or Variable from 0 to 15

13. Estimated enrollment: 60/semester of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: Fall and Spring

15. Justification for new course: Change in program focus

16. Are the necessary reading materials currently available in the appropriate library? Yes ☑ No ☐

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] Date 3/14/08

Date Department Chairman/Division Director

Dean of Graduate School (when required) Date 11/14/08

Education Council

Approved by: [Signature] Date 10/19/09

Date Chancellor/Vice-President

University Enrollment Services Date 11/14/08

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

University Enrollment Services Final-White, Chancellor/Vice-President-Blue; School/Division-Yellow; Department/Division-Pink, University Enrollment Services Advance-White
The Mission of the IPFW School of Education is “To prepare professionals in teaching, counseling, and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

1. Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;
2. Improving the human condition by creating positive learning environments;
3. Becoming change agents by demonstrating reflective professional practice;
4. Solving client problems through clear, creative analyses;
5. Assessing client performance, creating and executing effective teaching, counseling and educational leadership, by utilizing a variety of methodologies reflecting current related research; and
6. Utilizing interdisciplinary scholarship, demonstrating technological and critical literacy’s, and effectively communicating with all stakeholders.”

The Conceptual Framework – A Learning and Leadership Model – for the School of Education

1. Democracy and community
   Effective educators,¹ such as teachers, counselors, and administrators needs to be a part of a dynamic educational community as a model for the climate of community they hope to create. To do this, these educators need an understanding of the moral, cultural, social, political, and economic foundations of our society. Consequently, the SOE should foster a democratic, just, inclusive learning community among its students, faculty, and staff, and with all other stakeholders in the educational enterprise.

2. Habits of Mind
   Effective educators realize that knowledge alone is not sufficient. They practice critical reflection in all endeavors. Within the context of a compassionate, caring community, educators foster habits of minds necessary to engage learners, such as investigating, inquiring, challenging, critiquing, questioning, and evaluating. Consequently, the SOE must integrate critical habits of the mind in all aspects of the teaching/learning process.

3. Pedagogy

¹ Educator is broadly defined as pre-service and in-service teachers, administrators, and counselors.
Effective educators need to understand multiple approaches to pedagogy as well as the multiple roles of the teacher, such as facilitator, guide, role model, scholar, and motivator. Educators appreciate and are receptive to the diverse perspectives, modes of understanding, and social circumstances that they and their students bring to the educational setting. Consequently, the SOE needs to prepare educators to understand and use pedagogy creatively and thereby ensure active learning, conceptual understanding, and meaningful growth.

4. Knowledge
Effective educators need to be well-grounded in the content which they expect to teach. Educators need to understand how knowledge is constructed, how the processes of inquiry are applied, how domains of knowledge are established, how disciplines can be integrated and most effectively communicated to their students. Educators also need understanding of themselves, of communities in which they intend to teach, and of students. Consequently, the SOE should immerse educators in nurturing learning communities that deepen knowledge, and encourage ongoing intellectual, emotional, and personal growth.

5. Experience
Effective educators learn their craft through experiences in actual educational settings. Through onsite campus activities and field-based experiences students will observe and emulate exemplary teaching and learning. These educators will practice, collaborate, and interact with practitioners and their students. Consequently, the SOE must integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools into all aspects of the curriculum, and help educators to assess and reflect on those experiences.

6. Leadership
Effective educators are leaders. They have developed educational and social visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and inspire students to do likewise. Educators are enriched by the convergence of knowledge, theory, and practices as they optimistically face the educational challenges of the twenty-first century. Consequently, the SOE must provide opportunities for educators to develop as leaders in their profession and their communities.

INTASC Standards – Students in Professional Studies for Initial Teacher Preparation will develop understanding and use of:
1. The central concepts, tools of inquiry, and structures of the discipline(s) she teachers and create learning experiences that make these aspects of subject matter meaningful for students.
2. How children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
3. How students differ in their approaches to learning and create instructional opportunities that are adapted to diverse students.
4. A variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.
5. Individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Planning instruction based upon knowledge of subjective matter, students, community, and curriculum goals.
8. How to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. How to be a reflective practitioner who continually evaluates the effects of her choices and actions on others (students, parents, and other professionals in the learning community) and how actively seeks out opportunities to grow professionally.
10. The knowledge to foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
Course Description: Classroom and Community Leadership
This course will analyze the theoretical and practical applications of various models of classroom leadership and management. Students will understand how to involve families as partners in supporting the school both inside and outside the classrooms. The role of teachers in building relationships with community members (within and outside of the school) and agencies to enhance the development and learning of children through grade 6 will be examined. Co-requisite: Block 2 courses.

Course Objectives
1. Compare and contrast different theoretical models of classroom and community leadership.
2. Articulate your personal philosophy, grounded in theory and research, about advocating for a caring community of learners through examining the role of child in relation to the role of the teacher. (CF Knowledge; INTASC 1, 9; IPSB 1)
3. Value multiple perspectives to discover ways to maximize helping children acquire social, emotional, and behavioral skills that will assist with becoming productive members of a democratic society. (CF Democracy, Leadership; INTASC 2; IPSB 2)
4. Leadership will be investigated concerning how families, schools, and communities can collaborate for democratic schools and a more democratic society.
5. Inquire into how particular family contexts/situations interfere with or enhance young children gaining self-regulation skills. (CF Knowledge; INTASC 2, 3; IPSB 5, 8)

Required texts

Scholarly, research articles as referenced through elearning.

Course Requirements
1. Class Participation and Professionalism: You are expected to be in class on time with your textbook and assignments completed. Actively contribute to small group and whole class discussions/work sessions in a professional manner. We will use class time, for analyzing and assessing student work samples, videos, and other means for making theory-to-practice links.
2. Reading Journal: You are expected to keep a journal to record answers to chapter questions as well as your own personal/professional reflections of other assigned readings. Journals will be brought to class each week and used as a basis for class discussion. They will be randomly graded.
3. Discussion Leader: Once during the semester, you will team with other students and lead the class in a discussion or an engagement based on readings for the week. More details will be provided via elearning.
4. Philosophy Statement and Analysis: You are to write your personal philosophy, grounded in theory and research, about advocating for a caring community of learners through examining the role of child in relation to the role of the teacher. Then, you will review your Philosophy of Education from EDUC H340 and analyze how it contradicts or supports this philosophy statement. You are expected to make necessary revisions to either or both documents in order to have two parsimonious documents.
5. Differentiated Lesson: You are to select two children who have characteristics which are different from your own (e.g., poverty vs middle class; members of different ethnic/racial groups, gay/lesbian, etc). Interview one or more members from each family to ascertain their goals for the
child. Then, you will create a differentiated lesson which demonstrates your understanding of how to create curriculum that is responsive to the family characteristics and goals for each child.

6. **Issue Paper:** An “issue” is a topic about which evidence (or a lack of evidence) allows for differing points of view and controversy. There are a number of reasons for these differing viewpoints, which we will discuss in class. Prepare a 6-page, double-spaced paper that articulates a major issue/controversy in the field of classroom and community leadership. Start with an inquiry question and contrast two or more competing perspectives. Use at least 5 sources and cite them using APA style. Your goal is to inform us about differing perspectives and why it is possible for thoughtful people to hold alternative perspectives on your issue. At the end, take a stand and justify it.

7. **Service Learning Project:** You will investigate what service learning means. You will demonstrate your understanding of this concept by collaborating with classmates, school personnel from your intern school, and/or a community agency to plan and implement a family-child learning event. Reflect on how this event promoted positive communication with families and enhanced children’s development and learning. Connect your personal experience to information presented in your textbooks, articles, etc. and address areas for continuing development.

8. **Internship Reflections:** You will be required to complete a number of reflections based on information gathered during your internship. Topics for reflection include, but are not limited to, classroom structures and norms, classroom management techniques, strategies for school-family partnerships, school climate and policies, differentiation related to family characteristics and culture.

**Course Topics**

1. Introduction to Course
   - Syllabus and Patrikakou – Ch 1

**Unit I – Caring Community of Learners**

2. Philosophy of Discipline – Moving from Teacher-centered to Student-centered
   - Watson – intro and Ch 1

3. Classroom Community
   - Watson – Ch 3
   - Watson – Ch 2
   - Watson – Ch 4
   - Watson – Ch 5
   - Watson – Ch 6
   - Watson – Ch 7

**Unit II – The Learner**

4. Motivation – Moving from developing a positive sense of self to becoming a member of a democratic society
   - Watson – Ch 8

5. Learner and Family Differences
   - Articles

**Unit III – A Part of the Larger Community**

6. Working with Families
   - Patrikakou – Ch 1 and 7
   - Patrikakou – Ch 2
   - Patrikakou – Ch 3
   - Patrikakou – Ch 4
   - Patrikakou – Ch 5 and 6
7. The Larger Community / Collaborations
   a. Administration
   b. Colleagues
   c. Outside Community

8. Educator as Advocate

Additional Course Information

IPFW and the School of Education recognize our responsibility to create an environment conducive to learning for every student. Therefore, the instructor of this course will not discriminate against any student in terms of race, ethnicity, gender, disability, or sexual orientation. Moreover, the content of this course relates to understanding and respecting the diverse needs of children and families. Unless those who teach understand and include these differences, early childhood programs are apt to be sterile places where groups of children experience frustration and failure rather than a sense of well-being and success.

If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb Union, Room 113, telephone number 481-6658) as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for SSD at http://www.ipfw.edu/ssl/

Whether you are honing an honors essay or struggling with the fundamentals of writing, the Writing Center can help you write more effective papers and gain confidence in your abilities. Writing Center consultants help you discover strategies for: analyzing your purpose and audience; generating, organizing, and developing ideas; writing more effective sentences and strengthening your word choice; researching and documenting your sources; and editing and proofreading your own work. Sign up for appointments on the bulletin board outside of Kettler G19 or register for online consultation at www.ipfw.edu/engl/wchome.htm. Information also available in the Student Handbook Planner (2007-2008).