Term Information

Effective Term: Autumn 2015

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Change course bulletin listing

What is the rationale for the proposed change(s)?
This course is part of the Teacher Leader Endorsement in Ed Admin. It is taught by their faculty and scheduled by that program, so ESEADM is a better fit for the course.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Educ Sts: Educational Admin
Previous Value: Educ Sts: Education Psychology
Fiscal Unit/Academic Org: School/Educ Policy&Leadership - D1280
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 7350
Course Title: Educational Leadership, Learning and Teaching
Transcript Abbreviation: Ldr Lrn Tch
Course Description: Applies theory from classroom management, learning, motivation, and teaching to the practice of PreK-12 education.
Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 7 Week
Flexible Scheduled Course: Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Greater or equal to 50% at a distance
Less than 50% at a distance

Grading Basis: Letter Grade
Repeatable: Yes
Allow Multiple Enrollments in Term: No
Max Credit Hours/Units Allowed: 6
Max Completions Allowed: 2
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Sometimes
Campus of Offering: Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code: 13.0401
Previous Value: 42.2806
Subsidy Level: Doctoral Course
Intended Rank: Masters, Doctoral, Professional

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes
• This course addresses the knowledge, dispositions and performances in Standard 2.2 and 2.3 of the Standards for Advanced Programs for Educational Leaders.

Content Topic List
• Student Cognitive Development
• Learning and Motivation
• Approaches to Teaching
• Class Management
• Assessment

Attachments

• ESEPSY 7350 Syllabus (SU14).docx: Syllabus
  (Syllabus. Owner: Wheaton, Joe Edward)
• RE: Changing ESEPSY 7350 to Ed Admin.docx: Program approvals
  (Other Supporting Documentation. Owner: Wheaton, Joe Edward)

Comments
## Workflow Information

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<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
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<td>Wheaton, Joe Edward</td>
<td>05/21/2015 03:01 PM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Zabloudil, Deborah A</td>
<td>05/27/2015 03:18 PM</td>
<td>Ad-Hoc Approval</td>
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<td>Wheaton, Joe Edward</td>
<td>06/02/2015 04:34 PM</td>
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<tr>
<td>Pending Approval</td>
<td>Odum, Sarah A. Zircher, Andrew Paul Warnick, Bryan R. Achterberg, Cheryl L.</td>
<td>06/02/2015 04:34 PM</td>
<td>College Approval</td>
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Instructor:

Dustin Miller, Ph.D.
dm12osu@me.com
614-774-2740 (cell)

Course Description:

This course is designed for educational administration Master of Arts and/or licensure participants concentrating their studies on schools for ages 3 to 21. Students wishing to be certified in both age bands (3-14 and 8-21) will need to complete additional assignments. All other students will use data and case studies from the relevant age band for licensure.

This course is also one of the three courses required for the Teacher Leader Endorsement. In this course, we will examine what is known about learning, teaching, motivation and class management, and apply this knowledge to early childhood/secondary education. The class will include discussion, case analysis, personal reflections, and other activities.

Guiding questions:

What are children learning in schools? How do you know?
What does successful learning look like?
How does teaching support development and learning in classes?
How do principals and teacher leaders lead for learning in their schools?

Relationship to Standards:

According to Standard 2 of the Integrated Education Leadership Constituent Council (ELCC) and The Ohio Principal Standards, students of educational administration should have the knowledge and ability to encourage the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. This course focuses specifically on ELCC Standard 2.2 and ELCC Standard 2.3.
The course also addresses the following Teacher Leader Standards, as required by the State of Ohio:

- 1.2 Candidates demonstrate skill in managing the change process by assisting and supporting teacher learning through professional development.
- 1.3 Candidates understand and apply strategies that assist adult learning and development.
- 1.5 Candidates engage in reflective practice concerning leadership roles and responsibilities, and encourage reflective practice in others.
- 2.1 Candidates serve as building leaders in the development, implementation and continuous improvement of a comprehensive, cohesive, and integrated school assessment plan grounded in multiple measures of data sources.
- 2.2 Candidates collaboratively analyze assessment data to plan and implement differentiated instruction to meet student needs.
- 2.5 Candidates identify resources (including instructional technology) and research-based strategies to support the assess-plan-teach-reassess cycle.
- 3.1 Candidates coach and model collaborative efforts to share knowledge and demonstrate interdisciplinary instruction among teachers.
- 3.3 Candidates work with stakeholders to identify appropriate resources for enhancing collaboration.
- 3.4 Candidates facilitate collaborative professional learning activities for educators, families, and the community.
- 4.3 Candidates participate in designing practices and structures that create and maintain an effective learning culture.
- 5.1 Candidates use their knowledge of professional standards, including the Standards for Ohio Educators to support teachers' professional growth.
- 5.2 Candidates work effectively with individuals and groups of teachers by demonstrating the skills and competencies needed to teach adult learners.
- 5.3 Candidates demonstrate skills in serving as mentors and coaches to others.
- 5.4 Candidates develop, implement, and evaluate professional development activities for teachers.
- 5.5 Candidates engage in activities that promote reflective practices in others.

**Student Outcomes: Knowledge, Dispositions, and Performances:**

This course addresses the knowledge, dispositions and performances in Standard 2.2 and 2.3 of the Standards for Advanced Programs for Educational Leaders. Specifically, the learning targets for this course are:
• Demonstrate the ability to apply principles of effective instruction, including formative instructional practices, to improve instructional practices and curricular materials through class discussion, application of readings, and the analysis of cases;

• Demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners’ diverse needs through the development of portfolio entries, the analysis of cases, and the analysis of data gathered in field experience;

• Demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement by locating and evaluating resources on the Internet and applying these resources to the analysis and solution of problems discussed in class and through cases;

• Demonstrate the ability to use appropriate research strategies to promote an environment for improved student achievement by conducting an analysis of the affordances for and hindrances to student learning and motivation in a school;

• Gain an understanding of and appreciation for student development and diversity that will allow licensure candidates to design learning environments that fit students’ developmental levels and capitalize on student diversity to improve learning by creating portfolio entries that reflect this understanding and appreciation;

• Gain knowledge about theory and research on learning, cognition, and memory, including information processing, cognitive, and constructivist perspectives in order to promote best practices for student learning; and

• Produce entries for an administrative portfolio that document knowledge, skills, and dispositions associated with Standards 2.2 and 2.3.

Relationship to Other Courses:

The Master of Arts and/or licensure program for Educational Administration includes a series of required courses and electives in administrative dynamics and leadership. The Master of Arts and/or licensure program for Educational Administration is the only one in the university offering courses for licensure for the school superintendent and principal. This course (7350) is also one of three required courses for completion of the Ohio Department of Education’s Teacher Leader Endorsement.

Required Texts:

Additional Reading:

There will be supplemental reading for this course. It is my intent to collectively make decisions on what these readings will be as the course unfolds. As professionals, I would like for you to share readings that have innovatively impacted your practice on the topics we will cover in class.

Off-Campus Field Experience:

You will design an authentic professional learning experience based on the knowledge and skills developed within this course. This plan should have clear learning targets, innovative teaching strategies, professional readings, and an action research plan to keep it moving forward. The plan should be data-driven and differentiated, and should have measurable goals. You will present this plan in class.

Diversity:

Through the use of case studies that describe contemporary problems within actual schools, you will have opportunities to acquire and apply knowledge, dispositions, and performances necessary for assessing learning environments and implementing context-appropriate strategies. These strategies seek to capitalize on the diversity (e.g., population, language, disability, gender, race, socioeconomic) of the school social system in order to improve the school-learning environment.

Technology:

This course will require you to use an online discussion board (Carmen) as well as develop a digital presentation. Online journal posts will be refined for use in the administrative portfolio.

Class Schedule:

June 17, 2014  
**Face-to-Face Class**  
Class Introduction  
What is professional learning?  
Review the Standards for Professional Learning  
Professional Learning Communities 2.0

Read Chapter 1: The catchword is learning  
Read Chapter 2: Successful leaders are the first learners

June 19, 2014  
**Online Class**

June 24, 2014  
**Face-to-Face Class**  
Review Carmen posts and online work  
Back to the leadership basics
How does leadership and growing adults intersect?
Developing leadership capacity

Read Chapter 3: Tough times, tough choices

June 26, 2014  **Online Class**

July 1, 2014  **Online Class**

July 3, 2014  **Face-to-Face Class**
Review Carmen posts and online work
Conducting a needs assessment
Identifying resources for learning
Creating a system

July 8, 2014  **Online Class**

Read Chapter 4: Looking for the woozle

July 10, 2014  **Face-to-Face Class**
Review Carmen posts and online work
Data 101
Making sense of the numbers and how to present them
Simplify – Simplify – Simplify

Read Chapter 5: Oh, dear, what can the matter be?

July 15, 2014  **Face-to-Face Class**
Review Carmen posts and online work
Past professional learning designs: Good or bad?
What design actually works?
How do we begin?

Read Chapter 6: The emperor has no clothes
Read Chapter 7: Beginning at the end

July 17, 2014  **Online Class**

July 22, 2014  **Online Class**

July 24, 2014  **Online Class**

July 29, 2014  **Face-to-Face Class**
Review Carmen posts and online work
Professional learning plan update
It is time for implementation!
July 31, 2014

Face-to-Face Class
Presentations of Digital Professional Development Plans

Course Requirements:

Professional Learning Plan (50%): You will be asked to design a professional learning experience for the teachers in your school or district, based on the principles of teaching and learning shared within this course. The plan should be focused on the appropriate age band for your licensure. If you are pursuing licensure in both age bands, you will need to complete an additional case study and examination of data to set goals for professional development.

Professional Learning Plans need to include the following:

- A case study of the school context, including information about the staff, students, community, the mission/vision of the school, strengths of performance and current areas for growth;
- A data analysis that highlights the need for professional development in a specific area. It should include trends as well as snapshots, and it should situate the need for the Professional Learning Plan you will propose;
- A section dedicated to specific, research-drive professional development events, a list of resources that will be necessary, assessment strategies to measure its impact, and a plan for sustainability;
- A reference list; and
- A presentation of the plan.

Online Journal Entries (40%): You will be given prompts after class to which you need to respond via Carmen’s discussion board for the online class portion. You will also be responsible for reading the posts from your fellow students. As a hybrid class, we will use these responses to drive class discussions.

Attendance and Participation (10%): In order to maximize the learning experience for everyone, it is imperative that you attend class and are prepared prior to your arrival. As educators, all of us understand the busyness of life and your dedication to this class is appreciated.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94% - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 93%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>84% - 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 83%</td>
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<tr>
<td>C</td>
<td>74% - 76%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79%</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 73%</td>
</tr>
<tr>
<td>D+</td>
<td>69% - 72%</td>
</tr>
<tr>
<td>D</td>
<td>66% - 68%</td>
</tr>
<tr>
<td>E</td>
<td>Below 66%</td>
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Academic Misconduct:

It is expected that the work you submit in this course is your own, or in the case of group work, the work of you and your classmates. In no case are you to copy, plagiarize or in any other way promote work of others as your own. Cases of such academic misconduct will be referred to the Office of Academic Affairs and may result in course failure or expulsion from the program and the University. Below is a definition of Academic Misconduct from the Committee on Academic Misconduct (COAM):

1.0 Academic Misconduct (3335-31-02)

Academic misconduct is defined as any activity, which tends to compromise the academic integrity of the institution, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

A. violation of course rules as contained in the course syllabus or other information provided the student; violation of program regulations as established by departmental committees;
B. providing or receiving information during quizzes and examinations such as course examinations and general examinations; or providing or using unauthorized assistance in the laboratory, at the computer terminal, or on field work;
C. submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
D. falsification, fabrication, or dishonesty in reporting research results; and
E. serving as, or enlisting the assistance of a "ringer" or substitute for a student in the taking of examinations.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the COAM. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

Statement on Diversity:

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.
Grievances and Solving Problems:

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, you should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.
Subject: RE: Changing ESEPSY 7350 to Ed Admin
Date: Friday, May 22, 2015 at 7:53 AM
From: Yu, Shirley L. <yu.1349@osu.edu>
To: "Sweetland, Scott" <sweetland.1@osu.edu>, Joe Wheaton <wheaton.3@osu.edu>
Cc: "Anderman, Eric" <anderman.1@osu.edu>, "Gimbert, Belinda" <gimbert.1@osu.edu>, "Allen, Ann" <allen.952@osu.edu>
Conversation: Changing ESEPSY 7350 to Ed Admin

This works for me, too.
Thanks,
Shirley

From: Sweetland, Scott
Sent: Friday, May 22, 2015 6:57 AM
To: Wheaton, Joe; Yu, Shirley L.
Cc: Anderman, Eric; Gimbert, Belinda; Allen, Ann
Subject: RE: Changing ESEPSY 7350 to Ed Admin

This is great; thank you (all),

Scott

Scott Sweetland
Educational Administration
Department of Educational Studies
College of Education and Human Ecology
The Ohio State University

From: Wheaton, Joe
Sent: Thursday, May 21, 2015 2:58 PM
To: Sweetland, Scott; Yu, Shirley L.
Cc: Anderman, Eric; Gimbert, Belinda; Allen, Ann
Subject: Changing ESEPSY 7350 to Ed Admin

I met with Belinda and Eric today and we agreed to change ESEPSY 7350 to ESEADM 7350. The course is part of the teacher leader endorsement, so its logical fit is in Ed Admin. Just wanted to keep you in the loop. Any thoughts either way?
Joe

Joe Wheaton, PhD Associate Chair
Department of Educational Studies
116B Ramseyer Hall | 29 W. Woodruff Ave | Columbus, OH 43210
A334 PAES | 305 W. 17th Ave | Columbus, OH 43210
614-292-8313 Office | 614-688-3415 Fax
Skype: joewheaton
wheaton.3@osu.edu <mailto:wheaton.3@osu.edu>