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IMPORTANT:  As soon as you get this syllabus, send me an email [ebmccoy@att.net] so that I can communicate with you before I get there.  Thanks.  

Conceptual Framework  

Western Carolina University has a strong and rich tradition of preparing teachers.  That tradition continues today as Western, along with its College of Education and Allied Professions, has evolved into the eighth largest producer of teacher education graduates of the forty-seven teacher education programs in the state of North Carolina.  

The College of Education and Allied Professionals fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences.  The guiding principles of this community include the belief that the best education decisions are made after adequate reflection and with ethical consideration related to the interest, experiences, and welfare of the persons affected by the decision; appreciation of and respect for diversity; and the fostering of the responsible use of technology.  

Diversity Statement  

Western Carolina University defines diversity broadly to include “exceptionalities, race, ethnicity, culture, religious background, gender, linguistic differences, socioeconomic level, and any of the other ways our society defines human and group differences, including age, geography, sexual orientation and national origin.”  Accordingly, “a diverse faculty, staff and student body can be a catalyst for diversity of thought.”  At the heart of our scholarly work is the appreciation of the distinction between an event and multiple interpretations.  One expression of diversity of thought is a community that not only tolerates but also nurtures discussion of such sensitive topics as politics, religion and race.  

My being in Jamaica and having an opportunity to teach and work with Jamaican educators continues to be a very rewarding experience as my conceptual understanding of diversity is continually expanded.  

Course Description  

EDL 630 is school-site management core requirement for Masters of School Administration Degree (M.S.A.).  This course emphasizes the development process of
school improvement focusing on school leadership. Concepts of site-based management and other outcome-based models are explored.

Course Objectives and Competencies

At the conclusion of the course, students will be able to:
1. Examine the multiple implications of leadership for school improvement
2. Understand the change process and the aspects of that process that instructional leaders must consider when introducing change.
3. Differentiate the needs of teachers in the instructional process.
4. Describe ways to foster a healthy classroom environment to facilitate learning
5. Describe ways to effectively partner with parents to improve schools
6. Use academic test data for school improvement

Required Reading

❖ First Session:
1. American Psychological Association Style [Recommended]

❖ Second Session:

Class Schedule/Assignments
Teaching/Learning Methods

Successful class sessions will depend on the combined efforts of students, the instructor, and any guest presenters to make the material understandable and memorable. Typical teaching/learning methods include: interactive lectures, group discussion, and group and individual presentations.

This course will be conducted as a seminar. Discussion, group work, presentations, etc., It will not be lecture and exam!

Course Requirements

❖ Attendance: is necessary and expected. Attendance will be taken every class period. Students are permitted one (1) unexcused absence during the semester (e.g., car would not start, had to attend a meeting, etc.). Excused absences include: death in the immediate family, illness requiring hospitalization or visits to the doctor, religious holidays, and attendance at certain university functions.

❖ Class Participation: Whether in small groups or whole classroom, informed discussion is the core of class time together. Everyone is expected to be prepared and to actively (body, mind, and spirit) participate in class discussions and activities.

➢ Discussion Cards (DC): Using 5” X 8” White Index Cards (Ruled);
For every class meeting, you need to prepare in advance, an index card with the following information. DC may be hand written. Be sure that your name and appropriated date, and chapter appear on your cards. [See suggestion below.]

- **One question** you want to **raise and discuss** based on the readings
- A quote from the reading you would like to **discuss** or
- An informational fact that you found interesting and would like to **discuss**.

[Suggestion: As you read the chapter, jot down any questions you have and other interesting points. Transfer question and points of interest [quote or informational fact] to your index card. Write your reflection from your question and/or point of interest.

**Discussion Card Specifics**

The purpose of the DC will be for students to communicate with the professor and class, areas of interest based on what they have read. It also solicits responses about a particular topic, from other students in the class. In the event that a student misses class, it is expected that they will submit the DC at the next class session.

The DC will require that all students participate in class discussions, and refrain from private conversations when other members of the class are speaking. The professor or the chapter facilitator will determine who has the floor. After this has been determined, it is the responsibility of all to listen to the person speaking. In the event this condition for class protocol is not established and maintained, then the format of the class will be lecture and exam.

**IMPORTANT**: It is your responsibility to get one of your items on the floor for discussion. Record interesting comments related to your discussion items on the back of the card. **DO NOT ASK QUESTION THAT CAN BE ANSWERED BY CONTINUING TO READ OR SIMPLY READING THE CHAPTER!** We will cover **two or more chapters per class session**. Cards will be collected at the end of each class session.

- **Facilitation discussion of assigned chapter(s) in textbook(s)**
- **Chapter Reflections**:
  - Chapter reflections related the Evans book may be presented on the third day of the course and throughout the first session. All chapter reflections are due Monday, November 3, 2006.
  - Chapter synopsis/reflections related to the Danielson’s and Marzano books may be submitted starting Tuesday, October 31 and throughout the course. All chapter synopsis/reflections are due on Tuesday, November 7, 2006.
  - Compare and Contrast one chapter each from Danielson’s and Marzano’s books.
- **The Topic Report/Professional Reading/Presentation**:
  - **Two Topic Reports**: General information on the school improvement process in Jamaica that would add to the knowledge base

Or
• One Professional Reading/Presentation [Synopsis & Reflection on any school improvement subject related to Jamaican education]. This reflection can come from the reference list of all required reading and other sources. Must submit written copies (typed) using APA style.

Session I: October 26, 2008
• The first two day will be spent on APA Style and Writing Reflections/Synopsis/Topic Reports
• Read Evans’ Inside Jamaican Schools and write reflections on three [chapters 1-6] or four [chapters 1-8] of the eight chapters. Do not summarize the chapters; just reflect on what is said and the implications for Jamaican education. This should be done before the start of class. Limit of two typed pages (double-spaced).

Session II: December 2, 2008
Read Danielson’s Enhancing Student Achievement: A Framework for School Improvement and Marzano’s What Work in Schools: Translating Research into Action and:
1. write a synopsis and reflection for what you perceive to be the most important chapter in each book. Both of these books should be read during the break. Limit of three typed pages (double-spaced).
2. Compare and Contrast one chapter from each book. Limit of three typed pages (double-spaced).

Tentative Schedule of Activities/Assignments

Session I: October 27, 2008 – November 5, 2008
(I will add the names of chapter facilitators)

<table>
<thead>
<tr>
<th>Session/Topic</th>
<th>Chapter/Activity</th>
<th>Facilitator(s)</th>
<th>Presentations</th>
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<tr>
<td>Day 1</td>
<td>APA Style/Writing Summaries/Synopsis</td>
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<td>Ch. 1 School &amp; Schooling</td>
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<td>Day 2</td>
<td>APA Style/Writing Summaries/Synopsis</td>
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<td>Ch. 2 Theoretical Perspectives</td>
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<td>Day 3</td>
<td>Ch. 3 Inside Classrooms</td>
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<td>Day 4</td>
<td>Ch. 4 The Curriculum &amp; Teaching</td>
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<td>Day 5</td>
<td>Ch. 5 Streaming &amp; Its Effects on Students</td>
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<td>Day 6</td>
<td>Ch. 6 Language in the Classroom</td>
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<td>Day 7</td>
<td>Ch. 7 Gender in the School Setting</td>
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<td>Day 8</td>
<td>Ch. 8 Toward Better Schools for All Putting it All Together</td>
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Note: Presentations will start on the third day so come prepared to present at least one topic or reflection.

Session II: December 2, 2008 -- December 10, 2008

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<th>Session/Topic</th>
<th>Chapter/Activity</th>
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<tr>
<td>Day 1</td>
<td>Chap 1 What We Want</td>
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<td>Chap 2 What We Believe</td>
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<td>Day 2</td>
<td>Chap 3 What We Know</td>
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<td>Chap 4 What We Do</td>
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<td>Day 3</td>
<td>Chap 5 School Organization</td>
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<td>Chap 6 Policies &amp; Practices</td>
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<td>Section I: School-Level Factors</td>
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<td>Day 4</td>
<td>Chap 7 Policies &amp; Practices</td>
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<td>Chap 8 Linkages Beyond the School</td>
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<td>Section III: Student-Level Factors</td>
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<td>Day 5</td>
<td>Chap 9 Aligned Curriculum</td>
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<td>Chap 10 Assessment</td>
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<td>Section II: Teacher-Level Factors</td>
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<td>Day 6</td>
<td>Chap 11 Team Planning</td>
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<td>Chap 12 Learning Support</td>
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<td>Section IV: Implementation</td>
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<td>Day 7</td>
<td>Chap 13 Teaching</td>
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<td>Chap 14 Action Planning</td>
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<td>Section IV: Implementation</td>
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Note: Presentations will start on the first day of Session II so come prepared to present at least one topic or reflection.

Research Topics for Both Sessions

Whenever possible relate topic to Jamaican education.

- Schools and Schooling
  - School Organizations
  - Policies and Practices Affecting Students
  - Policies and Practices Affecting Staff
  - Linkages Beyond the School
Theoretical Perspectives: Approaches to Understanding and Studying Schools
  o School Organization
  o Aligned Curriculum
  o Assessment
  o Team Planning
  o Learning Support
  o Teaching
Streaming and Its Effects on Students
Language in the Classroom
Gender in the School Setting
Toward Better Schools for All
  o Action Planning
Any topic on school improvement
Any topic from the required reading

Evaluation Procedures

  o Attendance/Participation  20% (12.5 points X 8 class sessions 100 pts.)
  o Discussion Cards        20% (100 pts.)
  o Chapter Reflections     20% (100 pts.)
  o Two Topics Reports/Presentation  20% (100 pts.) OR /
  o One Professional Reading/Presentation  20% (50 pts X 2 = 100 pts.)

Grading Scale: 400 Points Possible

  o 360 – 400 = A [90-100]
  o 320 – 359 = B [80-89]
  o 280 – 319 = C [70] Not Recommended
  o BELOW 280 = D Not an Option

References


Important links: All links relate to Jamaican Education
- [http://asp2.wlv.ac.uk/cidt/JAASPpubs.html](http://asp2.wlv.ac.uk/cidt/JAASPpubs.html)
- [http://asp2.wlv.ac.uk/cidt/PDF/changingthefuture.pdf](http://asp2.wlv.ac.uk/cidt/PDF/changingthefuture.pdf)

Active Role in Leadership in Sustaining School Reform

Trends and Issues: The Role of School Leadership
[http://eric.uoregon.edu/trends_issues/rolelead/selected_abstracts/instructional_leadership.html](http://eric.uoregon.edu/trends_issues/rolelead/selected_abstracts/instructional_leadership.html)

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**Policy on Academic Honesty**

The University policy on academic honesty and plagiarism is spelled out in the Student Handbook. Students are expected to be academically honest. In addition to the specific offenses listed in the Student Handbook, it is not appropriate to submit a paper, project or other work for this class that was completed for another class. If you would like to further develop a topic on which you have previously worked, please submit a copy of the original work along with your proposal and indicate how the project for this class will differ from the original.