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Office Hours: 12pm-2pm Tuesdays (virtual); 2pm-4pm Wednesday (virtual) 7pm-8pm Thursdays (virtual) Please text for appointment. Additional hours as needed by appointment.

PSED 703: LEADERSHIP: APPLIED PRACTICE

COURSE DESCRIPTION:
This course is designed to facilitate doctoral students' ability to apply leadership lessons and research skills to contemporary challenges in education. It also serves as the platform that initiates internship development.

COURSE DELIVERY REQUIREMENTS:
Students will be completing this course 100% online, with synchronous and asynchronous activity. The synchronous activity will take place on the designated doctoral class dates. We will use the classroom Zoom site that can be found on **D2L.**This course will be delivered online through a course management system named D2L https://esu.desire2learn.com

To access this course on D2L you will need access to the Internet and a supported Web browser (Google Chrome, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins **please complete a system's check** https://esu.desire2learn.com

Online Delivery will be a blend of self-paced and group activities using D2L and other Websites. Activities will consist of text chat, discussion forums, email, video chatting, journaling, and using other free technology tools. Most technology tools will be free. At times, students will be required to complete partner and/or group work during synchronous time, and will be required to attend the synchronous times we have with the class. These synchronous times allow us to build creative thinking, sharpen one another, and connect to the others in the course. We are all human. As humans, we have the opportunity to live in community, and we want to seize it!

Campus Visits: This class will be delivered online, and we will not have planned face-to-face interaction. If you come to campus for any reason, it is important that you and everyone around you remain safe. For safety reasons, all people are required to wear face masks covering the mouth and nose and remain a safe distance in interactions per ESU campus policy for the fall 2020.

TECHNOLOGY REQUIREMENTS:
- D2L® – Desire to Learn access
- Internet connection
- Google Account
- Preferred: Computer or Smartphone that can video conference - so it has a Webcam (mic & camera), Laptop or Desktop computer.

STUDENT LEARNING OUTCOMES:
Students will be able to:
- Use course literature to analyze and apply leadership theories relative to instruction, management and human relations.
- Promote a positive organizational culture that contributes to the ongoing learning of students, staff.
- Demonstrate the promotion of success in institutes of education by applying leadership strategies from non-educational leaders. Including:
    - facilitating the development, articulation, implementation, and/or stewardship of the institutional mission.
    - promoting a positive organizational culture that contributes to the ongoing learning of students and/or staff.
    - managing operations, and resources in a way that promotes an efficient and effective work environment.
    - understanding and responding to others in a diverse and changing political and socioeconomic context.

- Develop an internship proposal that aligns to the PA Leadership Standards and is designed to develop the knowledge and understanding required to create and continuously improve standards-aligned instructional systems, equitable learning opportunities, leadership for results, data-driven cultures, results-focused planning, targeted assistance, professional learning communities and professional accountability. *The internship must go above & beyond regular daily tasks*

PSED 703 Leadership: Applied Practice Course SLO	PDE Core Standards for Supt. Letter	ELCC	CAEP	Assessment
SLO 1. Use course literature to analyze and apply leadership theories relative to instruction, management and human relations.	CORE 1 (A,B,C,D,E,F) CORE 2 (A,B,C,D) CORE 3 (A,B,C,D) CORL 1 (A,B,D) CORL 2 (A,B,F,G)	1.0 2.0 4.0 5.0	2.0	Book Analyses Activities; Book Review with Assessment Rubric (ELCC & CAEP)
SLO 2. Promote a positive organizational culture that contributes to the ongoing learning of students, staff.	CORL 3 (C,E) CORL 6 (A,B,C,D,E)	1.0 2.0 3.0 4.0 5.0 6.0 7.0	2.0 3.0	Action Research Project with Assessment Rubric Book Application Activities (ELCC & CAEP)
SLO 3. Demonstrate the promotion of success in institutes of education by applying leadership strategies from non-educational leaders.	CORL 5 (A,B,C,D,E) CORL 6 (A,B,C,D,E)	1.0 2.0 3.0 4.0 5.0 6.0 7.0	2.0 3.0	Action Research Project with Assessment Rubric Book Application Activities (ELCC & CAEP)
SLO 4. Develop an internship proposal that aligns to the PA Leadership Standards and is designed to develop the knowledge and understanding required to create and continuously improve standards-aligned instructional systems, equitable learning opportunities, leadership for results, data-driven cultures, results-focused planning, targeted assistance, professional learning communities and professional accountability.	CORE 1 (A,B,C,D,E,F) CORE 2 (A,B,C,D) CORE 3 (A,B,C,D) CORL 1 (A,B,C,D) CORL 2 (A-G) CORL 3 (A-E) CORL 4 (A,B,C,D) CORL 5 (A,B,C,D) CORL 6 (A-E)	1.0 2.0 3.0 4.0 5.0 6.0 7.0	2.0 3.0	Internship Proposal

COURSE ASSIGNMENTS/EVALUATION:

1. **Book Analyses**   **25 Points Each X 4 = 100 Points**

   You will be reading 4 books and you will complete an analysis of each book. There are 3 types of analyses:
   1. Book Review
   2. Visual Representation/Presentation Review
   3. Application Analysis (You will complete 2 of these)

   You will have choices in terms of the books you read as well as which analysis you do for each book. You can select the analysis type based on the content of the book and your schedule. You must do one visual representation/presentation, one book review, and two application analyses. Please see the extended explanations for each type of analysis.

2. **Internship Proposal**   **50 Points**

   You will prepare and submit your internship proposal. Please review the internship proposal requirements.

3. **Mini Action Research Project**   **100 Points**
   You will complete an action research project in which you apply your leadership skills to solve a problem of practice. Please review the action research instructions, format, and assessment rubric.

Total   **250 Points**

(TENTATIVE) COURSE SCHEDULE:

Date	Assignments Due

September 11	Read Mertler Chapters:
	      1 Introduction to Action Research
	      2 Overview of the Action Research Process
	      3 Planning for Action Research
	
	Prepare a 1 page biography for discussion/submission.
	
	Prepare Problem of Practice (Initial Research Proposal) 1 Page
	
	Begin thinking about internship sites and potential mentors.

September 26	Read Mertler Chapter: 4 Developing a Research Plan Book Choice 1: McCord, P. (2017) *Powerful: Building a culture of freedom and responsibility.* USA: Silicon Guild. OR Coyle, D. (2018) *The culture code: The secrets of highly successful groups.* New York, NY: Bantam Books. Book Analysis #1 (Your choice of the 4 options – see instructions) Preliminary Literature Review – Can be in outline format.

October 16	Read Mertler Chapter: 5 Collecting Data Book Choice #2 Pink, D. (2011). *Drive: The surprising truth about what motivates us*. New York: Riverhead Books. OR Pink, D. (2013). *To sell is human: The surprising truth about moving others.* New York: Riverhead Books. Book Analysis #2 (Choose from the remaining 3 options – see instructions) Research Plan Draft Brainstorming Internship

November 7	Mertler Chapters:
	        6 Analyzing Data
	        7 Next Steps and Future Cycles: Developing an Action Plan
	
	Book Choice #3
	Willink, J. & Babin, L. (2017). Extreme ownership: How Navy Seals lead and win. New York: St. Martin's Press.
	
	OR
	
	Comey, J. (2018). A higher loyalty: Truth, lies, and leadership. New York: Flatiron Books.
	
	Book Analysis #3 (Choose from remaining 2 options – see instructions)
	
	Collected Data
	Meetings with Potential Mentors Completed

November 20	Mertler Chapters:
	8 Writing an Action Research Report
	9 Sharing and Reflecting
	Book Choice #4
	Fullan, F. & Quinn, J. (2015) *Coherence: The right drivers in action for schools, districts, and systems*. Thousand Oaks, CA: Corwin Press.
	OR
	Hess, F. M. (2013). *Cage-busting leadership*. Boston, MA: Harvard University Press.
	Book Analysis #4 (Complete remaining option – see instructions)
	Results
	Internship Proposal Draft
November 30	Internship Proposal Due
December 7	Mini Action Research Project Due

Resources
You will require 5 books for this course. The Mertler action research book is required for everyone and then you choose one book for each of the following class sessions:

***Mertler,C.A. (2014). Action research: Improving schools and empowering educators. 4ᵗʰ ed. Thousand Oaks, CA: SAGE.

Session Two
McCord, P. (2017) *Powerful Building a culture of freedom and responsibility*. USA: Silicon Guild.

OR

Coyle, D. (2018) *The culture code: The secrets of highly successful groups*. New York, NY: Bantam Books.

Session Three
Pink, D. (2011). *Drive: The surprising truth about what motivates us*. New York: Riverhead Books.

OR

Pink, D. (2013). *To sell is human: The surprising truth about moving others.* New York: Riverhead Books.

Session Four
Willink, J. & Babin, L. (2017). Extreme ownership: How Navy Seals lead and win. New York: St. Martin's Press.

OR

Comey, J. (2018). A higher loyalty: Truth, lies, and leadership. New York: Flatiron Books.

Session Five
Fullan, F. & Quinn, J. (2015) *Coherence: The right drivers in action for schools, districts, and systems*. Thousand Oaks, CA: Corwin Press.

OR

Hess, F. M. (2013). *Cage-busting leadership*. Boston, MA: Harvard University Press.

CLASS PARTICIPATION AND ATTENDANCE
Students are expected to attend all class sessions, on time, complete assigned readings and come to class prepared. Class activities often depend on your preparation so it is important to do assigned readings, group work, etc. Since the class meets only 5 times a semester, attendance is critical. The semester grade will be negatively affected by unexcused absences. Consult with professor about any absences (full or partial days) or virtual attendance. Excused absences are absences such as documented medical issues, mandatory job-related issues, critical life events, and emergencies.

LATE WORK
Late work is only accepted in exceptional circumstances and may result in a lower final grade. I do not accept late work without permission.

PAPER FORMAT AND WRITING EXPECTATIONS
All papers should be written in Times New Roman size 12 font with 1-inch margins. The format of all papers should strictly adhere to APA style guidelines. Papers should be double-spaced. Use the APA cover page format. Papers should be final drafts of original and edited thought.

ACADEMIC INTEGRITY POLICY
ESU is an academic community within the society at large. All members within this community are expected to accept the responsibility for academic integrity and honesty. Academic dishonesty seriously erodes the quality of educational pursuits and is unacceptable at ESU. The policies and procedures outlined in the Graduate School Catalog have been established to preserve the academic integrity of the university community, while also providing a process that protects the rights of students who allegedly violate these policies. (See Graduate Catalog)

NOTICE OF NON-DISCRIMINATION FOR ESU
East Stroudsburg University of Pennsylvania does not discriminate on the basis of race, color, national origin, religion, sex, disability, age, sexual orientation, gender identity or veteran's status in its programs and activities in accordance with applicable federal and state laws and regulations.

ACCESSIBILITY AND ACCOMODATIONS
"It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Office of Accessible Services Individualized for Students, or OASIS, on campus at 570-422-3954 for information to about arranging for reasonable accommodations." Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

TITLE IX STATEMENT
East Stroudsburg University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University--approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at:
Title IX: Sexual Harassment and Sexual Violence http://www4.esu.edu/titleix/