Instructor
Shari Fraser
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Class Sessions
Day and Time: Wednesday 7:15 pm – 9:15 pm
Dates: August 22, 2012 – December 5, 2012

Bountiful Campus 200 South 75 East, Bountiful Room 103

Course Purpose
The Leadership Seminar and Internship series is the capstone experience for administrative masters/licensure candidates. It combines a discussion format seminar with field experiences and progress towards portfolio completion designed to meet ELP Department capstone expectations and USOE Administrative Licensure requirements.

The Department of Educational Leadership and Policy has designed the Master of Education/Administrative Licensure program such that the knowledge, skills, and dispositions promoted in the program lead to the fundamental goal of improving learning for all students.

Professional Standards
Primary
In addition to the Educational Leadership and Policy Department’s program framework, a review of standards 1-2-3-4-5-6 of the Educational Leadership Policy Standards: ISLLC 2008 will provide a broad framework for leadership preparation within this seminar.

These standards state that an education leader promotes the success of all students by:
1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairness, and in an ethical manner.
6. Understanding, responding to, and influencing the political, social, economic, legal and cultural contexts.

Secondary
The seminar will also address standards one through six of the Utah Educational Leadership Standards that were adopted by the USOE in 2011 (http://www.uen.org/k12educator/uels/).

1. **Visionary Leadership**
   An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

2. **Teaching and Learning**
   An educational leader promotes the success of every student by advocating, nurturing and sustaining a school focused on teaching and learning conducive to student, faculty, and staff growth.

3. **Management for Learning**
   An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

4. **Community Collaboration**
   An educational leader promotes the success of every student by collaborating with faculty, staff, parents, and community members, responding to diverse community interests and needs and mobilizing community resources.

5. **Ethical Leadership**
   An educational leader promotes the success of every student by acting with, and ensuring a system of, integrity, fairness, equity, and ethical behavior.

6. **Systems Leadership**
   An educational leader promotes the success of every student by understanding, responding to, and influencing the interrelated systems of political, social, economic, legal, policy, and cultural contexts affecting education.

**Office Hours**
The instructor is available for consultation. Please contact by email for day/time. Feedback on assignments is offered at any time prior to the final due dates.

**Communication Resources**
Electronic technology tools including email, remote access to the Marriott Library, CANVAS, etc. will be used for communicating with colleagues, obtaining course materials, doing research, completing assignments and assessments, and other tasks.
Course Requirements
To maximize learning opportunities, students are expected to be present and prepared for each class, to participate in class, and complete all assignments on time. **Late assignments will reduce in total score by 10% for each day late unless other arrangements have been approved by instructor.** Class participation includes attendance and punctuality, actively listening, and thoughtfully contributing to class dialogue, and any activities determined by the instructor. **Missing class may affect your class participation grade.**

The syllabus identifies weekly readings that must be completed prior to the class meeting for which they are assigned. Additional readings may be required and will be handed out in class or posted in canvas. In addition to these readings, students are encouraged to provide relevant material and resources to stimulate discussion, learning, and action in the field.

Occasionally, extenuating circumstances arise that keep individuals from attending a regularly scheduled class meeting. Class participants are responsible for notifying the instructor prior to missing a class and for getting class notes or class content information from a classmate following the missed class.

Course Assignments
Seminars may include discussions, guest speakers, case study analyses, problem based learning, skills practice, individual/group project work time, and sharing of established and developing expertise. Portions of the seminar sessions may be facilitated by class members, with content based on work being done for the ePortfolio.

Required Textbook/Readings
**Crucial Conversations: Tools for Talking When Stakes are High**
ISBN: 978-0-07-17713-0 in bookstore or can be ordered through AMAZON, etc.

All additional readings will be posted on CANVAS or provided by instructor.

ePortfolio
The Internship ePortfolio includes ongoing documentation of work required to obtain the recommendation for an administrative endorsement to the Utah Educator Level 2/3 License. Copies of the Portfolio Guidelines were distributed and discussed Summer Semester 2012. A copy of the Portfolio Guidelines is located on CANVAS. Specific due dates for Portfolio items will be included in the Fall and Spring syllabi.

Recommendations for graduation and licensure will depend on completion of all ePortfolio requirements by May, 2013. Those planning to apply for administrative positions for the 2013-2014 school year will not be qualified if the all coursework, testing, and internship requirements are incomplete.

Revised August/Fall 2012
Intern Visits
Intern visits will be scheduled individually and will continue until licensing requirements are complete. Therefore, interaction will be maintained between the instructor and students through Spring Semester, 2013; and beyond as needed.

Grading Procedures
1. Attendance and Participation 10%
2. Class assignments 20%
3. Portfolio progress thru end of Fall Term 50%
4. Project (individual or group presentation) 20%

Class Assignments
1. Crucial Conversation 20
2. Resume and Cover Letter 20
3. Interview Activity 20

**Crucial Conversation**
Each student will participate in two small group discussions that are specific to topics and exercises connected to the course textbook. Further details about the information required for each small group discussion will be handed out in class.

**Resume and Cover Letter**
Each student will complete a resume and cover letter for current and future administrative applications. Resume and cover letter will be an in-class assignment will be peer reviewed prior to canvas submission.

**Interview Activity**
Each student will participate in a class activity that involves mock interview and review of feedback.

Assignments for Portfolio
✓ see internship and portfolio guide for description
1. Intern Log 20
2. Leadership Reflections (minimum of four) 40
3. ISLLC Standards Project and Reflection (3 and 4 of 6) 40
4. Leadership Checklist 20

Project
Choose one of four options (add’l 20 intern hours) 50
a. Curricular Audit
b. Visionary Leadership
c. Law and Ethics in Special Education
d. Leadership and Diversity in K12
**SLLA Practice and Review**
The School Leaders Licensure Assessment test (0411) is required of all students seeking administrative licensure. Students will register and take the SLLA 0411 test during spring semester 2013. Portions of the seminar class will include a review and practice of the test. There will also be three practice test on CANVAS throughout the semester.

**Written Work**
All written work should be typed, formatted, and void of grammatical, spelling and typographical errors. In addition to being clear, concise, and organized, written work should be reflective, analytical, and incorporate literature and research from the course as well as outside readings to support discussion and arguments.

Students should use the 5th Edition of the APA Manual as a guideline for bias-free writing, formatting, and appropriate citations. Also, please take time to proofread your papers before submitting them. Finally, if you have concerns about your writing, please discuss this matter with me before assignments are due.

**Grading Scale**
The grading scale for the course is:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93 – 100</td>
<td>A</td>
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<tr>
<td>90 – 92</td>
<td>A-</td>
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<tr>
<td>86 – 89</td>
<td>B+</td>
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<tr>
<td>83 – 85</td>
<td>B</td>
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<tr>
<td>80 – 82</td>
<td>B-</td>
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</tbody>
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**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Brief Agenda</th>
<th>Readings/Assignments Due</th>
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</thead>
</table>
| 8/22 | Overview of Syllabus  
Leadership Skills Review  
ePortfolio Review  
SLLA Introduction | |
| 8/29 | *Computer Lab ePortfolio Review of ISLLC 2008 & UEL 2011 Intern Project & Syllabus Update  
Crucial Conversations  
SLLA Test Tips | *Articles: ISLLC and UELS Standards  
*Bring copies of ISLLC Activities to import into ePortfolio  
Crucial Conversations Ch 1 - 3  
Leadership Reflection and Intern Log DUE |
<table>
<thead>
<tr>
<th>Date</th>
<th>Guest Speaker:</th>
<th>Topic Review</th>
<th>Notes</th>
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<tbody>
<tr>
<td>9/5</td>
<td>Rita Stevenson Davis School District World Languages Supervisor</td>
<td>‘Not one less’</td>
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<tr>
<td>9/12</td>
<td>The Role of Assistant Principals</td>
<td>Crucial Conversations Ch 4 – 6*</td>
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<td>Crucial Conversations</td>
<td>SLLA Topic Review I &amp; II</td>
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<td>9/19</td>
<td>Guest Speakers: Asst Principals Interview Process</td>
<td>*Article: Mentoring Leadership</td>
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<td></td>
<td>SLLA Topic Review &amp; Test Tips</td>
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<tr>
<td>9/26</td>
<td>CLASS IN CANVAS</td>
<td>SLLA ON CANVAS!</td>
<td>Leadership Reflection and Intern Log DUE</td>
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<tr>
<td>10/3</td>
<td>Special Education Part ONE</td>
<td>Article: A Special Role</td>
<td>Crucial Conversations Ch 7 – 9*</td>
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<td>Crucial Conversations</td>
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<td></td>
<td>Resume and Cover Letters Intro</td>
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<td>10/10</td>
<td>No Class</td>
<td>Fall Break</td>
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<td>10/17</td>
<td>No Class</td>
<td>UEA</td>
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<tr>
<td>10/24</td>
<td>Guest Speaker: Dr Kerrie Naylor USOE in Administrative Licensure</td>
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<td>“New USOE Standards for Teacher and Administrator Effectiveness”</td>
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<td>10/31</td>
<td>CLASS IN CANVAS</td>
<td>SLLA ON CANVAS!</td>
<td>ISLLC Activity 3 DUE</td>
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<td>Leadership Reflection and Intern Log DUE</td>
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<tr>
<td>11/7</td>
<td>Special Education Part TWO</td>
<td>Article: Marketing Campaigns and Initiations Rituals*</td>
<td>Bring a draft of your resume and cover letter to class.</td>
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<td>Guest Speakers: Resume and Cover Letters</td>
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<td>11/14</td>
<td>Interview Process</td>
<td>Interview Activity</td>
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<td>11/21</td>
<td>CLASS IN CANVAS</td>
<td>SLLA ON CANVAS!</td>
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<tr>
<td>11/28</td>
<td>The Importance of NETWORKING</td>
<td>ISLLC Activity 4 DUE</td>
<td>Leadership Checklist DUE HARD COPY</td>
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<td></td>
<td>Guest Speakers:</td>
<td></td>
<td>Leadership Reflection and Intern Log DUE</td>
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Group or Individual Presentations on Intern Projects

Looking ahead to Spring...

*Leadership Checklists returned to interns.

University Policies
The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, phone 801.581.5020 (V/TDD), website (www.sa.utah.edu/ds). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Academic Policies, Procedures, & Regulations
Please refer to the University of Utah Student Handbook and University of Utah on-line catalog regarding policies and procedures for grading, attendance, course incompletes, and academic honesty. Additionally, Department guidelines for academic study may be found in the Department Student Handbook, Department website, Department program literature, or Department Policy Handbook.

Academic Honesty
Academic honesty is an expression of an ethic of interpersonal justice, responsibility, and care applicable to students, faculty, and staff. It demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. A student who engages in academic dishonesty or who violates the professional and ethical standards for the profession or discipline for which the student is preparing may be subject to academic sanctions, as defined in the University Code, including but not limited to a grade reduction, failing grade, suspension, or dismissal from the program or the University. See the University of Utah Student Handbook - University Code, Section II (www.admin.utah.edu/ppmanual/8/8-10.html) Student Standards of Academic Performance - Part C Academic Misconduct for further details.

Harassment
The University of Utah does not tolerate racial, sexual, or other forms of harassment of students, faculty, or staff. If you feel you are subject to such harassment, you should notify your instructor. If you feel you are subject to harassment by your instructor, contact the Chair of the Department of Educational Leadership & Policy - Dr. Paula Smith at 801.581.6714; or the Dean of the College of Education at 801.581.8221.

Electronic Devices
Cell phones, ipods and other electronic devices are generally not needed for class purposes and use will be limited to break time. Computer use by students is permitted.
as relevant for class purposes only: note-taking, internet searches as part of in-class assignments, presentations, etc. Exceptions should be arranged with the Instructor before class starts.

**Additional Readings**