Wheeling Jesuit University
Department of Graduate and Professional Studies
MEL580-80: Residency II - School and School System Leadership
or
Instructional Leadership (3 credit hours)

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Problem-Based Learning – Driving Question:
  How can an aspiring educator gain practical experience in an authentic, real-world setting?

Prerequisite(s):
  o Full acceptance into Global Education Master's Degree Program
  o Have past experience using the computer and working with the Internet

Course Catalog Description:
  During this course, students are placed in host K-12 schools and systems for 200 hours per semester under aegis of an instructional leadership coach who is considered to be a highly effective veteran building/system administrator. The student will gain an understanding of the authentic, day-to-day interactions in a real-world setting. Students will develop and evaluate their own professional skills through the opportunity to engage in a problem-based learning situation. This experience will allow students to engage in the reflective practitioner process as a result of immersion in the field experience.

Student Learning Objectives:
  The objective is to provide the student an opportunity to participate in experiences and services that are part of a candidate's program. Candidates will discuss their experiences on the Discussion Board and in Weekly Reflections.

Objectives	Assignments	Assessments
Gain practical experience in an area of authentic K-12 education.	Develop and evaluate goals. Weekly reflections.	Final review of goals. Weekly reflections.
Engage in self-assessment by reflecting on aspects of the internship experience.	Complete pre-assessment self review and collaborate with coach on progress. Weekly reflections.	Coach and candidate assessment reviews. Weekly reflections.
Become familiar with professional associations and literature affiliated with the services assigned.	Read assignments on blackboard and interact with class members.	Discussion Board interactions.
Become socialized into the profession of student personnel administration.	Weekly reflections. Discussion Board posts and interaction.	Weekly Reflections. Discussion Board posts.

ELCC Standards: Educational Leadership Constituent Council

ELCC Standard 1: *A district-level educational leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implementation district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.*

ELCC Standard 2: *A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.*

ELCC Standard 3: *A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that promote the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.*

ELCC Standard 4: *A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement for the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.*

ELCC Standard 5: *A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.*

ELCC Standard 6: *A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.*

ELCC Standard 7: *A district-level educational leader applies knowledge that promotes the success of every student in a substantial educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.*

ISLLC Standards: Interstate School Leaders Licensure Consortium Standard, 2008

Standard 1:   An education 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.

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

West Virginia Standards for School Leaders: (WV Board Policy 5500.3)

> Standard 1: Vision - Practiced
> Standard 2: School Culture/Instruction - Applied
> Standard 3: School Management/Environment - Practiced
> Standard 4: School Community - Applied
> Standard 5: Professional – Applied
> Standard 6: Systems - Applied

Educational Technology Standards for Administrators:
> Standard 1: Visionary Leadership – Practiced
> Standard 2: Digital-Age Learning Culture – Applied
> Standard 3: Excellence in Professional Practice – Applied
> Standard 4: Systemic Improvement – Practiced
> Standard 5: Digital Citizenship – Practiced

Standards of Professional Practice for West Virginia Superintendents, Principals, and Teacher Leaders: (WV Board Policy 5800)

Standard 1: Demonstrates Interpersonal and Collaborative Skills
Standard 2: Creates a Clear and Focused Learning Mission
Standard 3: Facilitates Rigorous Curriculum, Engaging Instruction and Balanced Assessments
Standard 4: Builds and Sustains a Positive Learning Climate and Cohesive Culture
Standard 5: Promotes Continual Professional Growth and Attracts and Retains Quality Staff
Standard 6: Acts as a Student Advocate and Creates Support Systems for Student Success
Standard 7: Manages Operations to Promote Learning
Standard 8: Connects to Families and the Larger Community
Standard 9: Effects Continuous Improvement

Instructional Methods:
Instruction in this online course will focus on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of educators. Strategies include instructor presentation of new content by "chunks," and students will actively construct knowledge during hands-on practice and problem solving, collaborative group work, written reflections, in-class presentations, small-group and whole-group discussion, analysis of readings, and application of course content to each participant's education work-place setting.

Evaluation Methods:
The types of evaluation for this course include one by the on-site instructional coach, and another evaluation by the course instructor of required reports and participation in the seminars.

Evaluation criteria for internship:
On-site instructional leadership coach evaluations
Final evaluations from on-site instructional leadership coach provided under course documents on the Residency Blackboard site will be used for your on-site experience evaluation. It is your responsibility to ensure that your on-site instructional coach has two copies of this form to complete your final evaluations. The deadline for submitting these forms to your seminar instructor are at the end of the semester.

The following is a list of written reports, assignments, and/or projects required of each student in the course as part of your seminar work evaluation. The deadlines for these are indicated on the Course Blackboard.

1. **Residency Agreement Form and Instructional Coach Forms** should be turned completed at the beginning of the semester.

2. **Goals and Objectives** will be complete by the student and will include residency goals and objectives that will guide their residency experience. This document should be prepared in consultation with your on-site instructional coach and is due to instructor via the Blackboard Assignment link.

3. **On-site evaluations** final evaluations are provided under course documents on the Residency Blackboard site will be used for your on-site experience evaluation. It is your responsibility to ensure that your instructional coach completes the final evaluations on time. The deadline for submitting these forms to your instructor is the end of the semester.

4. **Reflections and Discussion Board Interaction** should reflect the learning that is occurring during the Residency. The student will consider the impact and perspective from the level of the county/system office, building administration, teachers and students when appropriate.

5. **Final Paper and Time Log** will include a summary of activities and a final paper that includes the learning during the internship. The final paper need to include the goals and objectives for the Residency. Be certain to include your self-assessment of strengths and weaknesses, as well as suggestions for improvement of the next internship site in the area. For this report you should use as context, the goals and objectives you developed with your on-site internship coordinator, and if appropriate you may include them in this report and indicate how you met your goals and objectives and is due during final week**.**

The evaluation of the participant's learning will be based on the defined criteria for each assessment, which will be processed prior to the instructional activities and engagement with the course outcomes. Grading is based on the evaluation of student mastery of defined criteria for learner assessments.

6. **Mock Interview** will take place at the end of the course. The interview will be conducted by the instructor. The interview may be done using SKYPE, the telephone, or on onsite.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include completion of assessments, constructive participation in course work, sharing of appropriate ideas, and involvement in the inductive reasoning process, weekly reflection papers, and responses to assigned readings. Participants will contribute to the academic quality of the class.

Summative assessment includes the completion of a culminating assignment that requires the participant to synthesize class content, apply it to his or her education setting, and complete a reflective action plan for implementing the major components of content and skill acquired during the course.

At a minimum, students will be assessed in the following areas:
1. Praxis II content licensure exam (School and System Leadership Track)
2. Course content assessment
3. Ability to plan instruction
4. Residency/Field experience
5. Candidate effect on student learning

Grading:
The final grade will be determined by the percentage of points that are earned out of 400 possible.

Goals and Objectives for Residency	50 points
Discussion Board and Class Interaction	50 points
Reflections Papers	100 points
Time Verification Midterm Log	10 points
Time Verification Final Log	40 points
Summary Evaluation of Residency	50 points
Final Paper	50 points
Mock Interview	50 points
Total	**400 Points**

A	93-100	372-400
A-	90-92	360-371
B+	87-89	348-359
B	83-86	332-347
B-	80-82	320-331
C+	77-79	308-319
C	73-76	292-307

Attendance Policy:
Attendance in an online course is considered weekly active participation. This may include posting to the discussion board, submitting assignments, or completing exams in a timely manner.

Last Date to Drop the Course:
The last day of the Add/Drop Period for this semester is Friday, January 11, 2019. The last day to withdraw from this course with a grade of a **W** is Tuesday, March 26, 2019.

Disability Statement:
Wheeling Jesuit University offers students with documented disabilities individual accommodations on a case-by case basis with confidentiality in compliance with the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

In order to receive academic or physical accommodations, students with disabilities must provide current (within three years) and comprehensive documentation concerning the nature and extent of the disability and communicate their needs to the Disability Services Director, located in Ignatius Hall Room G 24 or call 304-243-4484. Students are required to meet with the director to develop accommodation plans that they will present to their course instructors at the beginning of each semester. Students with disabilities that require specific housing accommodations must contact both the Director of Residence Life and the Disability Services Director.

Ultimately, all students with disabilities are responsible for their own academic achievement. They must attend classes, complete course assignments, and fulfill all university requirements for their chosen field of study. It is up to students with disabilities to seek out available assistance on campus and to utilize individualized accommodations that promote academic success.

Academic Integrity Statement:
Students are advised that WJU's Academic Integrity Policy will strictly be enforced in this course (see www.wju.edu/studenthandbook). Questions regarding the policy may be directed to the Office of the Academic Vice-President.

Official E-mail:
An official WJU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this WJU e-mail address.

Resources:
1. Jacobs, H.H. ed. (2010). Curriculum 21. Alexandra, VA: ASCD.
2. Marzano, R. & Waters, T. (2009). District Leadership That Works. IN: Solution Tree Press.
3. Professional readings as posted.

The Academic Resource Center (ARC):
The Academic Resource Center (ARC) is a totally free academic-support service available to all enrolled Wheeling Jesuit University students and staffed almost exclusively by WJU students recommended for employment by WJU faculty. The ARC is located in Bishop Hodges Library and is open five days a week:

<div align="center">Sundays 6:00-8:00 p.m.
Mondays-Thursdays 1:00-9:00 p.m.</div>

Please visit the ARC's website (readily accessible on the Cardinal homepage under "Quick Links" or as the first listing under "Student Services") to learn about the ARC's services (emphasizing writing, math, and the sciences) and to schedule appointments.

Title IX Statement:
Wheeling Jesuit University seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment, misconduct, or assault we encourage you to report this. If you report this to a faculty member, she or he must notify our college's Title IX coordinator about the basic facts of the incident (you may choose whether you or anyone involved is identified by name). For more information about your options at WJU, please go to http://wju.edu/titleix/.