I. Course Description:

Examination of the knowledge, skills, and professional dispositions important to teacher leaders in the schools in the areas of ethics, school improvement, curriculum and instruction, advocacy, public relations, professional development, mentoring, and collaboration with an emphasis on middle level teacher leaders.

Rationale:

This version of the MLG 5390 course contains content that includes a series of modules for students to engage independently in reading module information created by the professor, interacting with peers and professor in discussions and chats for three hours (one per credit hour) each week. Students are expected to complete assignments over the course content to demonstrate knowledge of the content read. Each module includes a discussion board to which the student must post and reply to two peers and a reflective paper over the module’s content. There are two major projects in the course. Students are required to develop a plan to advocate for an issue with a timeline of activities. They will also include a presentation that describes the issue and their proposed solution. Additionally, the students are required to develop a personal leadership plan which includes a vision, description of leadership strengths and challenges, and a plan with specific goals and activities with a timeline. Students will have opportunities to interact with the professor in creating their major projects through virtual office hours. Students should expect to spend a minimum of two hours of class preparation for each credit hour outside of regular class modules.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course is aligned with the mission of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The COE theme is “preparing professional educators who positively impact learning for all students.” In the COE at Stephen F. Austin State University, we are committed to the following core values:
• **Academic excellence** through critical, reflective, and creative thinking
• **Life-long learning**
• **Collaboration** and shared decision-making
• **Openness** to new ideas, to culturally diverse people, and to innovation and change
• **Integrity**, responsibility, diligence, and ethical behavior, and
• **Service** that enriches the community.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Middle Level Education (AMLE) and 4/8 Content Standards. All content and assignments are aligned to these standards.

**AMLE Standards:**

**Standard 1: Young Adolescent Development**

Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation

**Element d. Implications of Young Adolescent Development for Middle Level Programs and Practices:** Middle level teacher candidates apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs. (PPR standard 1)

**Standard 3: Middle Level Philosophy and School Organization**

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

**Element b. Middle Level Organization and Best Practices:** Middle level teacher candidates utilize their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They demonstrate their ability to apply this knowledge and to function successfully within a variety of school organizational settings (e.g., grades K-8, 6-8, 7-12). (PPR Standards 1 and II)

**Standard 5: Middle Level Professional Roles**

Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

**Element a. Professional Roles of Middle Level Teachers:** Middle level teacher candidates understand,
reflect on, and are successful in their unique roles as middle level professionals (e.g., members of teaching teams and advisors to young adolescents). (PPR 4.9k, 4.10k, 4.12k, 4.5s, 4.6s, 4.7s, 4.8s, 4.9s, 4.10s, 4.11s, 4.14s InTASC 10g, 1e; 3a; 3n; 10m, 10n, 10t, 7e; 8c, 9d, 9m, TS3Aii, TS6Bi, TS6Bii, TS6Cii)

Element b. Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices: Middle level teacher candidates serve as advocates for all young adolescents and for developmentally responsive schooling practices. They are informed advocates for effective middle level educational practices and policies and use their professional leadership responsibilities to create equitable opportunities for all young adolescents in order to maximize their students' learning. (PR 4.17s, 4.19s InTASC 9f; 10s. TS6Diii).

Element c. Working with Family Members and Community Involvement: Middle level teacher candidates understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning. They communicate and collaborate with all family members and community partners, and participate in school and community activities. They engage in practices that build positive, collaborative relationships with families from diverse cultures and backgrounds (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). PPR 4.1k, 4.2k, 4.3k, 4.1s, 4.2s, 4.s 4.4s, 4.8k, InTASC 1c; 3n, 10d, 10q TS4Div

Element d. Dispositions and Professional Behaviors: Middle level teacher candidates demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching. (, 4.4k, 4.5k, 4.6k, 4.7k, 4.13k, 4.14k, 4.15k, 4.16k, 4.17k, 4.18k, 4.12s, 4.13s, 4.15s, 4.16s, InTASC 9j; 9o, 5c; 5k, 6v, 10l, 9b; 9n; 9o, 10r - TS6Ci, TS6Di, TS6Aiii).

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Getting Started Quiz (10 points)

1. Getting Started Quiz (10 points)
Quiz verifies you have read and understand the course syllabus and requirements.

2. Discussions (10 pts each – 110 points)
Each class member will be responsible for posting and responding to at least two other discussion posts on some aspect of learning which has taken place as a result of each module prior to the due date. Instructions for the discussions are located within the modules for which they align.

3. Individual Zoom Session – (25 points)
Each student will be required to schedule one individual zoom session with the professor during the semester. The purpose will be to discuss the two major assignments. The professor will provide feedback and answer questions.

4. Reflective Journals for each Module (10 points each – 100 points):
At the end of each module, there will be an assignment concerning the module information (usually a reflective paper) for students to self-assess and create a plan for growth in that area. Instructions for the assignment are located within the modules for which they align.

5. Advocacy or Change Project (100 points)

Each student will develop an advocacy or plan for school improvement. This will include a description of the issue, data, a plan for advocating for change, and timeline. You will also include a presentation to describe the issue and your proposed solution. Instructions for this project will be given in module 1 but will be due at the end of module 5.

5. Leadership Plan (100 points)

Each student will complete a personal leadership plan which must include 1) analysis of leadership strengths and challenges, 2) vision, 3) goals, 4) plan and timeline describing specific ways/activities to reach your goals.

7. Final Reflection/Exam (50 points)

Students will write a reflective paper assessing themselves as teacher leaders, describing their learning and growth, and plans for future growth. This is due the final day of class.

IV. Evaluation and Assessments (Grading):

Grading Scale:
- A (100-90%)
- B (89-80%)
- C (79-70%)
- F (69% or below)

In order to receive an “A” in this course, ALL assignments must be completed. Failure to complete any assignment will result in a zero for that particular assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment, regardless of the total number of points earned!

V. Tentative Course Outline/Calendar:
Assignments are due at 11:59 p.m. (CST) on Monday the week following.
<table>
<thead>
<tr>
<th>Date</th>
<th>Module and Reading Assignments</th>
<th>Discussion and Journal Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 17</td>
<td>Review these modules: Before Class Begins, Syllabus &amp; Timeline, LiveText, APA</td>
<td>Getting Started Quiz and Get Acquainted Discussion.</td>
</tr>
<tr>
<td>May 20</td>
<td>Module 1 - Introduction to Teacher Leadership</td>
<td>Wilmore – Chapters 1 Articles on importance of teacher leadership and its importance in middle level education. Levin &amp; Schrum – Chapter 1 Discussion 1, Journal 1</td>
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<tr>
<td>May 27</td>
<td>Module 3 – Professional Ethics and School Law</td>
<td>Wilmore – Chapter 3 and Law Articles – Levin &amp; Schrum – Chapter 3 Discussion 3, Journal 3</td>
</tr>
<tr>
<td>May 31</td>
<td>Module 4 – School Improvement: Culture and Student Achievement</td>
<td>Wilmore – Chapter 4 and AMLE articles – Levin &amp; Schrum – Chapter 5 Discussion 4, Journal 4</td>
</tr>
<tr>
<td>June 3</td>
<td>Module 5 – Curriculum and Instruction</td>
<td>Wilmore – Chapter 5 Discussion 5, Journal 5 Zoom Session should be completed by today!</td>
</tr>
<tr>
<td>June 7</td>
<td>Module 6 – Advocacy</td>
<td>Wilmore – Chapter 6 – Levin &amp; Schrum – Chapter 7 and Appendix B. Discussion 6, Journal 6, Advocacy/action research plan.</td>
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<tr>
<td>June 10</td>
<td>Module 7 – Communication and Public Relations</td>
<td>Wilmore – Chapter 7 – Levin &amp; Schrum – Chapter 6 Discussion 7, Journal 7</td>
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<tr>
<td>June 14</td>
<td>Module 8 – Professional Growth</td>
<td>Wilmore – Chapter 8 – Discussion 8, Journal 8</td>
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<tr>
<td>June 17</td>
<td>Module 9 – Collaborative Teaming and Leadership</td>
<td>Levin &amp; Schrum – Chapter 6 AMLE articles – Discussion 9, Journal 9 Leadership Plan due</td>
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<tr>
<td>June 21</td>
<td>Module 10 – Mentoring Other Teachers</td>
<td>Wilmore – Chapter 9 – Levin &amp; Schrum – Chapter 4 Discussion 10, Journal 10, Final reflective exam.</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Required:**


Other Resources provided in the course.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
3. Making decisions on faculty tenure, promotion, pay, and retention.

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In the COE, the course evaluation process has been simplified and is completed electronically through MYSFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information

**Attendance**

This course meets in cyberspace. Students will login to Desire to Learn (D2L) EACH day. Due to an abbreviated semester, it is imperative that students stay abreast of all assessments, assignments, chats, discussions, postings, and communications. The only way to do this is to CHECK THE COURSE at least once daily.

A student tracking system monitors courses in D2L. Evidence of daily participation, discussion postings, viewing and submitting assignments, and viewing and taking quizzes is available to the
Professionalism points will be deducted if there are modules or portions of modules that you have not completed.

**Late Work**

Assignments are due as assigned. **Late work will not be accepted except with prior arrangements from the instructor.** All work must be completed to receive an A in the course.

**Students with Disabilities (policy 6.1 and 6.6)**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Academic Integrity (policy 4.1)**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

**Academic dishonesty** includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

**Plagiarism** is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
- Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

**Student Appeals**
- A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
Withheld Grades Semester Grades (Policy 6.5)

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4

Disruptive Behavior—Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


SFASU values students' mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
Human Services Room 202
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741