Framingham State University

Course Number and Title: PRDV 70829 Cultivating Servant Leadership in the Classroom and on the Field

Credit: 1
Location: ONLINE using FSU Blackboard
Dates: Spring 2021

Instructor: Shawn Hair
Email: shawnhair@smsd.org
Phone: 816-522-4716

Course Description:

An introduction to the concept of Servant Leader in the classroom and on the athletic field. This course introduces the concept of “Officers Eat Last” and provides context of how this concept could be applied in an educational setting. When your students feel they belong, all energies are devoted to facing the common goal, problem-solving, and working together. As educators, this course provides helpful information on cultivating servant leadership within both ourselves and our students.

Course Objectives:
At the end of the course, students will be able to:

- Explore and actively engage characteristics of effective leaders through personal experiences
- Create a methodology of communicating with other educational professionals to share classroom experiences
- Identify the characteristics of servant leaders and actionable items for classroom and on the field
- Use a collaborative tool for building effective teams and fostering a Circle of Safety in educational settings
- Use educational resources and organizations dedicated to creating a positive educational environment

National Standards:
This course will apply the National Board for Professional Teaching Standards (NBPTS), and the Common Core State Standards within the individual lesson plans and projects assigned for course completion. See list below of standards attached to each Learning Objective and Outcome.

NBPTS:
1. Teachers are committed to Students and their Learning
2. Teachers Know the Subjects they teach and How to teach those Subjects to Students
3. Teachers are responsible for Managing and Monitoring Student Learning.
4. Teachers Think Systematically about their Practice and Learn from the Experience.
5. Teachers are Members of Learning Communities.

Textbook/Materials:
Internet Access
Instructor will provide all external links -


Podcast Episodes: https://simonsinek.com/InspireU#/

Content Outline:
Module 1:
Concepts:
Need to Feel Safe
Powerful Forces
Case Study:
- When Enough Was Enough
- The Big C: What is a Circle of Safety?
- Why We Have Leaders: Start with Why [https://simonsinek.com/InspireU#/classes/15194](https://simonsinek.com/InspireU#/classes/15194)

Podcast:
- Episode 16: Moving Forward

Discussion Board:
- Introduction
- Case Study Reactions
- Notes to Self
- Respond intentionally and constructively to two students

Module 2
Concepts:
Reality
Courage to do the right thing

Case Study:
- Snowmobile in the Desert
- The Boomers All Grown Up

Podcast:
Episode 10: Quiet Service
Episode 9: Courage with Guy Raz

Discussion Board/Project:
- Case Study Reactions
- Notes to Self
- Respond intentionally and constructively to two students

Module 3
Concepts:
Abstract Challenge

Case Study:
- Modern Abstraction
- Managing the Abstraction
- Imbalance

Podcast:
- Episode 14: Ethical Fading with Lenny Wong
- Episode 11: Extreme Listening with Deeyah Khan

Discussion Board:
1. Case Study Reactions
2. Notes to Self
3. Respond intentionally and constructively to two students

Module 4:
Concepts:
Destructive Abundance
I Want an Oompa Loompa Now!

Case Study:
- Leadership Lesson: So Goes the Culture, So Goes the Classroom
- Leadership Lesson: So Goes the Leader, So Goes the Culture
- Leadership Lesson: Integrity Matters
- Leadership Lesson: Friends Matter

Podcast:
- Episode 12 - Challenging Authority with Cameron and Tyler Winklevoss
Discussion Board/Project
- Case Study Reactions
- Notes to Self
- Respond intentionally and constructively to two students

Final Project
Concepts:
At the Center of All Our Problems Is Us
Becoming a Leader

Podcast:
- Episode 8: Gratitude with Carolyn Adams
- Episode 15: A Lot of Optimism

Discussion Board/Projects:
- APA Style Summary of Learning (Directions posted in Blackboard)
- Case Study Reactions (these are discussion board reflections)
- Respond intentionally and constructively to two students

Assessment: (Please see attached rubrics)
Class Participation Modules (Reading Response Rubric) 60%
Case Study Reflections 20%
Final Discussion Board Essential Questions 20%

Grading Scale:
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% to 94%</td>
<td>A</td>
</tr>
<tr>
<td>93% to 90%</td>
<td>A-</td>
</tr>
<tr>
<td>89% to 87%</td>
<td>B+</td>
</tr>
<tr>
<td>86% to 84%</td>
<td>B</td>
</tr>
<tr>
<td>83% to 80%</td>
<td>B-</td>
</tr>
<tr>
<td>79% to 77%</td>
<td>C+</td>
</tr>
<tr>
<td>76% to 70%</td>
<td>C</td>
</tr>
</tbody>
</table>

ACADEMIC HONESTY POLICY:
Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student’s oral and written, technical and artistic work.

Academic Accommodations Policy:

COURSE RUBRICS:
Participation Rubric:
There are seven modules. You will receive a participation grade for each module. The scoring is as follows:

3 You participated in all components of the module.
2 You participated in most components of the module.
1 You participated in some components of the module.
0 You did not participate in the module.

The sum of your 7 participation grades will determine class participation grade.
**Discussion Rubric:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>You thoroughly participated in the discussion (3 or more posts). Your contributions were relevant to the posted topic(s), detailed &amp; keep the conversation moving.</td>
</tr>
<tr>
<td>2</td>
<td>You participated in the discussion (2 posts). Your contributions were relevant to the posted topic(s), &amp; helped keep the conversation moving.</td>
</tr>
<tr>
<td>1</td>
<td>You participated in the discussion (1 post). Your contributions were somewhat relevant to the posted topic(s).</td>
</tr>
<tr>
<td>0</td>
<td>You did not participate in the discussion.</td>
</tr>
<tr>
<td>Servant Leadership on the Field and in the Classroom</td>
<td>Poor - 1</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Summary Skills</strong></td>
<td>Summary is very short; key information is missing and minor details are given too much attention.</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Summary does not restate purpose, key arguments, facts, and figures.</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>Format lacks title and information about the source.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Summary’s organization follows no logical or coherent order.</td>
</tr>
<tr>
<td><strong>Audience Awareness</strong></td>
<td>Information is not tailored toward an executive-level audience. Summary teases reader.</td>
</tr>
<tr>
<td><strong>Grammar and Mechanics</strong></td>
<td>Errors make the summary unreadable.</td>
</tr>
</tbody>
</table>