

**Professional Education Unit
Department of Foundational and Graduate Studies in Education**

**Leadership for School Program Improvement
EDIL 650 ONLINE Spring 2010**

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Office Hours: Tuesday 9 a.m.—4:00 p.m. (by appointment)

Course Description:

A study of how school leaders guide, facilitate, and support curriculum, instruction, and assessment and create a learning environment that promotes student achievement. Included are studies of techniques used for developing and implementing staff development programs.

Required Field Experience Hours: N/A

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs)

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

1. Explore various avenues of school self-assessment, and strategies for school improvement.
2. Explore research on effective leadership and organizational change.
3. Network “best practices” from local schools and districts via the Internet.
4. Examine strategies that model positive relationships in the school environment.
5. Demonstrate an understanding of the variety of areas of responsibility in the school leadership setting, and how they connect to and support student achievement.
6. Develop an awareness and appreciation of the importance of ethical leadership in leading an organization.
7. Develop an awareness and appreciation of skills needed to effectively develop individuals and teams within the organization.
8. Demonstrate an understanding of how to transform a school in meeting the diverse needs of the school community.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs

Foundational and Graduate Studies in Education: EDIL 650--Leadership for School Program Improvement				
Aligned with▶				
Assessment▼ (point values)	ISLLC Interstate School Leaders Licensure Consortium Standards	KERA/KDE Initiatives Learner Goals based on Academic Expectations; Program of Studies Core Content; Standards and Indicators for School Improvement (SISI); MUNIS & KTIP; SBDM, Special ED law and ARC	EBSB Themes/ NCATE Diversity (with specific attention to exceptional children including the gifted and talented, cultural and ethnic diversity); Technology Literacy Education; School Safety Education	TSSA Technology Standards for School Administrators

EDIL 650 A-1 Biographical info; global leaders Pp; intro to Green text (20) CFO: 1,4 SLO: 2,7,8	1, 6	SISI 7	Cultural diversity NCATE: 1	*With distance learning courses, the online experience weaves TSSA throughout the semester
EDIL 650 A-2 Preparing Leaders for 21 st Century Schools; principal interview (20) CFO: 1, 5 SLO: 2,4	1-6	KERA Goals 1- 6; SISI 1-9	Technology literacy NCATE: 1,3	1-6
EDIL 650 A-3 Leading with an Understanding of Self; self- assessment/assessing your school (20) CFO: 1,2,3 SLO: 1,4,6,7	5	KERA Goals 3- 6; SISI 2, 4	All NCATE: 1	2
EDIL 650 A-4 Leading with an Understanding of Others; classroom teacher of the 21 st Century (20) CFO: 1,3 SLO: 1,2,4,6,7	2, 5	KERA Goals 3- 6; SISI 1-4	Diversity NCATE: 1,4	
EDIL 650 A-5 Social Interaction in Schools; servant leadership/emotional intelligence factor (20) CFO: 1,3,4 SLO: 2,4,5,7,8	2,3,4	KERA Goals 3- 6; SISI 7	Diversity NCATE: 1,4	
EDIL 650 A-6 The 360 Leader 1 & 2; The 360 Leader 3 & 4 (20) CFO: 1,3 SLO: 2,4,5,6,7	1-6	KERA Goals 3- 6; SISI 7	Diversity NCATE: 1,4	
EDIL 650 A-7 The 360 Leader 5 & 6; the role of the superintendent (20) CFO: 1,3, 5 SLO: 2,4,5,6,7	1-6	KERA Goals 3- 6; SISI 7, 8, 9; MUNIS; KTIP;	Diversity	

		SBDM; Special ed laws	NCATE: 1,4	
EDIL 650 A-8 The Servant Leader and High School Change book—part 1; from success to significance (20) CFO: 1, 2, 3, 4 SLO: 2,4,5,6,7, 8	2-6	KERA Goals 3-6; SISI 4-9	NCATE: 1	
EDIL 650 A-9 School change book part 2; empowering and equipping (20) CFO: 1,3,4 SLO: 4-8	1-6	KERA Goals 3-6; SISI 1, 3, 4, 5, 7-9	School safety education (harassment) NCATE: 1	
EDIL 650 A-10 School change book part 3; project 1: Improving your school (35) CFO: 1,3 SLO: 4-8	1-6	KERA Goals 1-6; SISI 1, 3-9	School safety education (harassment) NCATE: 1	
EDIL 650 A-11 The student of the 21 st Century; Perspectives on School Structure; time management (20) CFO: 1 SLO: 1,2,7,8	1,3,5,6	KERA Goals 1-6; SISI 8, 9	NCATE: 1	
EDIL 650 A-12 Culture; The Principal's Role: Quality Teachers (20) CFO: 1,2,3 SLO: 1,2,4,5,6,7	2,3,5	SISI 3, 4	Culture	
EDIL 650 A-13 Developing Relationships for Effective Leadership in Schools; student accountability; professional learning communities (20) CFO: 1,2,3 SLO: 1-8	4,5,6	SISI 2, 4, 6; Assessment	NCATE: 1	

EDIL 650 A-14 Leadership Practices and Educational Renewal; core values (20) CFO: 1,2,3 SLO: 2,3,4,6,7, 8	1-6	SISI 7; Assessment	Diversity NCATE: 1,4	
EDIL 650: A-15 Project 2: Visit or interview a school outside your district—diversity focus; Instructional Leadership Into Practice: A Model for School Improvement (35) CFO: 1,2,3,5 SLO: 1,2,3,5,7,8	1-6	KERA Goals 1- 6; SISI 1-9	Diversity NCATE: 1,3,4	
EDIL 650: A-16 Final Project: On campus--principals’ panel discussion; alternate paper due as option for ‘on campus’ principals’ panel discussion (40) CFO: 1-5 SLO: 1,2,4,5,6,7,8	1-6	SISI 1-9	Diversity; literacy education NCATE: 1,4	1-6

Assignment/Assessment Descriptions

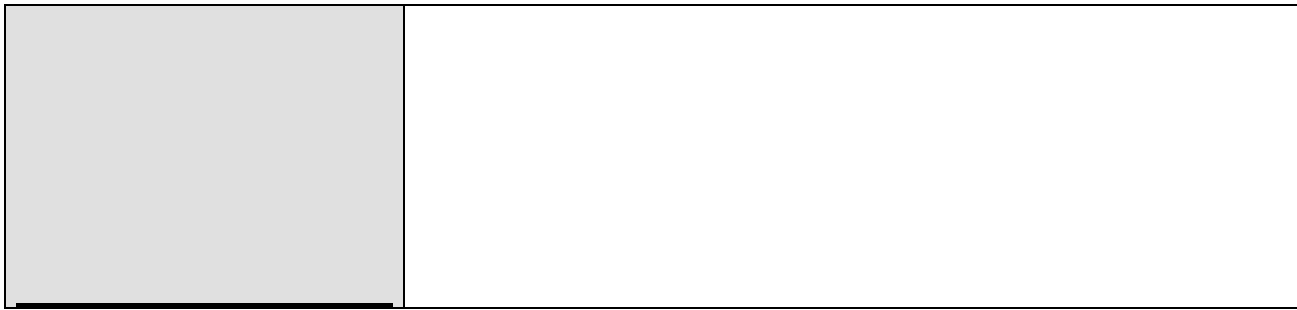
Foundational and Graduate Studies in Education: EDIL 650--Leadership for School Program Improvement	
Assessment (point value)	Description (Candidates are to check ‘discussion board’ on Blackboard for more detailed information regarding all assignments/assessments)
EDIL 650—A1 Week 1 Personal biographical info (10 points)	Post on Blackboard your personal biographical info, and read about your colleagues in this class as well by viewing their ‘bios’. (After week one, you will be assigned small groups for your Bb work).

<p>Week 1 (continued)</p> <p>Global leaders PowerPoint; intro to text (10 points)</p>	<p>Discuss on Bb the Global leaders Pp, and the preface and intro from the Green text (The Four Dimensions of Principal Leadership). Bb reflections will continue with every assignment throughout term.</p>
<p>EDIL 650—A2 Week 2</p> <p>Preparing leaders for 21st Century schools (10)</p> <p>Principal interview (10)</p>	<p>1. Read chapter 1 from the Green text, and discuss in your small group. Also, reply to at least two other posts in your group. From this point on, a minimum of two ‘reply’ posts are due for all assignments throughout the semester. Chapter summaries should be a minimum of six well developed paragraphs (more is fine), and replies to other posts in your group should be a minimum of 200 words.</p> <p>2. Interview a current school principal, and (as always) share your findings on Bb. See TSSA (Technology Standards for School Administrators) included on Bb, and include this resource in your interview.</p>
<p>EDIL 650—A3</p> <p>Week 3</p> <p>Leading with an Understanding of Self (10)</p> <p>Self-assessment/assessing your school (10)</p>	<p>1. Read Ch. 2 from the Green text, and discuss.</p> <p>2. Answer the audit questions, and reflect on your findings. See audit questions/tools; EPSB (Educational Professional Standards Board) themes on Bb. Include the ESPB themes in your discussion.</p>
<p>EDIL 650 A-4 Week 4</p> <p>Leading with an Understanding of Others (10)</p> <p>Classroom teacher of the 21st Century (10)</p>	<p>1. Read Ch. 3 from the Green text, and discuss. (In these chapter reflections, use the style that works best for you. Summaries are fine, as long as you don’t simply regurgitate word for word directly from the text. Further reflecting on the overriding ‘big ideas’ in the chapter is also fine. Use a format that best assists you in grasping the key themes from the material.</p> <p>2. See Ky. SISI document on Bb (Kentucky’s Standards and Indicators for School Improvement), and share your reflections on what the teacher of the 21st Century needs to grasp in terms of skills, dispositions, other attributes of a gifted teacher.</p>

<p>EDIL 650 A-5</p> <p>Week 5</p> <p>Social Interaction in Schools (10)</p> <p>Servant leadership/emotional intelligence factor (10)</p>	<ol style="list-style-type: none"> 1. Read Ch. 4 from the Green text, and discuss. 2. View the Blanchard Pp resource, and the other resources that are posted in Bb. Discuss.
<p>EDIL 650 A-6</p> <p>Week 6</p> <p>The 360 Leader 1 & 2 (10)</p> <p>The 360 Leader 3 & 4 (10)</p>	<ol style="list-style-type: none"> 1. Read the first two sections of Maxwell's The 360 Leader, and discuss. 2. Read the third and fourth sections of the Maxwell book, and discuss.
<p>EDIL 650 A-7</p> <p>Week 7</p> <p>The 360 Leader 5 & 6 (10)</p> <p>The role of the superintendent (10)</p>	<ol style="list-style-type: none"> 1. Finish the Maxwell book, and discuss. 2. Interview a school district superintendent, and include questions on these KERA themes (MUNIS, KTIP, SBDM, and special ed).
<p>EDIL 650 A-8</p> <p>Week 8</p> <p>School change (10)</p> <p>From success to significance (10)</p>	<ol style="list-style-type: none"> 1. Read the first third of the book The Servant Leader and High School Change. Discuss. 2. View the attached Pp in Bb, and discuss.
<p>EDIL 650 A-9</p> <p>School change (10)</p>	<ol style="list-style-type: none"> 1. Read the middle section of the book on HS change, and

<p>Empowering and equipping (10)</p>	<p>discuss</p> <ol style="list-style-type: none"> 2. View the Pp on Bb, and discuss.
<p>EDIL 650 A-10</p> <p>School change (10)</p> <p>Project 1: Improving your school (25)</p>	<ol style="list-style-type: none"> 1. Finish the book on HS change, and discuss. 2. Develop a PowerPoint project that outlines your recommendations for improving your school. Be specific, utilizing the resources we have covered in this course thus far, as well as other data. See Bb for details.
<p>EDIL 650 A-11</p> <p>The student of the 21st Century (10)</p> <p>Perspectives on School Structure; time management (10)</p> <hr/> <p>EDIL 650 A-12</p> <p>Culture (10)</p> <p>The Principal's Role: Quality Teachers (10)</p>	<ol style="list-style-type: none"> 1. See KERA initiatives resource on Bb (learner goals and academic expectations, program of studies, core content), and integrate these into your discussion. 2. Read Ch. 5 from the Green text, and discuss; see attachments on Bb. <hr/> <ol style="list-style-type: none"> 1. View resources on Bb, and discuss. 2. Read Ch. 6 from the Green text, and discuss.
<p>EDIL 650 A-13</p> <p>Developing relationships for effective leadership in schools (10)</p> <p>Student accountability; professional learning communities (10)</p>	<ol style="list-style-type: none"> 1. Read Ch. 7 from the Green text, and discuss. 2. See DuFour resource, other resources on Bb, and discuss.

<p>EDIL 650 A-14</p> <p>Leadership Practices and Educational Renewal (10)</p> <p>Core values (10)</p>	<ol style="list-style-type: none"> 1. Read Ch. 8 from the Green text, and discuss. 2. See the resources on Bb, and discuss.
<p>EDIL 650 A-15</p> <p>Project 2: Visit or interview a school outside your district—diversity focus (25)</p> <p>Instructional Leadership Into Practice: A Model for School Improvement (10)</p>	<ol style="list-style-type: none"> 1. See ‘scenario’ Pp in Bb, and tie this into your summary and discussion of this visit. Pay special attention on your visit to the various diversity strengths and gaps at this school. 2. Read Ch. 8 from the Green text, and discuss.
<p>EDIL 650 A-16</p> <p>Final Project: On campus--principals’ panel discussion (40)</p> <p>Alternate paper due as option for ‘on campus’ principals’ panel discussion (40)</p>	<p>Bring your school or district SISI document as part of this final project. This session will be interactive. Be prepared to ask questions and to participate in the discussion.</p> <p>Review of semester’s readings/assignments/discussion. This final project option is to be a 15 page paper that provides a thorough overview of the course in an executive summary format.</p>
<p>Assignments posted according to deadlines throughout the semester (30)</p>	<p>Weekly assignments will be reviewed by the instructor, with scores and feedback given promptly. Late work does effect the weekly grade, and your overall tendencies in the area of promptness will be factored into the final grade for the semester. Last minute work effects the quality of your group’s dynamics and flow of the course.</p>



Method of Evaluation:

The grade of "B" indicates that all requirements are met with work at an above average level for graduate students. The grade of "A" indicates that all requirements are exceeded with superior quality work. All assignments must be completed and submitted by the final day of the course term. *Note: Students must complete and submit all assignments in order to earn an "A" regardless of the number of points earned on assignments submitted.* Grades will be calculated as follows:

- 1. Assigned forums (20 points per week x 13; 2 weeks at 10 points--the forums on weeks projects are due count as 10 points) 280 pts
 - 2. Project 1 and 2 (25 points each) 50 pts
 - 3. Final (40 points) 40 pts
 - 4. Work turned in by noon for the day assigned (30 points) 30 pts
- Total possible points 400

A is 90-100% range; B is 80-90% range; below 80% of 400 is a C

Grading Scale

360 -- 400	A	280--320	C
320 -- 360	B	Below 280	No Credit

Texts and Related Materials:

Green, Reginald L. (2009). The Four Dimensions of Principal Leadership. Boston: Pearson

Maxwell, John C. (2005). The 360 Leader. Nashville: Thomas Nelson.

Wallace, Rocky (2008). The Servant Leader and High School Change. Lanham, Maryland: Rowman & Littlefield Education.

Method of Instruction:

This course is designed to be reflective, with students taking responsibility for completing assignments in a timely manner and using the assignments for application of responsibilities facing today's administrators. Most of the interaction between students and the instructor will be completed electronically.

Submitting Assignments:

When submitting assignments please note the following:

Assignments should be submitted on Blackboard no later than **NOON** on the day they're due (Wednesday).

Attendance: This is an on-line course. It is **STRONGLY** encouraged that students adhere to the timeline when submitting assignments. This has a two-fold purpose. First of all, assignments cannot receive the maximum points possible unless they are submitted by the due date. Secondly, submitting assignments on time is a reflection of the student's ability to adhere to deadlines (an important characteristic for leaders) and it prevents the student from being overwhelmed, trying to complete too many assignments at the last minute.

Makeup Work Policy: Work must be completed on time to receive consideration for the maximum number of points available. If assignments are not completed by the due dates, students are still encouraged to submit completed work for partial credit. *Please notify the instructor in advance if for some reason work cannot be submitted by the time and date it is due. Arrangements will be made for extenuating circumstances. *In rare instances, students will fall behind for more than one week, leaving out several assignment responsibilities. In these circumstances, it may be necessary to drop the course, take an "I" for the semester, or complete a comprehensive executive summary project for the professor to validate that the student has grasped the material that the other students have mastered for the course.

Portfolio Statement:

ONE exit portfolio is required for all students in all educational leadership courses. The artifacts in the portfolio are a reflection of YOU as an educational leader. For each of your EDIL courses you will see assignments marked with a "***P***" suggesting that the work completed for that assignment be included in the portfolio. As you work your way through MSU's educational leadership programs you should NOT develop a separate portfolio for each program. Rather, the initial portfolio is updated to include work completed in subsequent programs and the updated artifacts should show a growing knowledge and maturity in skills as an educational leader.

Academic Honesty:

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA):

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement: N/A for online course

Library Resources: In addition to what is available in the campus library, students can access online information sources through the MSU Camden-Carroll Library Services homepage at <http://www.morehead-st.edu/units/library>. These resources include a variety of full-text databases that provide complete article texts from thousands of journals, magazines, and newspapers. Access to all databases is permitted through: At the top of the Search page, click on “Patron” and enter your Social Security number and Last Name. If your name, address or telephone number listed there are incorrect, please call Access Services at (606) 783-5490.

Course Calendar

**EDIL 650
Spring, 2010 Tentative Daily/Weekly Schedule**

Date	Topic	Readings	Assignments Due
Week 1 Jan. 11	Biographical info posted	*Read bios of classmates on Blackboard (see ‘discussion board’) **Due by noon Wednesday	Wednesday noon of each week unless noted. The original post for each assignment should be recorded on Blackboard earlier (the weekend, Mon., Tues.), giving colleagues time to respond to your work.
Week 1	Global leaders	Global leaders Pp; preface and intro from Green text; Bb reflections (will continue with every assignment throughout term)	
Week 2 Jan. 18	Preparing leaders for 21 st Century schools	Ch. 1 from Green text; Bb reflections (are included in all weekly reading assignments)	
Week 2	Principal interviews	See Bb; see TSSA (Technology Standards for School	

		Administrators) and include this resource in your interview	
Week 3 Jan. 25	Leading with an understanding of self	Ch. 2 from Green text	
Week 3	Self assessment/assessing your school	See audit questions/tools; EPSB (Educational Professional Standards Board) themes on Bb	
Week 4 Feb. 1	Leading with an understanding of others	Ch. 3 from Green text	
Week 4	Classroom teacher of the 21 st Century	See Ky. SISI document on Bb (Kentucky's Standards and Indicators for School Improvement)	
Week 5 Feb. 8	The social interaction in schools	Ch. 4 from Green text	
Week 5	Servant leadership/emotional intelligence factor	See Blanchard Pp; other resources on Bb	
Week 6 Feb. 15	The 360 leader—leading up, across, down	Maxwell's book—sections 1 & 2	
Week 6	The 360 leader	Maxwell's book—sections 3 & 4	
Week 7 Feb. 22	The 360 leader	Maxwell's book—sections 5 & 6	
Week 7	The role of the superintendent	See Bb; focus questions on KERA themes (MUNIS, KTIP, SBDM, special ed)	
Week 8 March 1	School change	First third of Wallace book	
Week 8	Success to significance	See Pp on Bb	
Week 9 March 8	School change	Middle section of Wallace book	

Week 9	Empowering and equipping staff	See Pp on Bb	
Week 10 March 15	School change	Final section of Wallace book	
Week 10	Project 1: Pp on improving your school	See Bb	
Week 11 March 22	The student of the 21 st Century	See KERA initiatives resource on Bb (learner goals and academic expectations, program of studies, core content)	
Week 11	Perspectives on school structure; Time management	Ch. 5 from Green text See resources on Bb	
Week 12 March 29	Culture	See tool on Bb	
Week 12	The principal's role—quality teachers	Ch. 6 from Green text	
Week 13 April 12	Developing relationships for effective leadership in schools	Ch. 7 from Green text	
Week 13	Student accountability; professional learning communities	See Bb	
Week 14 April 19	Leadership practices and educational renewal	Ch. 8 from Green text	
Week 14	Core values	See Bb	
Week 15 April 26	Project 2: Visit or interview a school outside your district—diversity focus	See 'scenario' Pp in Bb	
Week 15	Instructional leadership into practice: a model for school improvement	Ch.9 from Green text	

Week 16 May 3	Final: 'On campus' principals' panel discussion	Bring Ky.'s SISI document with you for this session	Monday, May 3, 5-6:30 PM
Week 16	Alternate paper due as option for 'on campus' principals' panel discussion	Review of semester's readings/assignments/discussions	

* See weekly assignments on Blackboard, and after week one, post in your small group.

** All work is due no later than noon of due date.

MOREHEAD STATE UNIVERSITY
College of Education
Foundational and Graduate Studies in Education

EDIL 650 – Leadership for School Program Improvement

Spring 2010

INITIAL EACH STATEMENT INDICATING THAT YOU'VE READ THE STATEMENT AND UNDERSTAND IT. PLEASE SIGN, DATE, AND RETURN THE ENTIRE FORM TO THE ADDRESS SHOWN BELOW.

- _____ 1) I have read the entire syllabus.
- _____ 2) I am aware of the course expectations, requirements for the course, and dates and time assignments are due.
- _____ 3) I have checked my e-mail address found in Blackboard and have either corrected it, or verified that it's correct.
- _____ 4) I am aware that I have a MSU e-mail account, that MSU periodically sends important messages via e-mail, and I agree to check my MSU e-mail account at least once per week.
- _____ 5) I understand that in order to be recommended for completion of the Masters in School Administration (and corresponding rank change) that I must pass the Kentucky Principals' Test and the School Leaders Licensure Assessment (sometimes called the ISLLC exam).

6) Put your initials before either a, b, c below as appropriate:

_____ a) I was admitted to the educational leadership program prior to August 1, 2004 and therefore I am exempt from the exit portfolio requirement.

_____ b) I was admitted to the educational leadership program after August 1, 2004 and I am aware of the exit portfolio requirement.

_____ c) I have not been admitted to an educational leadership program.

_____ 7) I understand MSU's educational leadership program's plagiarism policy, what constitutes plagiarism, and that students caught plagiarizing will not be recommended for program completion. (Please read the course syllabus and contact the course instructor for additional information.)

Student's Signature

Date Signed

Please return no later than the end of week two of the semester to:

Rocky Wallace

Morehead State University

GH 501

Morehead, KY 40351