



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Department of Educational Leadership, Evaluation, and Organizational Development:
Educational Administration Leadership

Course Number and Title:

LEAD 633 - Systems and Structures for School Improvement

Lead Instructor: Dr. Deborah Powers

Semester Instructor:

Office Hours:

Phone:

E-mail Address:

Catalog Description:

Candidates learn the functions of operational vision and mission, school improvement tools and processes, procedures and structures. Attention is given to the accreditation tools in use in Kentucky as well as the tools for state-required diagnostic reviews for underperforming schools.

Course Purpose:

To examine research and practices regarding high performance and high-reliability organizations and to critique and revise systems and structures that ensure high levels of student learning and equity for all stakeholders through monitoring both educational inputs and outputs. Emphasis will be placed on the collection of relevant data and how to effectively utilize them to advance positive school improvement.

Course Content Overview:

ELFH 633 is designed as the second course in a 10-course sequence leading to candidacy for principal licensure in the Commonwealth of Kentucky. Aimed at building the capacity of candidates to analyze and operationalize comprehensive systems to support teaching and learning, this course exposes candidates to systems thinking, data collection and analysis, and results-driven strategic planning, including monitoring systems and providing how to revise the work leading to continuous improvement cycles.

Maintaining the focus of creating equitable access to resources and the equitable opportunity to employ those resources as appropriate, this course challenges candidates to examine current practices, analyze their findings, and propose solutions to enhance existing programs aimed at creating more comprehensive systems of support.

Action research continues through this course by candidates providing context for their proposed problem of practice in the form of an executive summary mirroring the requirement by the Kentucky Department of Education through the Cognia platform and the development of an annotated bibliography leading to a more thorough review of current literature around the candidate's problem of practice, previously identified in ELFH 608.

The clinical experience requires the candidate to work in collaboration with the principal and/or the leadership team of the building to assess a schoolwide need related to supporting teaching and learning and then lead a task force or committee through the PDSA (Plan, Do, Study, Act) process resulting in the recommendation of a 30/60/90 Day Plan to operationalize their recommendations.

Course Objectives:

- Establish the frameworks and protocols necessary to allow candidates to develop cycles of continuous improvement for systems supporting teaching and learning. (PSEL 10: B, C, D, E, F, G, H, I, J)
- Provide candidates with the tools and knowledge necessary to assess, analyze, recommend, and operationalize improvements to systems supporting teaching and learning. (PSEL 1: E and PSEL 4: A, B and PSEL 9: A, B and PSEL 10: A, B, C, D, E, F, H)
- Ensure candidates focus on the needs of students as central to their continuous improvement mindset. (PSEL 1: A and PSEL 2: C and PSEL 3: D and PSEL 9: B and PSEL 10: A)
- Promote the mindset of teaching and learning as the business of schools by establishing comprehensive systems of support to ensure learning takes place in an equitable, inclusive environment promoting the academic success and emotional well-being of each student. (PSEL 2: C and PSEL 3: D, G and PSEL 4: A, B and PSEL 9: B, I, J and PSEL 10: A, I)

Required Texts & Readings:

Datnow, A., & Stringfield, S. (2000). Working together for reliable school reform. *Journal of Education for Students Placed at Risk (JESPAR)*, 5(1), 183–204.

Fullan, M., & Quinn, J. (2016). *Coherence: The right drivers in action for schools, districts, and systems*. Thousand Oaks, CA: Corwin.

Lindsey, R. B., Robins, K. N., Terrell, R. D., & Lindsey, D. B. (2019). *Cultural proficiency: a manual for school leaders*. Thousand Oaks, CA: Corwin.

Materials as assigned through BlackBoard for discussion.

Relevant Professional Standards Met by Course:

Standard 1: Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

- 1A. Develop an educational mission for the school to promote the academic success and well-being of each student.
- 1D. Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- 1E. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

Standard 2: Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- 2C. Place children at the center of education and accept responsibility for each student's academic success and well-being.

Standard 3: Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

- 3D. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- 3G. Act with cultural competence and responsiveness in their interactions, decision making, and practice.

Standard 4: Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

- 4A. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high

expectations for student learning, align with academic standards, and are culturally responsive.

- 4B. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and a healthy sense of self.

Standard 9: Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

- 9A. Institute, manage and monitor operations and administrative systems that promote the mission and vision of the school.
- 9B. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- 9C. Seek, acquire, and manage fiscal, physical, and other resources to support the curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- 9E. Protect teachers' and other staff members' work and learning from disruption.
- 9F. Employ technology to improve the quality and efficiency of operations and management.
- 9G. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- 9I. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- 9J. Develop and manage productive relationships with the central office and school board.
- 9K. Develop and administer systems for fair and equitable management of conflict among students, faculty, and staff, leaders, families, and community.
- 9L. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Standard 10: School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

- 10A. Seek to make school more effective for each student, teachers and staff, families, and the community.
- 10B. Use methods of continuous improvement to achieve the vision, fulfill the mission and promote the core values of the school.
- 10C. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and

accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

- 10D. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- 10E. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- 10F. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- 10G. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- 10H. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- 10I. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, the process for, and outcomes of improvement efforts.
- 10J. Develop and promote leadership among teachers and staff for inquiry, experimentation, and innovation, and initiating and implementing improvement.

PSEL Standard	A	B	C	D	E	F	G	H	I	J	K	L
1 Mission, Vision, and Core Values	A	A		A	A							
2 Ethics and Professional Norms		A										
3 Equity and Cultural Responsiveness			I/A	I/A	I/A			I/A				
4 Curriculum, Instruction, and Assessment	I/A	I/A										
9 Operations and Management	I/A	I/A	I/A		I/A	I/A	I/A		I/A	I/A	I/A	
10 School Improvement	I/A/M	I/A/M	I/A/M	I/A/M	I/A/M	I/A/M	I/A/M	I/A/M	I/A/M	I/A/M	I/A	

Required Course Modules:

Module One: Vision and Mission Operationalized

Topics

- Creating Structures and Systems to support the vision and mission

- Ensuring healthy organizations through High-Reliability Organizations work

Standards Addressed

PSEL 1: A, D, E

PSEL 3: E, H

Learning Targets

- Students will review the organizational vision and mission through the lens of equity of access and opportunity for the student subgroups in the building.
- Students will compare organizational strategic plans and practices to the characteristics of High-Reliability Organizations research.

Assessment-- Anchor Task for Embedded Research: Locate the folder on Blackboard with the High-Reliability Organization materials. Read the included articles for background information.

Using the Datnow/Stringfield article found posted on Blackboard titled Working Together for Reliable School Reform (2000) as a guide to HROs in an educational setting, assess in narrative format the health of your current organization (school) against the five characteristics of High-Reliability Organizations (HRO). For each of the five characteristics, provide artifacts that support your assessment narrative.

Your narrative should follow appropriate APA guidelines as outlined in the syllabus.

Module Two: Systems Thinking

Topics

- PDSA Protocol
- 30/60/90 Day Planning
 - Review and Revision
 - Impact and Implementation Checks
- Data Collection tools and systems
- Data Analysis Protocols

Standards Addressed

PSEL 9: A, F, G

PSEL 10: A, B, C, D, G, H, I, J

Learning Target

- Students will act as agents of continuous improvement through the use of systems-based planning tools and protocols

Embed Micro-Credential
“Adopting a Systems Approach to School Improvement”

Module Three: Instructional Systems to Support Teaching and Learning

Topics

- Master Scheduling
- Intervention for remediation and extension
- Professional Learning Communities
- Teacher Mentor Cadres
 - Instructional Coaching, Introduction for Systems
 - Preparing for Substitute Teachers
- Parent and Community Engagement
- Behavior and Wrap-Around Services

Standards Addressed

- PSEL 3: D
- PSEL 4: A, B
- PSEL 9: B, C, E
- PSEL 10: E, F

Learning Targets

- Students will view all aspects of instruction and instructional supports through the lens of establishing sustainable systems designed to promote student learning
- Students will analyze current systems in their respective schools and make recommendations to enhance the use of systems in the day to day instructional and instructional support operations of the school.
- Students will analyze the impact of student behavior and student misbehavior on academic success.

Module Four: Management Systems to Support Safe Schools

Topics

- Food Services
- Lockers—you would be surprised!
- Bus Zones
- Arrival and Departure
- Late Arrivals
- School Safety Systems
- Fire, tornado, earthquake, neighborhood threat, active shooter
- Teacher/Student safety-bullying, suicide prevention, confidentiality

Standards Addressed

- PSEL 9: A, B, C, F, G, K
- PSEL 10: A, D, E, G, H, I, J

Learning Targets

- Students will examine current managerial practices through the lens of safe schools.
- Students will determine research-based and/or research-evidenced practices for comprehensive school safety planning.
- Students will evaluate current school building policies and/or practices around mental health services available to students and staff.

Clinical Anchor Task: Assess the current system supporting the management of safe schools in your building.

Meet with the individual(s) in your building responsible for each of the areas outlined in the module. Gather the evidence/artifacts appropriate to each area discussed as you meet with the person(s). Determine their level of knowledge as to the existence of a system of support for safe schools.

Develop a presentation following the initial guidelines for the PDSA (Plan, Do, Study, Act) protocol that will serve as a recommendation to the principal that would strengthen the systems of support for the management of safe schools in your building. Narrow your presentation to no more than three actionable items that would improve the current system. Include a proposed timeline in the form of a 30/60/90 day plan.

Module Five: School Improvement Planning

Topics

- Is there an ethical element to school improvement planning?
- Weekly, monthly, semester, annual, long-term improvement planning
- State Requirements
- Building internal systems for improvement by establishing protocols and routines
- Stakeholder Involvement—it's more than a survey
- Self-Study

Standards Addressed

- PSEL 2: B
- PSEL 3: D, E, H
- PSEL 4: A, B
- PSEL 9: A, C, F, G, H, I, J, K
- PSEL 10: A, B, C, D, E, F, G, H, I, J

Learning Targets

- Students will analyze the ethical responsibilities around equitable access and opportunity for all students and staff through school improvement planning processes and protocols.

- Students will conduct a self-study of one aspect of school life (instruction, management of systems, school safety, wrap-around services, etc) using the tools discussed in class.
- Students will develop an annual calendar to support continuous school improvement planning and delivery activities
- Students will analyze school-based communication with stakeholders

Module Six: Decision Making

Topics

- Using data to inform and drive decision making
- Management and Coaching of data teams
 - 24 ways to kill a good idea
 - Building and sustaining effective teams

Standards Addressed

- PSEL 9: F, G, K
- PSEL 10: A, D, E, F, G, H, I, J

Learning Targets

- Students will investigate data collection and analysis tools to drive decision-making practices and protocols.
- Students will develop tools and enhance their ability through class activities to build and sustain more effective teams.
- Students will create a personal toolkit to help coach individuals and teams through challenging conversations.

Action Research Anchor Task: Using the Mertler text as your guide, refer to the information on page 139, Step 2-Gathering Information and Step 3-Reviewing the Related Literature. Build on the work in the Research Anchor Task around HROs as you gather your information from document reviews, site visits, observations, and/or discussions with colleagues. Record your information using whatever organizational tool works best for you (excel, smart sheet, etc.).

Once you have completed step 2 above, move to step 3, Reviewing the Related Literature. As you examine the field of study for your selected topic, add to your annotated bibliography with the addition of at least four new articles and/or studies you determine appropriate for your topic of study. Follow the same formatting as your previous annotated bibliography entries.

Module Seven: Accreditation and other external reviews

Topics

- Requirements
- Process
- Opportunity
- School Improvement Planning Impacts

- Short Term
- Long Term

Standards Addressed

- PSEL 1: B
- PSEL 2: A
- PSEL 3: C, E
- PSEL 4: A, B
- PSEL 9: A, B, C, F, G, I, J
- PSEL 10: A, B, C, D, E, F, G, H, I, J

Learning Targets

- Students will justify the need for continuous school improvement processes and protocols
- Students will prioritize identified areas for continuous school improvement planning
- Students will identify systems for short-term and long-term continuous school improvement planning
- Students will complete a self-study of a system of their choice related to enhancing student performance outcomes

Module Eight: District and School Specific Systems

Topics

- Evaluation Systems
- Walkthrough Systems
- Reporting Systems
 - Attendance
 - Behavior Referrals
 - Phone Logs
 - Parent Contact
- Everything is a system or Everything *deserves* a system

Standards Addressed

Learning Targets

- Students will examine current practices through the lens of efficiency and equitable access and opportunity for all students and staff.
- Students will determine research-based and/or research-evidenced practices for enhanced instructional walkthroughs.
- Students will evaluate current school building policies and/or practices around communication with parents in the areas of behavior and need for intervention/remediation services for their children.

Anchor Tasks

1. Hallmark Assessment Task (HAT)

- See HAT below

2. Threaded Action Research Project

- Using the Mertler text as your guide, refer to the information on page 139, Step 2-Gathering Information and Step 3-Reviewing the Related Literature. Build on the work in the Research Anchor Task around HROs as you gather your information from document reviews, site visits, observations, and/or discussions with colleagues. Record your information using whatever organizational tool works best for you (excel, smart sheet, etc.).
- Once you have completed step 2 above, move to step 3, Reviewing the Related Literature. As you examine the field of study for your selected topic, add to your annotated bibliography with the addition of at least four new articles and/or studies you determine appropriate for your topic of study. Follow the same formatting as your previous annotated bibliography entries.

3. Research Task

- Students will locate the folder on Blackboard with the High-Reliability Organization materials. Read the included articles for background information.
- Students will use the Datnow/Stringfield article found posted on Blackboard titled Working Together for Reliable School Reform (2000) as a guide to HROs in an educational setting, and assess in narrative format the health of their current organization (school) against the five characteristics of High-Reliability Organizations (HRO). For each of the five characteristics, provide artifacts that support the assessment narrative.
- Students will follow APA guidelines as outlined in the syllabus and found in their reference text.

4. Embedded Clinical Experience(s)

Focusing on Module Four-Management Systems for Safe School

- Students will assess the current system supporting the management of safe schools in your building.
- Students will meet with the individual(s) in your building responsible for each of the areas outlined in the module. Gather the evidence/artifacts appropriate to each area discussed as you meet with the person(s). Determine their level of knowledge as to the existence of a system of support for safe schools.
- Students will develop a presentation following the initial guidelines for the PDSA (Plan, Do, Study, Act) protocol that will serve as a recommendation to the principal that would strengthen the systems of support for the management of safe schools in your building. Narrow your presentation to no more than three actionable items that would improve the current system. Include a proposed timeline in the form of a 30/60/90 day plan.

Criteria for Determination of a Grade

Module		Activity	Point Value
1	Vision and Mission operationalized	<p>Research Task Students will use the Datnow/Stringfield article found posted on Blackboard titled Working Together for Reliable School Reform (2000) as a guide to HROs in an educational setting, and assess in narrative format the health of their current organization (school) against the five characteristics of High-Reliability Organizations (HRO). For each of the five characteristics, provide artifacts that support the assessment narrative.</p>	10
2	Systems Thinking	TBD by instructor	10
3	Instructional Systems to Support Teaching and Learning	TBD by instructor	10
4	Management Systems to Support Safe Schools	<p>Embedded Clinical Experience(s) Students will assess the current system supporting the management of safe schools in your building.</p> <p>Students will meet with the individual(s) in your building responsible for each of the areas outlined in the module. Gather the evidence/artifacts appropriate to each area discussed as you meet with the person(s). Determine their level of knowledge as to the existence of a system of support for safe schools.</p> <p>Students will develop a presentation following the initial guidelines for the PDSA (Plan, Do, Study, Act) protocol that will serve as a recommendation to the principal that would strengthen the systems of support for the management of safe schools in your building. Narrow your presentation to no more than three actionable items that would improve the current system. Include a proposed timeline in the form of a 30/60/90 day plan.</p>	10
5	School Improvement Planning	TBD by instructor	10
6	Decision Making	<p>Action Research Anchor Task: As you examine the field of study for your selected topic, add to your annotated bibliography with the addition of at least four new articles and/or studies you determine appropriate for your topic of study.</p>	10

		Follow the same formatting as your previous annotated bibliography entries.	
7	Accreditation and other external reviews	TBD by instructor	10
8	District and School Specific Systems	TBD by instructor	9
Hallmark Assessment Task (HAT)		<p>Anchor Task</p> <p>Candidates will use knowledge of systems to support teaching and learning from all class discussions and readings to work with the school principal undertaking a needs assessment protocol of their selection and then convening a group of stakeholders to address the need through a 30/60/90 Day Planning Process. The candidates will employ the tools of systems planning to support school improvement and will lead the team to:</p> <ul style="list-style-type: none"> • review the school vision/mission • contextualize the need • assess appropriate resources to address the need • create an improvement plan • create an implementation plan based on the above information • create an evaluation/process monitoring plan <p>The candidate will develop a written report including:</p> <ul style="list-style-type: none"> • Summary of discussion with school leadership • Discussion of research articles related to the selected area of improvement • Meeting agendas and minutes as artifacts to the narrative • Summary of actions taken including the development of 30/60/90 day planning protocols, PDSA's and any other tools used in the development of the action plan • Reflection on the group dynamics of the work team(s) • Plans to review progress and make course corrections as data indicates 	21

Determination of grade:

- 90-100 points= A (98 = A+), (93-97 =A), (90-92 = A -)
- 80-89 points = B
- 70-79 points = C
- 60-60 points = D
- <60 points = F
- Incomplete = I

Hallmark Assessment Task (HAT):

The assignment is designed to assess a candidate's knowledge of the key elements of Standard 10 (School Improvement) and to determine a candidate's ability to be an effective leader of a Pre-K-12 school.

Candidates will use knowledge of systems to support teaching and learning from all class discussions and readings to work with the school principal undertaking a needs assessment protocol of their selection and then convening a group of stakeholders to address the need through a 30/60/90 Day Planning Process. The candidates will employ the tools of systems planning to support school improvement and will lead the team to:

- review the school vision/mission
- contextualize the need
- assess appropriate resources to address the need
- create an improvement plan
- create an implementation plan based on the above information
- create an evaluation/process monitoring plan

The candidate will develop a written report including:

- Summary of discussion with school leadership
- Discussion of research articles related to the selected area of improvement with an emphasis on equity of access and opportunity for students and staff
- Meeting agendas and minutes as artifacts to the narrative
- Summary of actions taken
- Reflection on the group dynamics of the work team(s)
- Plans to review progress and make course corrections as data indicates

The rubric is provided below. The narrative must be submitted via BlackBoard and APA format is required.

Hallmark Assessment Task (HAT) Rubric (21 Points):

Required Elements	Insufficient Evidence 1 point	Developing 2 points	Target 3 points	Exemplary 4 points
<p>Candidate leads stakeholders to collect, analyze, and synthesize school data from a variety of sources to determine system, instructional, and student needs.</p> <p>PSEL 10: B, C, D, E, F, G, H, I, J</p>	<p>Artifacts reflect insufficient data to determine the system, instructional, and student needs.</p>	<p>Candidate collects, analyzes and synthesizes school data from at least two sources to determine at least one system, instructional, and student needs.</p>	<p>Candidate collects, analyzes and synthesizes school data from a variety of sources to determine multiple systems, instructional, and student needs.</p>	<p>There is evidence of deep analysis of data and comprehensive planning for systems and instructional work. Candidate demonstrates a deep knowledge of systems work through design and explanation</p>
<p>Candidate and stakeholders use the data to prioritize decisions and to identify the strategy to be undertaken. Evidence to support the decision is based on sound data analysis through the artifacts included.</p> <p>PSEL 1: E and PSEL 4: A, B and PSEL 9: A, B and PSEL 10: A, B, C, D, E, F, H</p>	<p>Artifacts reflect minimal stakeholder participation and little or no evidence to support decisions made.</p>	<p>Artifacts reflect some stakeholder participation and include evidence to support decisions made.</p>	<p>Candidate and stakeholders use the data to prioritize decisions and to identify the strategy to be undertaken as evidenced by the artifacts.</p>	<p>Evidence of collaboration through the narrative between and among all stakeholders to prioritize decisions and identify the strategy to be undertaken. Artifacts are appropriate and applicable to the project.</p>
<p>Candidate leads stakeholders in analyzing data, reporting findings, and creating a written action plan based on the data.</p> <p>PSEL 10: B, C, D, E, F, G, H, I, J</p>	<p>Unclear if candidate lead stakeholder groups</p>	<p>The candidate either led or co-lead with the principal stakeholders in examining data, reporting findings, and creating a written action plan based on the data.</p>	<p>Candidate leads stakeholders in analyzing data, reporting findings, and creating a written action plan based on the data.</p>	<p>Candidate leads stakeholders in analyzing data, reporting findings, and creating a written action plan based on the data.</p>

<p>Consistent organizational planning is evident including systems monitoring through the inclusion of appropriate artifacts.</p> <p>PSEL 1: A and PSEL 2: C and PSEL 3: D and PSEL 9: B and PSEL 10: A</p>	<p>Artifacts reflect minimal application to improving student learning and lack any form of systems monitoring.</p>	<p>Artifacts reflect some application for improving student learning and lack comprehensive systems monitoring.</p>	<p>Artifacts reflect application to improving student learning and include evidence of systems monitoring.</p>	<p>Artifacts reflect application to improving student learning and include evidence of comprehensive systems monitoring.</p>
<p>Artifacts, reflect multiple sources of data and logical reasons for recommendations made for the improvement of student achievement are evident.</p> <p>PSEL 10: B, C, D, E, F, G, H, I, J</p>	<p>Artifacts reflect a few sources of data and unsupported reasons for recommendations made for the improvement of student achievement.</p>	<p>Artifacts reflect minimal application for improving student learning.</p> <p>Artifacts reflect a few sources of data and unsupported reasons for recommendations made for the improvement of student achievement.</p>	<p>Artifacts reflect multiple sources of data and logical reasons for recommendations made for the improvement of student achievement.</p>	<p>Artifacts reflect multiple sources of data and logical reasons for recommendations made for the improvement of student achievement.</p>
<p>Candidate uses his/her reflection as well as the reflection of other stakeholders to describe various lenses used in conducting, leading and evaluating this school improvement project.</p> <p>PSEL 2: C and PSEL 3: D, G and PSEL 4: A, B and PSEL 9: B, I, J and PSEL 10: A, I</p>	<p>The candidate provides little or no reflection upon conducting, leading, and evaluating this school improvement project.</p>	<p>The candidate provides some reflection upon conducting, leading, and evaluating this school improvement project.</p>	<p>Candidate reflects upon conducting, leading and evaluating this school improvement project.</p>	<p>Candidate reflects deeply upon conducting, leading and evaluating this school improvement project. Reflection includes mention of activities, readings, and discussions from class.</p>

Narrative and project are well organized with appropriate use of grammar, spelling, word choice, and punctuation.	Narrative and project lack organization and/or are plagued with surface errors.	Narrative and project are organized but some organizational issues and/or surface errors are present.	Narrative and project are well organized and free of most surface errors.	Narrative and project are well organized and free of all surface errors.
---	---	---	---	--

***Candidate must achieve 12 points out of 20 to pass for this HAT**

Bibliography:

Datnow, A., & Stringfield, S. (2000). Working Together for Reliable School Reform. *Journal of Education for Students Placed at Risk (JESPAR)*, 5(1), 183–204. doi: 10.1207/s15327671espr0501&2_11

DuFour, R., DuFour, R. B., Eaker, R. E., Many, T. W., & Mattos, M. (2020). *Learning by doing: a handbook for professional learning communities at work*. Bloomington, IN: Solution Tree Press.

Fullan, M., & Quinn, J. (2016). *Coherence: the right drivers in action for schools, districts, and systems*. Thousand Oaks, CA: Corwin.

Kouzes, James M./ Posner, Barry Z. (2017). *The leadership challenge: How to make extraordinary things happen in organizations*. Jossey-Bass Inc Pub.

Kouzes, James M./ Posner, Barry Z. (2017). *The leadership challenge workbook*. Jossey-Bass Inc Pub.

Lindsey, R. B., Robins, K. N., Terrell, R. D., & Lindsey, D. B. (2019). *Cultural proficiency: a manual for school leaders*. Thousand Oaks, CA: Corwin, a SAGE

Northouse, Peter/ Lee, Marie (2018). *Leadership case studies in education*: SAGE

Foliotek Electronic Assessment System (EAS):

Foliotek's electronic assessment system will replace LiveText in Spring 2020. This web-based system contains portfolios of courses and assessments based on requirements outlined on programs' curriculum sheets. Faculty and students will use a Foliotek Single Sign On (SSO) link in Blackboard to log in to Foliotek. Students are associated with portfolios respective to the program(s) they pursue.

Foliotek resources for you are located on the College's website, www.louisville.edu/education/foliotek. These include step-by-step guides and videos. You can also access the "Resources" and "Help" areas in Foliotek to find information on getting support via telephone, live chat, and email.

Several critical aspects of Foliotek that you need to know are listed below.

- You are not charged for the use of Foliotek.
- Faculty will create a Foliotek SSO link in your Blackboard course. The SSO links are the portals through which you will access the Foliotek system.
- You should click on the Foliotek SSO link for **each course** in which you are currently registered at least once during the semester. This first click will integrate Blackboard and Foliotek, associating you with your courses and instructors in Foliotek.
- After you have clicked on each SSO course link once, you can open your Foliotek-hosted courses from any current course listed in Blackboard to access portfolios, courses, and assignments.
- You can submit coursework in numerous formats, including Microsoft Word, Excel, PowerPoint, link(s), PDF files, video files, etc.
- If there is an issue with the system, you can click on “Resources” or the “Help” link to find appropriate resources.
- The “Help” menu offers directions for contacting Foliotek via email, live chat, or toll-free phone number.
- CEHD email and phone number for assistance with assignments are foliotek@louisville.edu or 502-852-1360.

Writing Resources:

The University of Louisville is home to a vibrant and responsive writing center on the Belknap Campus. You may access the many resources of the writing center by following this link: <http://louisville.edu/writingcenter/>

Syllabus Disclaimer:

This syllabus represents current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected. As a general rule, the Modules in BlackBoard should be the guide you follow. Changes can be made easily there, so always consider the Module as the final, definitive direction for the week. Whenever changes are enacted, communication will be sent to all students via BlackBoard announcements. Please ensure you can receive the announcements in a timely fashion either through your university email (the default email) or by forwarding your university email to your personal, preferred email account.

Written Submissions:

Written submissions must reflect the appropriate level of knowledge and expertise for graduate-level course work. Please be sure that:

- Your writing is clear and grammatically correct. Points will be deducted for errors in grammar, spelling, punctuation, clarity, and APA style.
- Papers are double-spaced with a 12 – point font size. Papers that do not adhere to these requirements will be returned to the student for revision.
- Assignments are submitted on time.

- Properly cite sources using APA style.
- Personal reflection and application are evident.

Course Expectations:

Students are required to participate in all live and/or online activities, whether synchronous or asynchronous, by being active in all discussion forums, and complete reading and written assignments.

Confidentiality—the purpose of class discussion and/or on-line module postings, is to share perspectives, debate, and learn from one another. We must all remain sensitive to information learned through forum posts and papers and use discretion when talking and writing about the work viewed during this class.

Communication—the course will require regular posts as well as additional assignments as indicated in the modules. Build on others' postings—do not reiterate ideas, reference them. Each post must take the discussion further and all students are expected to post their original thoughts in a personal post and comment weekly on at least three other postings by classmates.

Netiquette: Communication Courtesy--All members of the class are expected to follow rules of common courtesy in all e-mail messages, threaded discussions and chats. Threads of discussion should continue to the end and students should maintain the professional language in posts and responses. No personal criticism is permitted and no inappropriate language is permitted.

Readings—students are expected to read the assigned material before any class participation which includes posting on discussion forums. Additional outside readings may be assigned throughout the course to help fully understand concepts and to provide scholarly support for ideas that may arise through our work together.

Class Participation—You will participate with others in the course through live and online discussions. We are all expected to value everyone's opinions and perspectives and provide points and counterpoints in a professional manner. Students must participate in all discussion forums. The instructor will read your discussion threads but will not be a contributor herself. It is expected that students will contribute a thoughtful response (with appropriate citations from the readings or outside sources—approximately 2-4 paragraphs) to weekly instructor posed questions and respond (approximately 1 to 3 paragraphs) to a minimum of three other students during each week. Weekly modules may include one to three questions and will open and close on Sunday evenings.

Interactions and/or Participation

The following guidelines will be used to evaluate class participation including, but not limited to, online participation in asynchronous discussion board postings, responses to postings, as well as synchronous and/or live class interactions:

- Outstanding Contributor (5): Contributions reflect exceptional preparation. Ideas offered are based on a review of the readings as well as outside sources. Outside sources are cited and credited. This individual enhances

the quality of discussion and provides engaging insights for class members.

- Good Contributor (4): Contributions reflect thorough preparation. Ideas offer insights that often provide direction for the class.
- Adequate Contributor (3): Contributions reflect satisfactory preparation. Ideas sometimes offer insights but seldom provide direction for the class.
- Unsatisfactory Contributor (2): Contributions reflect inadequate preparation and do not help move conversations along. Most comments are either unrelated or demonstrate a lack of understanding of course content.
- Non-participant (1): This individual contributes nothing to the class discussions. While this individual may respond to posts they never provide insight to help move discussions forward.

APA Citation--Educational Administration and Policy Program Area requires students to exhibit graduate-level writing skills and to comply with the requirements of the APA Manual for all written work unless notified otherwise by the instructor.

Included in the format is:

- Double spacing using the 12-point font (Ariel or Times New Roman, preferred)
- Numbered pages and make your name and title of the work visible
- Check your work for grammar and spelling

For further information, please consult the American Psychological Association. (2001). Publication manual of the American Psychological Association (5th ed.). Washington, DC: Author.

Conceptual Framework Summary:

The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that include three constructs: Inquiry, Action, and Advocacy. Under the construct of **Inquiry**, and through active engagement and skilled training in methods of rigorous **Research**, candidates develop the knowledge, skills, and dispositions to become **Critical Thinkers**. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but communion with others, both within the university and in the world (Shulman, 2004). Under the construct of **Action**, and through continual **Practice**, candidates develop the knowledge, skills, and dispositions to become **Problem Solvers** in the community. They are encouraged to apply knowledge and change practices to solve real-world problems. Under the construct of **Advocacy**, and through dedicated, committed **Service** to their peers, university, community, and the world, candidates develop the knowledge, skills, and dispositions to become **Professional Leaders**. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to improve practice through information, knowledge, and understanding	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference

Relationship to Conceptual Framework:

The conceptual framework for certification and degree programs in educational administration is the Collaborative Leadership Model. This framework has four parts: (a) Standards Driven, (b) Theory to Practice, (c) Leadership and Collaboration, and (d) Diversity. These characteristics are embedded in the Administrator Standards and the accompanying Performances particularly relevant to this course. All ten Administrator Standards are addressed in this course. These Standards are addressed through all class activities, field experiences, readings, and assignments. Thus, the conceptual framework is embedded in this course.

Policy on Instructional Modifications:

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

CEHD Diversity Statement:

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, military status, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Title IX/Clery Act Notification:

Sexual misconduct (sexual harassment, sexual assault, and any other non-consensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479. To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

Technology Expectations:

Bring a laptop to class. Blackboard will be used for reading distribution, some class participation, and for assignment collection/grading. Assignments are to be word-processed. Daily checking and reply to on U of L e-mail address are expected. There may be further expectations by the program and by the instructor.

All Assignments required to be uploaded into BlackBoard must be in MS Office or PDF. Links to on-line editable programs is not permitted.

Plagiarism Statement:

Representing the words or ideas of someone else as one's own in any academic exercise. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit.

Academic Integrity and Dishonesty:

All contributions and assessments in this course, including any field placement requirements, will demonstrate academic integrity which means that submitted work is of high quality, is original, and represents a single submission unless otherwise noted through explicit and appropriate citations.

Academic dishonesty is prohibited at the University of Louisville...Academic dishonesty includes, but is not limited to, the following:

- Cheating [Using or attempting to use unauthorized materials during any academic exercise, copying or attempting to copy another person's work during any academic exercise, preparing work for another student, procuring or using tests or examinations, etc.]

- Fabrication [Inventing or making up data, research results, information, or procedures]
- Falsification [Altering or falsifying information]
- Multiple Submission [the same assignment should not be submitted for more than one course]
- Plagiarism [Representing the words or ideas of someone else as one's own in any academic exercise]
- Complicity in Academic Dishonesty" [Helping or attempting to commit an academically dishonest act] (UofL Code of Conduct, Section 5)

Date Prepared and by Whom: Powers, Fall 2019