



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

Course Number and Title:

LEAD 644 - Transformational Leadership

Lead Instructor: Dr. Deborah Powers

Semester Instructor: Dr. Deborah Powers

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Catalog Description:

In this initial course for certification as a school leader, candidates examine the education leaders' responsibilities for planning, implementing, monitoring, and evaluating assessment, curriculum, and instruction through an examination of their leadership skills and dispositions and planning for personal growth in their leadership ability across the duration of the degree program.

Course Purpose:

To introduce aspiring school leaders to the purpose, research, and strategies through which leaders can institute effective change and implement systems that will enrich student learning and ensure equitable treatment for all students. Students will use a variety of self-assessments to explore the traits and dispositions of effective school leaders and how they can be developed and enhanced.

CEHD Diversity Statement

The College of Education and Human Development is committed to the promotion of antiracism. Diversity, equity and inclusion is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. This [link](#) goes to our full statement, along with additional resources.

Student Learning Outcomes

The experiences of the class will allow students to demonstrate knowledge and understanding of instructional leadership by engaging in an authentic, problem of practice-based, action research project. This program-long action research project will address the multiple facets of the problem of practice and result in a deep and contextually appropriate analysis of the problem of practice, including recommendations for addressing the problem of practice. Course activities are designed to allow

- each student to gain further experience in applying research to solving challenging educational problems in diverse settings through the action research project spanning the entire program of study.
- each student to observe and analyze specific practices at her or his professional work site (or, for those not currently at a school, a school with which she or he will become familiar) and compare the practices to those identified most promising in the research.
- each student to be able to choose or construct from the literature and class activities a model for organizing schools for success relative to student learning.
- each student to explore the role of the principal in leading school change using a model of distributed leadership in which multiple leaders contribute to the overall quality of the school experience.

Course Objectives:

- Provide candidates with the skills necessary to develop an ethics-based approach to leadership and promote the analytic skills necessary to organize schools for high-quality learning and teaching, particularly in diverse school settings through a critical examination and analysis of vision, mission, and core values work undertaken by the school. (PSEL 1: A, C, E, F, G and PSEL 2: A, B, C)
- Strengthen candidates' ability to lead schools in the context of the cultural, political, economic, and structural influences on schools as well as federal, state, and district policies. (PSEL 1: B, C, D, E, F and PSEL 2: D, E, F and PSEL 3: D, E, F, G, H)
- Identify and analyze the levels at which diversity and responses to diversity occur and their influence on learning and teaching through the lens of equity, access, and opportunity. (PSEL 3: A, B, C, D, E, F, G, H)
- Learn how to organize workflow through a systems approach that promotes the ideas of regularly collecting, analyzing and using data to make decisions regarding instruction and necessary wrap-around supports leading to successful student learning outcomes. (PSEL 3: E, G, H)

Provided Texts & Readings:

Bloom, G., Wilson, J. (2023) *Blended coaching: Supporting the development and supervision of school leaders*. 2nd Edition. Corwin Press

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*. Corwin Press.

Kotter, J. P. (2021). *Change*. Harvard Business Review Press.

Radd, S., Generett, G., Gooden, M., Theoharis, G. (2021). *Five practices for equity-focused school leadership*. ASCD.

Rath, T. (2017). *StrengthsFinder 2.0*. New York: Gallup Press.

Recommended Readings:

Allen, D. (2001). *Getting things done: The art of stress-free productivity*. New York, NY: Penguin.

Northouse, P., & Lee, M. (2019). *Leadership case studies in education, 2nd edition*: Thousand Oaks, CA: SAGE.

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.

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.

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.

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.

Standard 5: Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Required Course Modules

Module 1: The Landscape of Education Leadership

Topics

- A brief history of education leadership
- Leadership models in theory and practice
- The call for ethical leadership—Equity, Access, and Opportunity
- Leadership networks: Building, District, State, National, Global

Standards Addressed

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

Learning Targets

- Students will develop a personal perspective on the history of educational leadership.
- Students will compare contemporary leadership theory with current practice.
- Students will investigate the contemporary education landscape through the lens of equity, access, and opportunity for school success.
- Students will identify and assess the benefits of creating a distributed leadership model aimed at supporting school success.

Assignments

- Students will analyze the development of contemporary leadership structures and practices through historical narratives from 1860 to present and post their impressions on the class discussion board.
- Students will review leadership models in theory and practice and classify current leadership practices in their respective educational settings as to their degree of appropriateness through the lens of equity, access, and opportunity.
- Students will examine through case study protocols the need for leadership around equity, access, and opportunity to support teaching and learning and demonstrate their understanding by compiling an annotated bibliography on the topic of sustainable practices for closing learning gaps.

Assessment—Anchor Task for Embedded Research

Students will conduct a limited research task seeking a collection of scholarly articles and/or studies highlighting successful schools and/or districts in closing learning gaps through employing practices of equity, access, and opportunity. Success will be defined as the school and/or district seeing steady growth toward closing the learning gaps for not less than three consecutive years. Students will submit an annotated bibliography of not less than four sources with a two to three-page

summary of the findings related to our class discussions of equity, access, and opportunity.

Module 2: Defining Leadership

Topics

- Personal and Professional Vision, Mission, and Core Values
- Defining the moral purpose of leadership
- Inventories of personal leadership traits, skills, and dispositions

Standards Addressed

- PSEL 2: C, D, E, F;
- PSEL 3: G, H;

Learning Targets

- Students will create and publish a personal vision statement for their role as school leaders based on their core values.
- Students will build a personal leadership profile complete with a professional growth plan aimed at developing further an area of professional leadership of their choosing.

Assignments

- Students will craft a personal statement reflecting their moral purpose driving their education leadership aspirations.
- Students will draft a personal leadership growth plan after a review of their leadership profile.

Assessment-Anchor Task related to the HAT

Students will construct a personal leadership profile based in part of the results of the two online leadership assessments using the tools and templates provided in class. This assignment will serve as the foundational activity for the Hallmark Assessment Task (HAT) for this course. This will be revisited in their Internship (LEAD 627) and their final course (LEAD 643).

Module 3: Focusing the Work: Supporting Equity, Access, and Opportunity

Topics

- The Lens of Equity, Access, and Opportunity for School Success
- An introduction to the scope of work for education leaders to support teaching and learning for school success
 - Fiscal Resources
 - Personnel/Human Resources
 - Time as a resource
 - Communication as a tool for success

- Professional Learning for self and staff
- Student Services
- “School Life” as Culture and Climate
- Using data-driven systems to prioritize work priorities and work processes

Standards Addressed

- PSEL 1: A, B, C, E, F, G
- PSEL 2: A, C, E, F
- PSEL 3: C, E, F, G, H
- PSEL 5: B

Learning Targets

- Students will review the educational vision, mission, and core values for the school aimed at promoting the academic success and social well-being of each student.
- Students will assist school leadership in developing a shared understanding of and commitment to the vision of the school.
- Students will collaborate with members of the school and community to promote the vision for the school, based on collective core values, and refine or develop a mission statement designed to operationalize the school vision.
- Students will use data to identify areas for improvement within the scope of work for education leadership listed above

Assessment-Anchor Task for Threaded Action Research

- Students will write an executive summary of their current educational placement mirroring that required by the eProve platform of Cognia and the Kentucky Department of Education school improvement planning tools aimed at establishing the context of the action research project.

Module 4: Adopting a Systems Approach to School Success—An Introduction

Topics

- Systems and Structures Overview
- Strategic Planning for School Success
- Tools for Systems Planning
- Systems Work Cycles
- Protocols for Systems Success
 - Problem Analysis Tools and Protocols
 - KDE Required Comprehensive School Improvement Planning (CSIP)
 - Cognia Tools for School Improvement Planning
 - 30/60/90 Day Planning Protocols
 - Short-term and Long-Term Project Planning Tools and Protocols

Standards Addressed

- PSEL 1: D
- PSEL 9: A
- PSEL 10: A, B, D, E, H, J

Learning Targets

- Students will assess the application of systems thinking to education leadership
- Students will explore strategic thinking protocols and tools to support school success
- Students will investigate tools associated with systems work and systems planning
- Students will identify one system to be developed or enhanced that would have a positive impact on school success

Assignment(s)

- Students will design and improvement strategy for inclusion in the school CSIP and employ a 30/60/90 day plan related to building or enhancing one system identified in their school as having a positive impact on school success using the tools and templates provided in class

Module 5: Change Leadership

Topics

- Change as a constant in education leadership
- Kotter's Change Theory
- The Stages of Grief as related to change initiatives
- Implementation Dip
- Barriers to successful change initiatives
- Structures and processes to support change
- Supporting colleagues through change

Standards Addressed

PSEL 1: D
PSEL 2: B, C, D, E, F
PSEL 3: E, G, H
PSEL 6: C, D
PSEL 10: C, I, J

Learning Targets

- Students will analyze and evaluate Kotter's Change Theory.
- Students will develop actionable plans to support change initiatives.
- Students will Identify the potential barriers to successful change initiatives.

Assignment

- Students will read Who Killed Change? and provide a concept map of the barriers outlined in the reading relative to instituting change initiatives.
- Students will use their new knowledge and tools to develop actionable plans aimed at supporting a change initiative from module #4 in their respective educational placements with attention to addressing the barriers to change as outlined in the concept map from Who Killed Change?

Module 6: Building Leadership Capacity

Topics

- Engaging others in the shared vision
- Fostering collaboration and facilitating healthy relationships
- Creating systems to support leadership growth
- Empowering others to lead with confidence
- Mentoring as a means of leadership development

Standards Addressed

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

Learning Targets

- Students will Identify the potential barriers to successful change initiatives for mentoring programs.

Assignments/Assessment-Anchor Task Clinical Experiences

- Students will analyze and evaluate current mentoring programs within the school and/or district in which they work using tools discussed in class and share that evaluation with the mentor in the building.
- Students will develop actionable plans to support change initiatives around mentoring of teacher leaders to promote building internal capacity and share the plans with the mentor in the building.
- Students will Identify the potential barriers to successful change initiatives for mentoring programs and propose ideas and/or activities to mitigate those barriers and share those items with the mentor in the building.

Module 7: Relationships Matter

Topics

- The coaching mindset-introduction
- Difficult conversations leading to growth
- Find and nurture your tribe
- Recognize effort and excellent
- Celebrations to build community

Standards Addressed

- PSEL 2: A, B, D, E, F
- PSEL 3: E, G, H
- PSEL 6: C, D, G
- PSEL 9: I, J
- PSEL 10: J

Learning Targets

- Students locate and annotate no less than three publications on the topic of coaching for leadership development.
- Students will investigate the current practices around staff recognition and celebratory events in the building where they are employed through the lens of equity.
- Students will investigate the current practices around student recognition and celebratory events in the building where they are employed through the lens of equity.

Assignments

- Students will add no less than three additional publications to their annotated bibliography collection on the topic of coaching for leadership development.
- Students will produce a monthly calendar of the practices around staff recognition and celebratory events in the building where they are employed with a narrative highlighting any recommendations developed after viewing the activities through the lens of equity.
- Students will produce a monthly calendar of the practices around student recognition and celebratory events in the building where they are employed with a narrative highlighting any recommendations developed after viewing the activities through the lens of equity.

Module 8: Survival Tools for School Leaders

Topics

- Time Management
 - Professional
 - Personal
- Life Planning
 - Professional
 - Personal
- The Power of Team: Re-examining Distributed Leadership
- Self-Care and Mindfulness

Standards Addressed

- PSEL 6: H, I
- PSEL 9: A

- PSEL 10: A

Learning Targets

- Students will investigate time management tools for use in their professional life
- Students will employ time management tools to support growth in their professional life
- Students will modify a life planning protocol to fit their situation
- Students will analyze the effectiveness of distributed leadership
- Students will investigate tools and practices for self-care and mindfulness

Assignment(s)

- Students will select at least two different time management tools, employ them in their professional life, and evaluate their impact after collecting data on the tools for a minimum of two weeks.
- Students will complete a life planning activity spanning at least 10 years into the future.
- Students will include self-care and/or mindfulness practices in their weekly plans and include a goal related to self-care and/or mindfulness practices in their leadership profile professional growth plan.

Anchor Tasks:

1. Hallmark Assessment Task (HAT)

- a. See HAT below

2. Threaded Action Research Project

Students will write an executive summary of their current educational placement mirroring that required by the eProve platform of Cognia and the Kentucky Department of Education school improvement planning tools aimed at establishing the context of the action research project.

3. Research task

- a. Students will conduct a limited research task seeking a collection of scholarly articles and/or studies highlighting successful schools and/or districts in closing learning gaps through employing practices of equity, access, and opportunity. Success will be defined as the school and/or district seeing steady growth toward closing the learning gaps for not less than three consecutive years. Students will submit an annotated bibliography of not less than four sources with a two to three-page summary of the findings related to our class discussions of equity, access, and opportunity.

4. Embedded Clinical Experience(s)

- a. Students will work with school leadership to develop and operationalize a communication plan to promote the reviewed/revised vision, mission, and core values statements.
- b. Students will analyze and evaluate current mentoring programs within the school and/or district in which they work using tools discussed in class and share that evaluation with the mentor in the building.

- c. Students will develop actionable plans to support change initiatives around mentoring of teacher leaders to promote building internal capacity and share the plans with the mentor in the building.
- d. Students will identify the potential barriers to successful change initiatives for mentoring programs and propose ideas and/or activities to mitigate those barriers and share those items with the mentor in the building.

Criteria for Determination of a Grade:

Module	Activity	Due Date	Point Value
1	The Landscape of Education Leadership	Discussion Board Post #1	2
2	Defining Leadership	Discussion Board Post #2	2
		Four Frameworks Personal Plan	2
		Class Discussion-Equity	2
		Anchor Task -Annotated Bibliography	2
		Anchor Task -Personal Leadership Profile Draft to aid in HAT completion	10
3	Focusing the Work	Clinical Experience -School Vision, Mission, Core Value Collaborative Process	2
4	Adopting a Systems Approach to School Success	Clinical Experience -Communication Plan	2
		Anchor Task -Identify a Problem of Practice with a justification of the selection	2
		Anchor Task -Create an executive summary of your school site similar to that required for eProve/CSIP work as the means of setting the context of your problem of practice	4
		30/60/90 Day Plan designed to address a system which will yield a positive impact on student success	10
5	Change Leadership	Concept Map for <u>Who Killed Change?</u>	5
6	Building Leadership Capacity	Action Plan for a change initiative	5
		Clinical Experience - Mentoring Plan for building internal capacity for leadership development	10
7	Relationships Matter	Staff Recognition and Celebration Calendar with Narrative for Change	5
8	Survival Tools for School Leaders	Student Recognition and Celebration Calendar with Narrative for Change	5
		Time Management Tools Activity	4

		Life Planning Activity		2
		Clinical Experience-Time Tracker Activity		2
		Self-Care/Mindfulness practices and professional/personal growth goal		2
	Hallmark Assessment Task (HAT)	Anchor Task -Students will complete a personal leadership profile using the template provided. The personal leadership profile will be derived from a review of the online leadership assessments, class activities, discussion with the instructor, and additional resources and readings shared in class. The final leadership profile will include descriptions of student traits and dispositions supporting leadership, strengths as revealed through the assessments, self-identified potential areas of growth, clearly articulated growth goals, an identified leadership mentor with specific duties and responsibilities outlined, and a monitoring plan to span the remaining four semesters of the program to document growth over time.		20
				100

Determination of grade:

The final course grade will be determined based on points earned on class assignments. Grades are earned based on scholarly writing and professor judgment based on standards appropriate to graduate-level coursework.

90-100 points=A (98 = A+), (93-97 =A), (90-92 = A -)

80-89 points =B

70-79 points =C

60-69 points =D

<60 points =F

Incomplete =I

Hallmark Assessment Task (HAT):

Students will complete a personal leadership profile using the template provided. The personal leadership profile will be derived from a review of the online leadership assessments, class activities, discussion with the instructor, and additional resources and readings shared in class. The final leadership profile will include descriptions of student traits and dispositions supporting leadership, strengths as revealed through the assessments, self-identified potential areas of growth, clearly articulated growth goals, an identified leadership mentor with specific duties and responsibilities outlined, and a monitoring plan to span the remaining four semesters of the program so as to document

growth over time (we will incorporate the new PSEL Rubric for Leadership Evaluation currently in development through EPSB once it has been adopted by the Kentucky Board of Education for use in this HAT).

Hallmark Assessment Task (HAT) Rubric: Counts for 20 points

Required Elements	Insufficient Evidence 0-1 point	Developing 2-3 points	Target 4-5 points	Exemplary 6 points
Online Leadership Assessments included in the profile as attachments and personal reflection is attached to the online assessments	Online assessments missing or incomplete. Personal reflection missing.	Online assessments are included in the submission. Personal reflection is incomplete.	Online assessments are included in the submission. Personal reflection is complete.	Online assessments are included in the submission. Personal reflection is well synthesized and shows depth of thought through reflection.
Leadership Profile	Leadership profile template is missing or incomplete	Leadership profile template is submitted and is complete	Leadership profile template is submitted and is complete with attention to detail in terms of personal leadership strengths and areas of growth	Leadership profile template is submitted and is complete and demonstrates a deep level of personal reflection and a comprehensive determination of personal leadership strengths and areas of growth
Personal Growth Plan	Personal Growth Plan is missing or incomplete	Personal Growth Plan is submitted and is complete	Personal Growth Plan is submitted and is complete with attention to detail in terms of personal leadership	Personal Growth Plan is submitted and is complete and demonstrates a deep level of personal reflection and a comprehensive determination of

			strengths and areas of growth	personal leadership strengths and areas of growth
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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.

Title IX/Clergy Act Notification: Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual 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>.

Bibliography:

Allen, D. (2001). *Getting things done: The art of stress-free productivity*. New York, NY: Penguin.

Bradberry, T., & Graves, J. (2012). *Leadership 2.0*: San Diego, CA: TalentSmart.

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

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.

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

Rath, T. (2017). *StrengthsFinder 2.0*. New York: Gallup Press.

Stringfield and Datnow article

Article on HRO (one page)

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.

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.

Date Prepared and by Whom: Powers, Fall 2024