



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

**Course Number and Title:**

LEAD 636 – Creating Equitable and Reliable Learning Environments

**Lead Instructor: Dr. Debbie Powers**

Instructor for the Semester:

Office Hours:

Phone:

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**Catalog Description:**

Candidates develop collaborative leadership skills and knowledge about school culture, learning communities supporting teachers and students, and professional ethics.

**Course Purpose:**

To utilize research-based strategies and communicate the moral imperative to ensure that educators create a learning environment where every student is afforded the opportunities and supports necessary to maximize their learning potential.

**Course Content Overview:**

This course will explore enhanced leadership skills and dispositions aimed at leading instructional improvement resulting in improved student achievement. Course modules will include an emphasis on instructional coaching, improvement strategies and systems leading to greater student engagement, diverse learner needs, intervention systems, and professional tools for success as an instructional leader.

**Course Objectives:**

- Ensure candidates have the knowledge, skills, and tools to build sustainable instructional systems allowing every student access to effective teachers, learning opportunities, academic and social supports, and other resources, both within the school building and from the community, necessary to promote student success.
- Develop instructional support systems that provide teachers with opportunities for growth through coaching and professional learning opportunities.
- Create a culture of professional growth with the needs of students at the center of the work and with appropriate supports for teachers to remain emotionally healthy in their work lives.

**Required Texts & Readings:**

Buffum, A. G., Mattos, M., & Malone, J. (2018). *Taking action: a handbook for RTI at work*. Bloomington, IN: Solution Tree Press.

Cain, S., & Laird, M. (2011). *The fundamental 5: the formula for quality instruction*. Houston, TX: Lead Your School.

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.

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

Mertler, C. A. (2019). *Introduction to educational research*. Thousand Oaks, CA: SAGE.

Rutherford, M. (2014). *The artisan teacher: A field guide to skillful teaching*. Charlotte, NC: Rutherford Learning Group.

**Recommended Readings:**

As assigned in BlackBoard at the discretion of the instructor

**Relevant Professional Standards Met by Course:****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:

- 2E. Lead with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- 2F. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

**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:

- 3A. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- 3B. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

- 3C. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- 3D. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- 3E. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- 3F. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- 3G. Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- 3H. Address matters of equity and cultural responsiveness in all aspects of leadership.

#### **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:

- 4D. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

#### **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.

Effective leaders:

- 5A. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- 5B. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- 5C. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- 5D. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- 5E. Cultivate and reinforce student engagement in school and positive student conduct.

- 5F. Infuse the school's learning environment with the cultures and languages of the school's community.

### **Standard 6: Professional Capacity of School Personnel**

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

- 6C. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by an understanding of professional and adult learning and development.
- 6D. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

### **Standard 7: Professional Community for Teachers and Staff**

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

- 7B. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, under the mission, vision, and core values of the school.
- 7C. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives about the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- 7D. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

### **Standard 8: Meaningful Engagement of Families and Community**

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

- 8B. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- 8F. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

### **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.
- 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.
- 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.
- 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 findings of research for the school and its improvement.
- 10J. Develop and promote leadership among teachers and staff for inquiry, experimentation, and innovation, and initiating and implementing improvement.

<b>PSEL Standard</b>		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>
2	Ethics and Professional Norms					A	A						
3	Equity and Cultural Responsiveness	A	A	A	A	A	A	A	A				
4	Curriculum, Instruction, and Assessment				I/A								
5	Community of Care and Support for Students	A	A	A	A	A	A						
6	Professional Capacity of School Personnel			A	A								
7	Professional Community for Teachers and Staff		A	A	A								
8	Meaningful Engagement of Families and Communities		A				A						
9	Operations and Management	A											I/A
10	School Improvement	A		A		A	A				A		

## **Required Course Modules:**

### Module 1: Leadership and Learning Resources

#### Topics

- Overview of tools for assessing instruction including Cognia tools
- Examination of Cognia Performance Standards
- External Assessments-Accreditation and Diagnostic Reviews
- ELEOT 2.0 (Effective Learning Environment Observation Tool)

#### Standards Addressed

- PSEL 3: C, E, H
- PSEL 4: D
- PSEL 6: C, D
- PSEL 7: B, C, D
- PSEL 9: A, L
- PSEL 10: A, C, E, F, J

#### Learning Targets

- Students will examine and employ diagnostic materials aimed at promoting comprehensive school improvement.
- Students will explore the benefits of accreditation practices and protocols in support of continuous school improvement.

### Module 2: Instructional Coaching Overview

#### Topics

- Instructional Coaching defined
- Historical overview of instructional coaching
- Contemporary instructional coaching practices and protocols
- Instructional Coaching as a means of teacher growth

#### Standards Addressed

- PSEL 4: D
- PSEL 6: C, D
- PSEL 7: C
- PSEL 10: E, F, J

#### Learning Targets

- Students will analyze the principles of instructional coaching
- Students will investigate contemporary coaching practices and protocols
- Students will explore the benefits of instructional coaching on teacher growth ensuring student learning

### Module 3: Rutherford Coaching Module

#### Topics

- The artisan themes
- Rutherford logic model
- Principles of classroom observations
- Common Framework for Instruction
- Observation Tools and Protocols, defined

#### Standards Addressed

- PSEL 4: D
- PSEL 6: C, D
- PSEL 7: B, C, D
- PSEL 10: C, E, J

#### Learning Targets

- Students will analyze the principles of the Rutherford Coaching Model
- Students will investigate the elements involved in the Rutherford Coaching Model
- Students will explore observation tools and protocols of the Rutherford Coaching Model aimed at improving the art and craft of teaching for individual teachers

### Module 4: Observation Laboratory

#### Topics

- Positive Feedback
- 30-second Feedback Protocol
- Craft Conversations
- Next Level Coaching
  - Team Coaching
  - Talent Development Coaching
- Key Lesson Planning

#### Standards Addressed

- PSEL 4: D
- PSEL 6: C, D
- PSEL 7: B, C, D
- PSEL 10: C, E, J

#### Learning Targets

- Students will apply the principles of the Rutherford Coaching Model to their practice
- Students will develop their acumen at providing focused feedback
- Students will employ the observation tools and protocols of the Rutherford Coaching Model aimed at improving the art and craft of teaching for individual teachers

### Module 5: Classroom Results of High-Quality Coaching-What should we see?

## Topics

- Enhancing Student Engagement
- Fundamental Five and Power Walks
- The Artisan Teacher
- Instructional Frameworks
  - Local district frameworks
  - Calibration for observation
  - Reporting data

## Learning Targets

- Students will investigate instructional design elements aimed at enhancing student engagement.
- Students will explore The Artisan Teacher framework from the Rutherford Learning Group.
- Students will demonstrate their classroom observation skills by participating in a district instructional walkthrough activity.

## **Anchor Task: Clinical Experience**

Using the district instructional framework and any other district required tools, participate in a district instructional walkthrough, preferred to take place in a building different in location and grade level from the one in which you work. Access the materials used ahead of the visit to familiarize yourself with them. Take note of practices and protocols (calibration of observations, etc.) of the district team, including any feedback provided to the staff or building leadership.

Following your participation in the district walkthrough, provide a personal reflection of the process making note of any practices highlighted in class. If appropriate, make suggestions in your reflection narrative for any possible improvements to the district walkthrough process.

## Module 6: Coaching for Diverse Learners Classroom Settings

### Topics

- Access for all students to Core Instruction based in the Core Curriculum
- Implications for Special Classroom Settings
  - Collaborative Teaching
  - English Language Learning
  - Gifted and Advanced Program Classrooms

### Learning Target

- Students will investigate the application of coaching principles to diverse learner classroom settings.

## **Anchor Task: Threaded Action Research**

Investigate your problem of practice selected for your action research project through the lens of equity of access and opportunity for diverse learners? What implications would a more diverse student population have on your problem of practice? How would your problem of practice be impacted by either the inclusion

of more diverse learners or the exclusion of more diverse learners? Provide a reflection in BlackBoard

### Module 7: Intervention: Remediation and Enrichment

#### Topics

- Master Scheduling
- Tiered Instruction
  - Tier I
  - Tier II
  - Tier III
- Contemporary Intervention Models
  - Mattos
  - Abri Schools

#### Learning Target

- Students will explore intervention models to ensure each student has equitable access to high-quality instruction in every classroom.

#### **Anchor Task: Research Task**

Select an intervention model discussed in class or one of your selection. Collect, read, and summarize no less than three research studies/articles that support the intervention model (components such as scheduling and time or the entire model if appropriate). Provide a written narrative, following APA format, to include the following:

- A description of the intervention model you selected;
- A summary of the field of research you identified through your article selection;
- A personal reflection as to the merits of the model as you determine them to be.

### Module 8: Tools for Personal Success

#### Topics

- Healthy Teachers and Leaders Yield Productive Classrooms and Schools
  - Time management
  - Personal and Professional Calendars
  - Life Planning 101
  - Mindfulness/Self Care
- Organization of the Work Flow
  - Cognia Tools
  - Electronic Filing and Organization
  - Communication Mapping
  - Instructional Coaching Tools

#### Learning Targets

- Students will explore personal organizational tools.

- Students will investigate the contemporary research landscape in the area of mindfulness/self-care practices for educators.
- Students will develop a personal tool to assist them during peer observation cycles.

**Anchor Tasks:**

**1. Hallmark Assessment Task (HAT)**

- See HAT below

**2. Threaded Action Research**

Investigate your problem of practice selected for your action research project through the lens of equity of access and opportunity for diverse learners? What implications would a more diverse student population have on your problem of practice? How would your problem of practice be impacted by either the inclusion of more diverse learners or the exclusion of more diverse learners?

Provide a reflection on BlackBoard.

**3. Research Task**

Select an intervention model discussed in class or one of your selection. Collect, read, and summarize no less than three research studies/articles that support the intervention model (components such as scheduling and time or the entire model if appropriate). Provide a written narrative, following APA format, to include the following:

- A description of the intervention model you selected;
- A summary of the field of research you identified through your article selection;
- A personal reflection as to the merits of the model as you determine.

**4. Clinical Experience**

Using the district instructional framework and any other district required tools, participate in a district instructional walkthrough, preferred to take place in a building different in location and grade level from the one in which you work.

Access the materials used ahead of the visit to familiarize yourself with them.

Take note of practices and protocols (calibration of observations, etc.) of the district team, including any feedback provided to the staff or building leadership.

Following your participation in the district walkthrough, provide a personal reflection of the process making note of any practices highlighted in class. If appropriate, make suggestions in your reflection narrative for any possible improvements to the district walkthrough process.

**Criteria for Determination of a Grade:**

<b>Module</b>		<b>Activity</b>	<b>Point Value</b>
1	Leadership and Learning Resources	TBD by instructor	10
2	Instructional Coaching	TBD by instructor	10
3	The Rutherford Coaching Model	TBD by instructor	10

4	Instructional Coaching Laboratory	TBD by the instructor and may also include clinical experiences of peer observations, etc.	10
5	Classroom Results of High-Quality Coaching- What should we see?	<p><b>Anchor Task: Clinical Experience</b></p> <p>Using the district instructional framework and any other district required tools, participate in a district instructional walkthrough, preferred to take place in a building different in location and grade level from the one in which you work. Access the materials used ahead of the visit to familiarize yourself with them. Take note of practices and protocols (calibration of observations, etc.) of the district team, including any feedback provided to the staff or building leadership.</p> <p>Following your participation in the district walkthrough, provide a personal reflection of the process making note of any practices highlighted in class. If appropriate, make suggestions in your reflection narrative for any possible improvements to the district walkthrough process.</p>	10
6	Coaching for Diverse Learners Classroom Settings	<p><b>Anchor Task: Threaded Action Research</b></p> <p>Investigate your problem of practice selected for your action research project through the lens of equity of access and opportunity for diverse learners? What implications would a more diverse student population have on your problem of practice? How would your problem of practice be impacted by either the inclusion of more diverse learners or the exclusion of more diverse learners? Provide a reflection in BlackBoard</p>	10
7	Intervention: Remediation and Enrichment	<p><b>Anchor Task: Research Task</b></p> <p>Select an intervention model discussed in class or one of your selection. Collect, read, and summarize no less than three research studies/articles that support the intervention model (components such as scheduling and time or the entire model if appropriate). Provide a written narrative, following APA format, to include the following:</p> <ul style="list-style-type: none"> <li>• A description of the intervention model you selected;</li> <li>• A summary of the field of research you identified through your article selection;</li> <li>• A personal reflection as to the merits of the model as you determine them to be.</li> </ul>	10
8	Tools for Personal Success	TBD by instructor	10
<b>Hallmark Assessment Task (HAT)</b> Students will create support systems that provide teachers with opportunities for growth through coaching and professional learning opportunities through the creation of a two-year onboarding program for teachers new to the building.			20

<p><b>Task:</b> Design a two-year Teacher Academy aimed at onboarding teachers new to your program, building and/or location.</p> <ul style="list-style-type: none"> <li>• Embed a mentoring system matching experienced teachers with those new to the building. Include a list of responsibilities for the mentor teacher as well as expectations for the teacher new to the building around the following areas (minimally): <ul style="list-style-type: none"> <li>• Instructional Coaching Protocols designed to ensure student success</li> <li>• The ELEOT 2.0 observation tool</li> <li>• Receiving and acting upon feedback</li> <li>• Setting and pursuing professional growth goals</li> <li>• Other topics, self-selected as appropriate to situation/placement</li> </ul> </li> <li>• Design experiences to create a culture of professional growth with the needs of students at the center of the work and with appropriate supports for teachers to remain emotionally healthy in their work lives.</li> <li>• Create a two-year plan for the work which may include summer programming, job-embedded professional learning opportunities, teacher and/or leader created workshop experiences, book studies, etc. to support teacher growth. Included in your plan should be the following: <ul style="list-style-type: none"> <li>• Calendar of events spanning two instructional years July 1-June 30 including topics for each event</li> <li>• List of resources necessary to operationalize the plan</li> <li>• Working budget, estimated, with funding sources as appropriate</li> <li>• Job responsibilities and/or expectations for the mentoring aspect of the project</li> <li>• Best practices from research and/or evidence-based practices to support your design and selection of topics</li> <li>• A narrative providing a rationale for your design</li> </ul> </li> </ul>	
<b>Total for Course</b>	100

#### **Determination of grade:**

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 create support systems that provide teachers with opportunities for growth through coaching and professional learning opportunities through the creation of a two-year onboarding program for teachers new to the building. PSEL Standards: 2E, 2F, 4C, 4D, 4F, 4G, 5D, 6A, 6C, 6F, 6G, 6H, 7A, 10A, 10D, 10H

**Task:** Design a two-year Teacher Academy aimed at onboarding teachers new to your program, building and/or location.

- Design experiences to create a culture of professional growth with the needs of students at the center of the work and with appropriate supports for teachers to remain emotionally healthy in their work lives.
- Embed a mentoring system matching experienced teachers with those new to the building. Include a list of responsibilities for the mentor teacher as well as expectations for the teacher new to the building around the following areas (minimally):
  - Instructional Coaching Protocols designed to ensure student success
  - The ELEOT 2.0 observation tool
  - Receiving and acting upon feedback
  - Setting and pursuing professional growth goals
  - Other topics, self-selected as appropriate to situation/placement
- Create a two-year plan for the work which may include summer programming, job-embedded professional learning opportunities, teacher and/or leader created workshop experiences, book studies, etc. to support teacher growth. Included in your plan should be the following:
  - Calendar of events spanning two instructional years July 1-June 30 including topics for each event
  - List of resources necessary to operationalize the plan
  - Working budget, estimated, with funding sources as appropriate
  - Job responsibilities and/or expectations for the mentoring aspect of the project
  - Best practices from research and/or evidence-based practices to support your design and selection of topics
  - A narrative providing a rationale for your design

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

<b>Required Elements</b>	<b>Insufficient Evidence 0-1 point</b>	<b>Developing 2-4 points</b>	<b>Target 5 points</b>	<b>Exemplary 6 points</b>
Calendar of events spanning two instructional years July 1-June 30 including topics for each event	Calendar is missing or incomplete	Calendar spans two years but incomplete in terms of programming and topics	Calendar spans two years and includes all anticipated activities and programming	Calendar spans two years and includes all anticipated activities and programming with additional programming identified as optional

List of resources necessary to operationalize the plan  Working budget, estimated, with funding sources as appropriate	List of resources is missing or incomplete  A working budget is missing or incomplete	List of resources is evident but not specific as to the activity  A working budget is developed but not always specific as to funding sources	List of resources is evident and specific as to activity intended for use  A working budget is developed and is specific as to intended activity as well as the funding sources	List of resources is evident and specific as to activity intended for use with rationale for selection of materials  A working budget is developed and is specific as to intended activity as well as the funding sources
Job responsibilities and/or expectations for the mentoring aspect of the project to include both mentor teacher and the teacher new to the building.	Job responsibilities and expectations missing or incomplete	Job responsibilities and expectations are included but not fully developed in scope and sequence of the two-year program	Job responsibilities and expectations are included and span the scope and sequence of the two-year program	Job responsibilities and expectations are fully developed, concise, and with accountability measures included and span the scope and sequence of the two-year program
A narrative providing a rationale for your design including best practices from research and/or evidence-based practices to support your design and selection of topics  . PSEL Standards: 2E, 2F, 4C, 4D, 4F, 4G, 5D, 6A, 6C, 6F, 6G, 6H, 7A, 10A, 10D, 10H	The narrative is missing or incomplete	The narrative is present but lacking the depth of rationale for the program	The narrative provides rationale, backed by a research base, for the design of the two-year program	The narrative provides a compelling rationale, backed by a thorough research base with at least three sources, for the design of the two-year program

## Bibliography:

Buffum, A. G., Mattos, M., & Malone, J. (2018). *Taking action: a handbook for RtI at work*. Bloomington, IN: Solution Tree Press.

Cain, S., & Laird, M. (2011). *The fundamental 5: the formula for quality instruction*. Place of publication not identified: publisher not identified.

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.

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 Company.

Mertler, C. A. (2019). *Introduction to educational research*. Thousand Oaks, CA: SAGE Publications, Inc.

Rutherford, M. (2014). *The Artisan teacher: A field guide to skillful teaching*. RLG Press.

**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](http://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](mailto: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>	<b>Inquiry</b>	<b>Action</b>	<b>Advocacy</b>
<i>Constructs as Learned and Applied</i>	<b>Research</b>	<b>Practice</b>	<b>Service</b>
<i>Constructs Reflected in Candidates</i>	<b>Critical Thinkers</b>	<b>Problem Solvers</b>	<b>Professional Leaders</b>
<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/Clergy 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, November 2019