COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

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

Course Number and Title:
LEAD 643 – Mastering Leadership: Professional Growth and Development for Aspiring Leaders

Credit Hours: 3 Total

Lead Instructor:

Semester Instructor:

Catalog Description:
Examining the complex realities of school administration in public, dependent, and parochial schools through the use of reflective practice tools and techniques to determine professional growth goals necessary as candidates enter the school administrative workforce.

Course Purpose:
The purpose of this course is to synthesize the skills learned in prior courses and clinical experiences to develop a professional portfolio and a practical planning template that candidates can use during the principal selection process through the first year of employment in a leadership position.

Required Resources:

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

Radd, S., et.al..(2021). *Five practices for equity-focused school leadership.* Alexandria, VA: ASCD.

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

*Previously developed personal leadership profile for revision
*Previously developed personal growth plan for evaluation and revision

Other readings as assigned by the instructor

Recommended Readings:
American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

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 by Relevant Professional Standards Met by Course:

PSEL 2015 Standard 1: Mission, Vision, and Core Values

Students will assist their schools as they develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success promoting the well-being of each student.

PSEL 2015 Standard 2: Ethics and Professional Norms

Students will act ethically and according to professional norms to promote each student's academic success and well-being.

PSEL 2015 Standard 3: Equity and Cultural Responsiveness

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

PSEL 2015 Standard 4: Curriculum, Instruction, and Assessment

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

PSEL 2015 Standard 5: Community of Care and Support for Students

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

PSEL Standard	A	B	C	D	E	F	G	H	I	J	K	L

1. Mission, Vision, and Core Values	X		X										
2. Ethics and Professional Norms	X	X	X		X								
3. Equity and Cultural Responsiveness			X		X	X	X	X					
4. Curriculum, Instruction, and Assessment	X		X		X								
5. Community of Care and Support for Students			X										

Student Learning Outcomes by Course Modules:

Module 1: PSEL Standards 1 and 2
Mission, Vision, Core Values and Ethics and Professional Norms
    Building an Effective and Impactful Employment Portfolio
    Topics
            Letter of Interest for a job of your choice
            Resume Updates--Tips and Tricks to stand out
            Letters of Support and/or Recommendations, best practices
            Responding to Requests for Interviews
            The Live Interview: Protocols and Practices
            Employment Portfolio—what should you share?

    Standards Addressed
- PSEL 1: C
- PSEL 2: A, B, C, E
- PSEL 3: C, E, F, G, H
- PSEL 4: C
- PSEL 5: C

    Learning Targets

- Students will prepare an employment portfolio
- Students will draft a statement of intent to apply for a position highlighting their strengths and potential contributions to the school and/or district.

    Clinical Experience:

Meet with your mentor administrator to review your employment portfolio and incorporate any suggestions for your final submission.

Employability: Personal Leadership Profile and Growth Planning
Topics
- Personal Leadership Profile, Update
- Instructional Leadership, Systems Building
- Managing the Work

Standards Addressed

- PSEL 1: C
- PSEL 2: A, B, C, E

Learning Targets
- Students will investigate their leadership abilities to lead systems building within the realm of instructional leadership
- Students will review their leadership artifacts to determine the evidence necessary to support their employability for the next step of their careers.

Module 2: PSEL Standards 3 and 4
PSEL Overview and Self-Assessment; Portfolio Construction
Topics
Equity and Cultural Responsiveness
Equity in Teacher Support
Equity in Student Support
Equity Screener
Curriculum, instruction, assessment
Systems Approach to Teaching and Learning
PSEL 3: All Indicators
PSEL 4: All Indicators

Module 3: Leadership Profile
Topics
Revising your education philosophy through the lens of leadership
Revising your professional growth goals based on experiences of the program
Positioning yourself for your next career steps

Standards Assessed:
PSEL 1: All indicators
PSEL 2: All indicators

Module 4-Cognia Project Final Presentation

4.1	Leadership for Instruction	Students will submit their revised problem of practice and theory of action statement narrative.
4.2	Data Collection, Organization, and Reporting	Students will create a draft narrative of their data collection methods including their reasoning for the selection of their methodology; limitations; and personal bias/positionality (use Mertler article in BlackBoard)

4.3	Action Research: Elements of the Final Narrative	Teams will present their school information in the form of a Case Study nothing their work through phase one, phase two, and phase three.

The Case Study will include the following
- Background Information from the State of the School exhibition
- Team analysis of data and asset mapping
- Strategic plan aligned to the improvement priorities and culminating in a comprehensive school improvement plan (***including a comprehensive professional development plan for the adult learners in the school***).

Module 5-The Real Job, *Five Practices for Equity-Focused School Leadership*

- Topics
  - Systems and supports for teaching and learning
  - Defining the scope of work for a new building leader

- Standards Addressed
  - PSEL 2015—Standard 1, 2, and 3

- Learning Targets
  - Students will define the scope of work for a new building level leader
  - Students will explore their personal bias as it relates to their role as a school leader
- Assessment/Assignment
  - Students will read *Five Practices for Equity-Focused School Leadership*
  - Students will participate in book talk and panel discussions with building leaders

Module 6-Mock Interviews

- Topics
  - Live interview tips and tricks

- Standards Addressed
  - PSEL 2015

- Learning Targets
  - Students will reflect on their employment portfolio

- Assessment/Assignment
  - Students will participate in mock live interviews, via ZOOM
  - Students will make necessary revisions to employment portfolio following the interviews

Anchor Tasks:
1. **Hallmark Assessment Task (HAT)**
   a. See HAT below
2. **Action Research Task:** Final Presentation for the Cognia School Improvement Project.
3. **Research Task:** Actions associated with the Cognia School Improvement Project
4. **Clinical Experience:** Work with mentor administrator on professional employment portfolio and their final PSEL reflective portfolio to ensure a high quality presentation for future employment.

Course Objectives:
- Students will integrate implications for the practice of school administration with an emphasis on a theory of action for their initiatives (Cognia Project) tightly aligned with the program emphasis on equity of access and opportunity.
- Students will finalize their action research study (Cognia Project) and present their findings to the cohort.
- Students will demonstrate an understanding of various methods of data collection and analysis and reporting those methods in writing.
- Students will reflect on their experiences throughout the program and revise their leadership profile to highlight areas of mastery as well as areas for continued growth and development.
- Students will prepare an employment portfolio to include an updated resume, personal educational platform statement, and a proposed outline for a 100-day entry plan for a school position of their choice using appropriate data sources to support their planning process.
- Students will present their employment portfolio, including a personal reflection of their experiences in the program, to a panel including mentors, instructors, and cohort members.

Course Content Overview:
- This is the culminating course in our 10-course sequence for the Masters degree leading to initial administrative certification through the Kentucky Education Professional Standards Board (EPSB).
- Students will update their leadership profile for the final time and will propose continued areas for personal, professional growth.
- Students will create an employment portfolio, complete with an updated resume, letters of recommendation, a school data profile of a school they may be interested in leading should a position become available, as well as a 100-day entry plan for that selected school.
- Students will make a final presentation to a panel including instructors, mentors, and cohort members highlighting their work in the program across the 10 ten-course sequences.

Criteria for Determination of a Grade:

Module		Activity	Point Value
1	Building an Effective and Impactful Employment Portfolio	Letter of Interest	2
		Updated Resume'	5
		Note asking for letter of support or recommendation	3
		Email text confirming interview (or declining)	2
		Outline of items to gather for portfolio	2
		(Encouraged) Clinical Experience: Work with mentor administrator on professional employment portfolio and their final PSEL reflective portfolio to ensure a high quality presentation for future employment.	
2	PSEL Portfolio and Professional Growth	Self-Assessment on PSEL Standards noting any growth over the program	5
		UofL Program Rubric	6
		Artifact Collection and Narrative	30
3	Leadership Profile	**Anchor Task:** Develop your personal leadership profile and growth plan using the template provided.	15
4.1	Leadership for Instruction	Students will submit their revised problem of practice and theory of action statement narrative for the Cognia Project.	5
4.2	Data Collection, Organization, and Reporting	Students will create a draft narrative of their data collection methods including their reasoning for the selection of their methodology; limitations; and personal bias/positionality (use Mertler article in BlackBoard)	5
4.3	**Hallmark Assessment Task (HAT)** Action Research: Elements of the Final Narrative	**Action Research Task:** Compile Cognia School Improvement Project Teams will present their school information in the form of a Case Study nothing their work through phase one, phase two, and phase three. The Case Study will include the following • Background Information from the State of the School exhibition	10

		• Team analysis of data and asset mapping • Strategic plan aligned to the improvement priorities and culminating in a comprehensive school improvement plan (***including a comprehensive professional development plan for the adult learners in the school***).	
7	The Real Job	Equity-focused leadership	5
8	Mock Interviews	Reflection of Process and Take Aways	5

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):

Strategic Planning and Diagnostic Review

- Students will continue working through their instructional teams based on their home districts, as appropriate to complete the following:

    - explore the strategic planning tools in the Cognia suite

    - build a comprehensive school improvement plan based on their research of the school assets, needs, and improvement priorities of the diagnostic review.

    - present their school information in the form of a Case Study nothing their work through phase one, phase two, and phase three.

        - The Case Study will include the following

            - Background Information from the State of the School exhibition

            - Team analysis of data and asset mapping

            - Strategic plan aligned to the improvement priorities and culminating in a comprehensive school improvement plan (***including a comprehensive***

professional development plan for the adult learners in the school).

Standards Assessed Holistically:

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

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

Criteria	1 (Lowest)	2 (Intermediate)	3 (Highest)
Analysis of Student Performance Data	Fails to analyze student performance data or provides inaccurate analysis.	Provides some analysis of student performance data but lacks depth or relevance.	Provides comprehensive and accurate analysis of student performance data, demonstrating insight and understanding.
Analysis of Parent/Community Survey Data	Omits analysis of parent/community survey data or provides inaccurate analysis.	Provides some analysis of parent/community survey data but lacks depth or relevance.	Provides comprehensive and accurate analysis of parent/community survey data, demonstrating understanding of stakeholder perspectives.
Analysis of Classroom Observation Data	Fails to analyze classroom observation data or provides inaccurate analysis.	Provides some analysis of classroom observation data but lacks depth or relevance.	Provides comprehensive and accurate analysis of classroom observation data, demonstrating understanding of instructional practices and student engagement.
Analysis of Improvement Priorities	Does not analyze improvement priorities or provides inaccurate analysis.	Provides some analysis of improvement priorities but lacks depth or relevance.	Provides comprehensive and accurate analysis of improvement priorities, identifying key areas for growth and development.
Development of Initial Plans to Address Priorities	Fails to develop initial plans to address improvement priorities or plans lack detail and coherence.	Develops initial plans to address improvement priorities with some detail but may lack coherence or alignment with identified needs.	Develops comprehensive and coherent initial plans to address improvement priorities, demonstrating clear understanding of strategies for school improvement.
Utilization of Funding and Tier	Does not consider funding or evidence-	Considers funding and evidence-based	Effectively utilizes funding and evidence-

Criteria	1 (Lowest)	2 (Intermediate)	3 (Highest)
Evidence-Based Practices	based practices for improvement or demonstrates misunderstanding of their importance.	practices for improvement with some understanding of their importance but lacks clarity in implementation.	based practices for improvement, demonstrating clear understanding of their importance and how they contribute to school success.
Presentation of Comprehensive School Performance Analysis	Presents incomplete or inaccurate analysis of overall school performance measures. Presentation lacks informative elements such as diagrams, tables, graphs, or other visual graphic organizers.	Presents a basic analysis of overall school performance measures with some relevant findings. Presentation includes elements such as basic diagrams, tables, graphs, or other visual graphic organizers that may provide insight into the analysis of the school performance measures.	Presents a comprehensive and accurate analysis of overall school performance measures, providing insightful findings and recommendations for improvement. Presentation includes informative elements such as diagrams, tables, graphs, or other visual graphic organizers that aide the audience in understanding the analysis of the school performance measures.
Organization of Presentation	Presentation lacks clear structure and coherence, making it difficult to follow the flow of ideas.	Presentation demonstrates some organization but may lack consistency or coherence in transitions between topics.	Presentation is well-organized, with a clear structure that effectively guides the audience through the content.
Oral Presentation Skills	Presenter struggles to articulate ideas clearly, with frequent pauses, filler words, and lack of vocal variation.	Presenter communicates ideas with some clarity, though may occasionally struggle with fluency or expression.	Presenter communicates ideas confidently and articulately, engaging the audience with clear delivery and effective use of vocal expression.
Presentation Graphics	Graphics are poorly designed or irrelevant to the content, hindering rather than	Graphics are somewhat relevant and adequately designed, but may lack visual appeal or	Graphics are visually appealing, relevant to the content, and effectively support key points, enhancing

Criteria	1 (Lowest)	2 (Intermediate)	3 (Highest)
	enhancing understanding.	clarity in conveying information.	audience understanding.

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/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 <u>confidential</u> 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 <u>University faculty or instructors</u> 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 <u>not confidential</u> 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:

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.

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

Date Prepared and by Whom: Powers, Summer 2024

POLICIES

Academic Integrity:
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)