Murray State University

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING

COURSE PREFIX: ADM   COURSE NUMBER: 601   CREDIT HOURS: 3

I. TITLE: School Leadership Culture

II. COURSE DESCRIPTION AND PREREQUISITE(S): This course examines school leader effectiveness from a variety of theoretical and standards based perspectives, with the role of the school leader in the development of school culture emphasized. Field-experience is required.
Prerequisite(s): None

III. COURSE OBJECTIVES:
Upon successful completion of this class, the student will be able to:
A. demonstrate appropriate professional oral and written communication skill. (ISLLC V; KDF 3.3b; 4.3a; TSSA III);
B. examine effective school leader behavior in terms of national and state standards, with emphasis on the professional ethical role (ISLLC I, II, III, IV, V, VI; KDF 4.1h; 4.3a,b,c,d; TSSA I, II, III, IV, V, VI);
C. explore theories of school organization and leadership as related to improving student achievement (ISLLC I, II, III, IV, V & VI; KDF 3.3a,b,c,d; 3.4a,b,c,d; 4.1a,b,c; 4.2c; 4.3a,b,c,d; 5.1c; TSSA I, III);
D. relate best practices in school organization and leadership to observed policy and practice. (ISLLC I, II, III, IV, V & VI; KDF 3.3a,b,c,d; 3.4a,b,c,d; 4.1a,b,c; 4.2c; 4.3a,b,c,d; 5.1c,d; TSSA I, III);
E. assess the elements of school culture and their impact on student learning. (ISLLC II, III, IV, V & VI; KDF 3.3a,b,c,d; 4.1a,b,c,d,e,f,g,h; 4.2a,b,c,d; 6.1f; TSSA III, V)
F. identify and implement change strategies that impact a school's culture. (ISLLC II, III, IV, V & VI; KDF 3.4a, 4.1a,b,c,d,f,h; 4.2a,b,c,d; 4.3a,b,c,d; 5.1a,b,c,d; 5.2a,b,c; 6.1d,f,h; 6.3a,b; TSSA I, III);
G. demonstrate knowledge and the ability to assess state framework for Teacher Professional Growth and Effectiveness system (TPGES) regarding Minimizing Bias objectives: 1. To increase your understanding of the kinds of biases and personal preferences that can influence the quality of observations of teaching practice; 2. To provide you with opportunities to identify and explore your biases and personal preferences; 3. To provide you with strategies for monitoring and reducing the influence of bias and personal preferences on observations; 4. To help you identify a list of "triggers" for underlying biases (ISLLC I, II, III, IV, V & VI); and
H. demonstrate knowledge and the ability to assess state framework for Teacher Professional Growth and Effectiveness system (TPGES) regarding Domain 2b: Establishing a Culture for Learning objectives: Belief in the value of the work; Expectations are high and supported through both verbal and nonverbal behaviors; Quality is expected and recognized; Effort and persistence are expected and

recognized; Confidence in ability is evidenced by the teacher's and students' language and behaviors; Expectation for all students to participate (ISLLC I, II, III, IV, V & VI).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on policies, standards, and issues concerning leadership.

The CAEP/EPSB themes of diversity, assessment, and closing the gap are explored through research on and consideration of effective leadership and its interplay with school culture.

IV. **CONTENT OUTLINE:**
The purpose of this course is to assist the candidate in the development of an understanding of effective leader behaviors, as articulated by seminal leadership theories and national and state school leadership standards. School culture and the school leader's role in establishing a collaborative culture is stressed, particularly as related to professional learning communities.

A. Week 1 Go over Syllabus and Field Experiences required; What makes an effective Principal; "What what you do…"
B. Week 2 Leadership theories & Leadership Case Study #1: "Addressing Dysfunctional Thinking"; **Submission of field-experiences plan due;** Read J. Kotter's *The Iceberg is Melting*
C. Week 3 Change theories; 8 steps of Kotter's change model; complete SWOT of own school; Kotter's *The Iceberg is Melting*; Leadership Case Study #2: "The Requested Change"
D. Week 4 Types of Power; School Culture; Student/Parent Handbook; Vice-Principal In-Basket prioritization activity and Student/Parent Handbook activity – **Bring handbook & computer to class**
E. Week 5 Principal In-Baskets and Staff Handbook activity - **Bring handbook & computer to class; Draft of School Culture Assessments due**
F. Week 6 **No Class – MSU Fall Break**
G. Week 7 Leadership Case Study #3: "Changing the Way We Teach Science" and Leadership Case Study #4 "One of the Bus Contracts has been Cancelled"; work on Anchor Assessment 4 in class
H. Week 8 (Oct. 8) Case Study 5: "The Tardy Policy Killed Kato" and Case Study 6: "The New Principal at Frost"; Anchor Assessment 4 out of class)
I. Week 9 **No Class – Christian County/Hopkinsville Fall Break**
J. Week 10 Anchor Assessment 4 Final presentations
K. Week 11 Anchor Assessment 4 Final presentations and **25 hr. log due**
L. Week 12 regarding Minimizing Bias objectives; Bring in your resume
M. Week 14 (TPGES) regarding Domain 2b: Establishing a Culture for Learning objectives
N. Week 15 - **No Class – Thanksgiving**
O. Week 16 Final presentation

*Please note: Specific assignments and due dates are subject to change at the discretion of the instructor.

V. INSTRUCTIONAL ACTIVITIES:

Lecture, class discussion, role playing, internet, and field-experiences. Course assignments will be reflective of the objectives and the intent of the course and will include, but not be limited to, the following:

A. *Building Culture and Community (Anchor Assessment 4)* – Students will be divided up into teams and complete an assessment of school culture, inclusive of interviews (student, staff, parent), surveys and direct observation of a local school. The survey will be completed using *SurveyMonkey*.

B. *SISI Audit* – Students will use the Standards and Indicator for School Improvement performance indicators to examine policies and practices of a school.

C. The results of the Anchor Assessment 4 will be documented, along with recommendations and presented to the site council (SBDM) or school board.

D. *Self-assessments and professional reflections on practice* – Professional growth guided by structured assessment and reflection will occur through 6 case studies and activities derived from Green's text, *Practicing the Art of Leadership* related to leadership theory to the reality of the school settings in which they work. (ISLLC Standards I, II, III, IV, V, VI)

E. Complete Asst./Vice Principal and Principal In-Baskets and Handbook "Scavenger Hunts". (ISLLC Standards I, II, II, IV, V, VI)

F. Anchor Assessment 4 Final presentations and 25 hr. log due – Students will present to the class their Assessment 4 findings in a PowerPoint presentation reflection no more than 20-30 minutes long. Students will also turn in their 25 hour log detailing logged hours for the Assessment and those hours relating to Critical Factors 4 and 8.

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES

Students will complete 25 hours of instructor-approved field experiences that address Critical Success Factor 4 and 8, inclusive of Anchor Assessment 4. Students will submit to the instructor for approval a plan for field-experiences within the first month of the semester. 12 of the twenty-five 25 hours can be used to complete an assessment of school culture, inclusive of interviews (student, staff, parent), surveys and direct observation (see School Cultural Assessment example). The other 13 hours will be used to complete the student's involvement with Critical Success Factors 4 and 8 (see attached CSF 4, 8 suggested developmental activities).

Students are provided supervision, instrumentation and time to complete a school culture assessment. Schools may provide additional support as needed to complete field-experiences.

VII. TEXT(S) AND RESOURCES:

A. Green, *Practicing the Art of Leadership: A Problem-Based Approach to Implementing the ISLLC Standards*, 4th edition, 2013. ISBN: 0132582554.

B. Woolfolk Hoy & Hoy, *Instructional Leadership: A Research Based Guide to Learning in Schools*, 3rd edition, 2009. ISBN: 0205578446.

VIII. EVALUATION AND GRADING PROCEDURES:
Your course grade will be determined using the following criteria:
A. Completion of *Building Culture and Community (Anchor Assessment 4)* of school culture, inclusive of interviews (student, staff, parent), surveys and direct observations, recommendations and SISI Audit (150 pts.), and final survey presentation to either the site council (SBDM) or school board – whichever the principals wants - (50 pts.); (200 pts. total) See School Culture Assessment Organizer
B. Completion of Critical Success Factors 4 and 8 field experiences at either Observe or Participate levels, including log (150 pts.) See CSF handout
C. Oral and written responses to 6 case studies assigned in and out of class (25 pts. each; 150 pts. total)
D. Kotter's Change Model Scavenger Hunt (50 pts.); *The Iceberg is Melting* (50 pts.); and SWOT exercises (50 pts.; 150 pts. total)
E. Completion of Asst./Vice Principal and Principal In-Baskets and Parent/Student and Staff Handbooks "Scavenger Hunts" (50 pts. each; 200 pts. total)
F. Reflection presentation of *Anchor Assessment 4* findings to class (150 pts). The results of the assessment documented, with recommendations presented to the site council or school board will be included in the presentation. Presentation needs to be done on PowerPoint and limited to 15 - 20 minutes.

TOTAL POINTS TO BE EARNED: 1,000
Final grade computation will be as follows:
A = 92% to 100%
B = 91% to 80%
C = 79% to 70%

A grade below B does not meet the Department of Educational Leadership and Counseling requirements for any degree or licensure program. Assignments must be turned in at beginning of class in order to potentially earn full credit. Late assignments will be marked off 20% each day late. Student attendance, participation in class activities and discussions, and attitude are factors than can also determine grades.

IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. Attendance is expected in this course. Excused absences will need to be cleared with the professor in advance. Absenteeism is strongly discouraged. Two unexcused absences will result in your final grade lowered by one letter grade.

X. ACADEMIC HONESTY POLICY:
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work

submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:
    Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.
    Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.
    Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.
    Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
    1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
    2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
    3) Lowering the grade or failing the student(s) in the course.
    If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. **NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**
    <u>Policy Statement</u>

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities
Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).