

**MURRAY STATE UNIVERSITY  
COURSE SYLLABUS**

**DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING**

**COURSE NUMBER: ADM 656**

**CREDIT HOURS: 3**

- I. TITLE:** School Improvement Processes for Teachers
  
- II. COURSE DESCRIPTION:** This course provides educational leaders with an overview of the processes and tools for school improvement, including the Standards and Indicators of School Improvement, professional learning communities, school improvement planning, standards for professional development, and the role of school-based decision-making in school improvement. Prerequisite: Admission to MSU Graduate program.
  
- III. PURPOSE:** This course is designed for educational leaders to provide an understanding and facilitate full participation by teachers in the school improvement process. Course activities will and understanding of the tools and processes in place for school improvement in Kentucky.
  
- IV. COURSE OBJECTIVES:** This course prepares all educators, and therefore is aligned to the Kentucky Teacher Standards (KTS), the Interstate School Leader Licensure Standards (ISLLC) and the Technology Standards for School Administrators (TSSA). Students will acquire:
  - A. An understanding of the policy and procedures of SBDM councils and school districts as related to school improvement planning. (ISLLC Standards I, II, III, V and VI; KTS 10)
  - B. The ability to use the Standards and Indicators for School Improvement to identify areas of strength and weakness in the school. (KTS 10; ISLLC Standards I, II, III)
  - C. An understanding of the school improvement planning process. (KTS 9; ISLLC Standards I, II, III; TSSA I, III, IV)
  - D. The ability to assist in the implementation of Professional Learning Communities. (KTS 9; ISLLC Standards I, II, III; TSSA I, III, IV)
  - E. The ability to plan effective professional development as measured by state standards (KTS 9; ISLLC Standard II, TSSA I, II, III; )
  - F. An understanding of characteristics of professional learning communities and related processes (KTS 9; ISLLC II)
  - G. An understanding of the use of various accountability assessment data to support school improvement processes (KTS 5; ISLLC II; TSSA IV, V)
  - H. An understanding of Characteristics of Highly Effective Teaching and Learning (KTS 2; ISLLC II; TSSA IV, V)
  - I. The ability to lead change processes (KTS 6; ISLLC I, II;)

Teacher Leader strands of Collegial Dialogue, Collaboration and Organization Change are supported.

The College of Education Conceptual Framework and theme of educator as *reflective decision-maker* are addressed in this course by urging graduate students to consider his/her role in the school improvement process.

SBDM processes and SBDM policies are examined as part of the school improvement process.

Technology resources to support school improvement processes are identified and modeled .

Portfolio submission: School-based Decision-making Council Policy Review

**V. CONTENT OUTLINE:**

- A. Legal and Regulatory Context of School Improvement
- B. Professional Learning Communities
- C. Change
- D. Improving Instructional Performance

**VI. INSTRUCTIONAL ACTIVITIES:**

- A. Readings
- B. Blackboard Discussion
- C. Collaborative Wiki Development
- D. Papers
- E. Interviews

**VII. FIELD AND/OR CLINICAL, AND/OR LABORATORY EXPERIENCES:**

None

**VIII. RESOURCES:**

- A. Blackboard
- B. Internet

**IX. GRADING PROCEDURES:**

*Please Note: Although activities and grading procedures may vary by instructor, the \* items are common course requirements and all sections must use the same scoring rubric.*

**A. Course Requirements**

Assignment	Points
*Standards and Indicators for School Improvement	
Mini-Audit	6
*CHETL Professional Development	30
*PLC Wiki	45

**Specific Assignment Requirements:**

**Standards and Indicators for School Improvement Mini-Audit (6pts):** Students will identify key indicators and evaluate school performance in those areas (ISLLC I, II)

**CHETL Professional Development (30pts):** Students will work with colleagues to develop a leader’s guide for highly effective professional develop in an area of weakness in the CHETL (ISLLC II, III)

**PLC wiki (45pts):** Students will design a wiki for use in professional development for wikis.

**B. Evaluation**

Grades will be awarded for performance in accordance with the scale below. Students’ attendance and participation will be considered when calculating the final grade.

Letter Grade	PCT Grade
A	92-100%
B	80%-91%
C	70-79%

Note: A final course grade of “C” or below does not meet MSU Graduate Program Requirements.

**X. ATTENDANCE POLICY:**

This course adheres to the current attendance policy stated in the *MSU Graduate Bulletin*.

**XI. ACADEMIC HONESTY POLICY:**

This course adheres to the current academic honesty policy stated in the *MSU Graduate Bulletin*.

**XII. TEXT AND REFERENCES:**

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2010). *Learning by doing: A handbook for professional learning communities at work, 2<sup>nd</sup> ed.*. Bloomington, IN: Solution Tree.

**XIII. PREREQUISITIES:**

Admission to MSU Graduate program.

**XIV. NON-DISCRIMINATION POLICY STATEMENT:**

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 other 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 Sabrina Y. Dial, Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

#### Due Dates

1.1	July 8	3 pts
1.2	July 8	3 pts
Journal Entry 1	July 8	5 pts
1.3	July 12	6 pts
1.4	July 13	4 pts
Journal Entry 2	July 15	5 pts
2.1	July 15	5 pts
2.2	July 19	35 pts
Journal Entry 3	July 22	5 pts
2.3	July 26	45 pts
2.4	July 27	5 pts
Journal Entry 4	July 29	5 pts
4.1	August 1	7 pts
4.2 Part 1	August 2	20 pts
4.2 part 3	August 5	30 pts
Journal Entry 5	August 5	5 pts