Murray State University
COURSE SYLLABUS

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING

COURSE NUMBER: ADM 671 CREDIT HOURS: 3

I. TITLE: Strategic School Leadership

II. COURSE DESCRIPTION:
This course prepares school leaders to engage stakeholders in the strategic dialogue regarding the vision and mission of the organization, and the allocation of resources and decision-making authority accordingly. Field experience required. Prerequisite: Admission to program

III. PURPOSE:
This course prepares school leaders to engage stakeholders in the strategic dialogue regarding the vision and mission of the organization, and the allocation of resources and decision-making authority accordingly. Best practices will be modeled through field experiences, in-basket exercises, and case studies. This course synthesizes critical skills and knowledge base introduced in previous courses.

IV. COURSE OBJECTIVES:
Candidates will:
A. Identify the purpose and processes related to strategic planning (ISLLC I; KDF 5.2a,b,c; 5.3a,b; 5.4a; TSSA I, III & IV)
B. Apply strategies for developing consensus around shared mission and vision (ISLLC I; KDF 4.1a,f,g; 4.2a,b,c,d; 4.3a,b,c,d; 5.1a,b,c,d; 6.1a,b,d,e,f,g,h,i; TSSA I, III & IV)
C. Understand the importance of a collaborative process to develop shared beliefs, vision and mission that supports student learning and achievement (ISLLC I & V; KDF 4.1a,f; 4.2a,b,c,d; 4.3a,b,c,d; 5.1a,b,c,d; 6.1a,b,d,e,f,g,h,i; TSSA III)
D. Identify a variety of strategies to align resources, operational procedures and organizational structures with the school vision and mission (ISLLC I & III; KDF 5.1c; 5.2a,b,c; 5.3a,b; 6.1c; 6.2a,b,c,d; 6.3a,b; TSSA I, III & IV)
E. Lead the development of a component of a strategic plan (ISLLC I, II & III; KDF 4.1a,f; 4.2a,b,c,d; 4.3a,b,c,d; 5.1a,b,c,d; 5.2a,b,c; 5.3a,b; 6.1a,b,c,d,e,f,g,h,i; 6.2a,b,c,d; 6.3a,b; TSSA I, III & V)
F. Demonstrate skills necessary to identify, assess and alter the school organizational structure and culture to improve the conditions for learning and teaching (ISLLC I, II, III, V & VI; KDF 2.2a,d,e; 3.3a,b,c,d; 4.1a,b,c,d,e,f,g,h; 4.2a,b,c,d,e; 4.3a,b,c; 5.1a,b,c,d; 5.2a,b,c; 5.3a,b; TSSA I, II, III, IV & V)
G. Identify and apply strategies to manage conflict (ISLLC III; KDF 3.3b,d; 4.1f,g; 4.2a,b,c,d; TSSA III)
H. Apply best practices in decision-making (ISLLC II, III, IV & V; KDF 2.2a,b,c,d,e,f; 3.3b; 4.2a,b,c,d; 4.3a,b,c,d; 5.2a,b,c; 5.3b; 5.4a; TSSA I & V)
I. Planning and implementation of change in school programs for increased student achievement. (ISLLC I, II, III, IV & V; KDF 2.2a,b,c,d,e,f; 3.3b; 4.2a,b,c,d; 4.3a,b,c,d; 5.2a,b,c; 5.3b; 5.4a; TSSA I, III & V)

V. CONTENT OUTLINE:
A. Organizational change as context for strategic planning
B. Defining strategic planning
C. Identifying problems
D. Structuring groups and communication
E. Leading groups through conflict
F. Evaluation and development of beliefs and mission
G. Developing mutual commitments and expectations
H. Implementing and monitoring strategic plans
I. Application of strategic planning principles to other planning processes
J. Strategic planning and change

VI. INSTRUCTIONAL ACTIVITIES:
Lectures, readings, discussions, problem-based papers 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. Creating Organizational Structures and Operations (Anchor Assessment 5)
   1. Select one high priority issue/problem at the school that needs to be addressed (e.g., issue/problem could come out of the school improvement plan, a discussion with the principal relative to current trends, needs, etc.). The issue/problem needs to be supported/justified by varied and relevant data
   2. Operate within the framework of existing policies, and convene a team of stakeholders (e.g., teachers, parents, administrators, community members, etc.) to study and address the identified problem. The makeup of the committee should be appropriate given the specific issue/problem. The candidate shall present the findings from the data analysis and the rationale for the selection of the issue/problem to the team of stakeholders
   3. Lead a team review of the vision and mission statements of the school ensuring that the issue will be framed within this context. Additionally, the candidate will lead the team in the development of a vision and mission statement for the team (e.g., team building process)
   4. Lead the team through a problem solving/planning process that will:
      a. Define the problem within the school, district, community or state context
      b. Detail a plan for addressing the problem (e.g., including specific implementation activities, timeline, staff considerations, budget issues, impact on student learning, barriers, data, etc.)
      c. Describe how the plan will be strategically implemented (e.g., gaining support, navigating the change process, staff development).
      d. Develop an evaluation plan including strategies for monitoring over time
      e. Design the plan within the boundaries of the laws, regulations, and policies within which the school operates
5. Initiate the implementation of the plan.
6. Present a report on the plan/findings/implementation to the appropriate audience (staff, council, department, district level group, etc.).

B. Develop written responses to simulations, role play and scenarios.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Students will complete 50 hours of instructor-approved field experiences that address Critical Success Factors 1, 6, 7 and 8, inclusive of Anchor Assessment 5. Students will submit to the instructor for approval a plan for field-experiences within the third week of the semester.

VIII. RESOURCES:
School district will coordinate with the University to see that students have an opportunity to lead a group in the development of mission/vision. Relevant Kentucky Department of Education documents and school district policy will be accessed.

IX. GRADING PROCEDURES:
A: 92% to 100%
B: 80% to 91%
C: 70% to 79%
D: 60% to 69%
E: Less than 60%
Note: Grades of C or lower do not meet program requirements and must be retaken.

X. ATTENDANCE POLICY:
This course adheres to the attendance policy published in the current MSU Graduate Bulletin.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy stated in the current MSU Graduate Bulletin.

XII. TEXT AND REFERENCES:

XIII. PREREQUISITE:
Permission of Chair

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