*Campbellsville University*

**School of Education, G2 2017**

**ED 701-01: Planning and Leading School Improvement**

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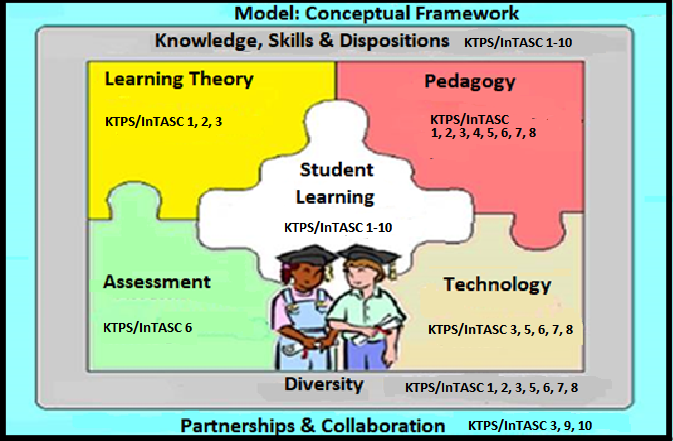
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***Empowerment for Learning***



**COURSE DESCRIPTION:** *This course provides educators with foundational knowledge of the continuous improvement approach to educational leadership, planning and management. The course emphasizes the best practices associated with strategic planning, continuous improvement, and quality in education. The course will enable educators to implement tools that facilitate planning and teamwork in a professional environment. Emphasis is placed on school-based applications and professional learning communities.*

**Credit: 3 hours Monday: 6:30-7:45 p.m. G2 Term** (**August 28th- October 21st)**

**REQUIRED TEXT:**

Dufour, R., & Marzano, R.J. (2011). *Leaders of learning*. Bloomington: IN: Solution Tree Press.

**The following Standards are embedded in the Rank 1 Culminating Project, coursework, and/or needs assessment analysis for individual schools.**

**Teacher Professional Growth and Effectiveness Standards (*TPGES*)**

Domain 1Planning and Preparation

Domain 2 Classroom Environment

Domain 3 Instruction

Domain 4 Professional Responsibilities

**Interstate Teacher Assessment and Support Consortium** (***InTASC***)/**KTPS**

**(see the Matrix below for information on which specific indicators are addressed under each Standard)**

InTASC 1 Learning Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASC 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**CU Diversity Proficiencies (from KTPS/InTASC)**

1B The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

6G The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.

9H The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

10Q The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

**International Literacy Association (*ILA*)**

Standard 1 Foundational Knowledge

Standard 2 Curriculum and Instruction

Standard 3 Assessment and Evaluation

Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (*CAEP*) Advanced Standards**

Standard A.1.1

Standard A.1.2

Standard A.2.1

Standard A.2.2

Standard A.4.2

**Course Methods of Instruction**

* Online learning lessons
* Individual consultation with instructor
* Threaded discussions
* Cooperative/collaborative learning activities projects
* Independent review of research literature and web site content
* Reading assignments/presentations (textbook and others as assigned by instructor)

**Modes of Instruction**

* Conference with instructor, peers, and cognitive coach/mentor, as appropriate.
* Self-evaluations
* Frequent constructive communication with online professor.
* Reflections
* Online and/or field based instruction and analysis of best instructional practices.
* Face-to-face meetings and presentations

**Standards Alignment Matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Performance  Assessments &  Objectives | ILA Content  Literacy  Standards | CU Diversity Proficiencies (from KTPS/InTASC) | CAEP &  InTASC  Standards | TPGES | Technology |
| Weekly Assignments, Including article and text reflections  Course Objectives 1,2,4 | 1-6 |  | CAEP – A.1.1  InTASC – 3(c, i, n), 9,10 | 1, 4 | Yes |
| Discussion Forums and Weekly Class Participation  Course Objectives 1-4 | 2-6 |  | CAEP – A.1.1  InTASC – KTPS/InTASC: 3(n-r), 9, 10 | 1-4 | Yes |
| Culminating Project and Chapter Presentations  Course Objectives 1-4 | 1-6 | 1B | CAEP – A.1.1, A.1.2, A.2.1, A.2.2  KTSP/InTASC 7(a, e, m), 8(b), 9(k), 10(b, c, i, k, q, t) | 1-4 | Yes |
| Foundation  Objectives 1-2 | 1,4,6 |  | CAEP – A.1.1.  InTASC – KTSP/InTASC 3(a, n), 9(i, m, n), 10(j, l, p) | 4 | Yes |
| Data Analysis  Course Objectives 1-4 | 1-3,6 | 6G, 9H | CAEP- A.1.1  KTPS/InTASC 6(l) | 1-4 | Yes |
| Draft Proposal  Course Objectives 1-7 | 1-6 | 1B, 6G, 9H, 10Q | CAEP – A.1.1., A.1.2, A.2.1., A.2.2  InTASC –KTSP/InTASC 1(c), 7(a, e, m), 8(b), 9(k), 10(b, c, i, k, q, t) | 1-4 | Yes |
| Reflection of culminating project experience and field experiences  Course Objectives 1-7 | 1-6 | 6G, 9H, 10Q | CAEP - A.1.1., A.1.2, A.2.1, A.2.2, A.4.2  InTASC – 2, 9,10 | 1-4 | Yes |
| Final Exam  Objectives 1-4 | 1-6 |  | CAEP – A.1.1.  InTASC – 9,10 | 1-4 | Yes |
| Professional Growth Plan  Course Objectives 1-7 | 3,6 |  | CAEP – A.1.1, A.2.1, A.2.2.  KTSP/InTASC 9(b, l, n) | 1-4 | Yes |

**Mission Statements/Vision**

The Campbellsville University Mission focuses on Scholarship, Excellence, and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

· Knowledge and skills

· Caring Dispositions, including respect for diversity

· Commitment to life-long learning in a global society-

· Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

**COURSE OBJECTIVES AND TOPICS**

**Objectives**

Upon completion of this course, you will:

1. Develop an understanding of leadership and strategic planning. (Chapter readings and reflections, discussion forums, class participation, culminating project work)
2. Utilize tools and strategies for identifying and analyzing school-related issues including instruction, student achievement, school climate, etc. (Data research, discussion forums, chapter readings)
3. Participate in collaborative work in class and school projects using planning tools and resources. (Clinical hours, discussion forums, presentations, class participation, culminating project work)
4. Identify challenges and barriers to overcome in order to implement successful school improvement plans. (Data analysis, discussion forums, class participation, reflections).

**Topics**

1. Strategic planning and continuous improvement (e.g., CSIP/CDIP)
2. Roles in the strategic planning process
3. Data driven decision making for school improvement
4. Needs assessment and environmental scans
5. Construction of tables and charts for needs analysis
6. Development of measurable objectives based on needs and clear articulation of strategies to meet objectives
7. Forms of evaluation
8. Communication to stakeholders
9. Code of Ethics
10. Culminating project—leadership requirement

**Assignments and Assessments**

**NOTE: All assignments must be word-processed using Microsoft Word XP or higher.**

**Course Delivery Method**

The online course delivery method for this course is synchronous. Synchronous is a communication system that allows sending and receiving information in real-time such as chat, videoconferencing and instant messaging with no time delay thus allowing participants to respond demonstrating understanding of course concepts. Further, this will allow the instructor to pay close attention to students’ assignments and provide assistance as needed.

**The course will use Adobe Connect for class time. For this course, you will need a headset with a microphone. In addition, you will need high-speed internet connection.**

**During the eight (8) weeks course chat, discussion boards, project presentations are examples of modes of interaction between the instructor and student in discussing content and expected response.**

**Class Attendance and Participation**

Class attendance is expected and will be checked. Two absences may result in an automatic “F” for the course. Students are to log in to class on the date and time indicated on the course syllabus. Students need to be sure that their headset and internet service is working prior to the start time for class. It is recommended that students check the connectivity of their equipment at least fifteen (15) minutes prior to the start of class.

Active and consistent participation in this course is important and expected. Students must contribute to class discussions in a meaningful and educationally relevant manner at a minimum of ***two*** times per class. Students will be graded on their ability to ask pertinent questions, critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions and reflective writing assignments). See the *Chat Rubric* for additional details.

**Chats will discuss content and assignments and clarify for students and instructor those parts of the lesson that are unclear or need further discussion.**

**Discussion Forums**

Weekly discussion prompts will be posted in the course. Students will be required to post an educationally relevant and thoughtful reflection to each of the prompts. Your responses/reflections should be supported with research based evidence and professional experiences. Additionally, respond to ***two*** other students' posts. The **initial post is due on Thursday by midnight prior to class on Monday**. The **peer response posts are due prior to the beginning of the next class**. See the *Discussion Forum Rubric* for additional details. No points will be awarded for late discussion posts.

**Weekly Assignments**

Each week students are expected to be prepared for class by having read the required information and completed the graded assignments. All assignments are to be posted **Saturday by midnight prior to class time on Monday (except during Week 8, when all assignments are to be posted by Saturday, October 21st at midnight)**.

**Chapter Presentations**

Each person will be assigned 1 or 2 chapter (s) to present to the class. A short “lecture” and PP are required. **The PP is to be posted no later than Sunday at midnight prior to the class on Monday.**

**Culminating Project**

Review the Culminating Project Handout for an overview of each project component. For this course, you will complete a Foundation, Data Analysis, Draft Proposal, and presentation detailing your research and plan. Your entire project is to be submitted by **October 21st** on Lesson 8 on Moodle. An **oral presentation with a PowerPoint will be presented on October 16th.** All class members are expected to participate. The Culminating Project will be scored using a scoring rubric. The presentation is worth 20 points of the project grade.) A grade of “A” or “B” must be obtained on this project to pass the course.

**CLINICAL/FIELD HOURS**-

***SIX*** HOURS WILL BE REQUIRED FOR THIS CLASS

A Rank 1 field hour matrix will be provided. The field hours are to be completed as indicated with corresponding reflections.

**Evaluation of Performance/Assessments**

Student work will be evaluated utilizing rubrics and scoring guides. Built into all rubrics are criteria for making connections between the course content and your current practice. In addition, all rubrics contain criteria for adherence to due dates, APA style, and length. All assignment due dates are discussed and available to students in the Moodle course.

55 points, Chapter Presentation (s)

25 points, Foundation

25 points, Data Analysis

80 points, Discussion Forums (10 points per week)

25 points, Draft Proposal

60 points,Field Hours

140 points, Weekly Graded Assignments (20 points per week, includes CP class presentation)

80 points, Participation/Chat (10 points per week)

100 points, Submit an electronic copy of the Culminating Project (80 points)

50 points, Final Exam

Total Points = 640 points

Grading Scale: 93% A

85% B

78% C

**Late Assignments**

Assignments are due as designated. Late work (not presented when due) will be penalized one letter grade. Work not submitted by the beginning of the next class will be graded as zero.

**Plagiarism Policy**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (Student Handbook)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**Disability Statement**

Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Campbellsville University’s Online Course Attendance Policy**

**Bi-term and 8 week terms:** Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

**Incomplete Statement**

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility.  All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

**Disposition Assessment**

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the Codes of Ethics for Professional Educators which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

**Communication Requirement**

Students are expected to activate and regularly use the university provided email domain (studentname@stu.campbellsville.edu) for all email communication for this class.

**To report emergencies or an incident on campus please call**

**The Office of Campus Safety and Security @ (270)-789-5555 or cell phone (270)-403-3611.**

**CHAT Rubric/Scoring Guide:**

|  |  |
| --- | --- |
| **Score** | **Student Submission Characteristics**  **KTPS/InTASC: 3(n-r), 9, 10** |
| **10** | * Logs on to chat promptly and remains engaged throughout the session without dominating chat time. * Asks pertinent questions and/or provides insights, opinions, and comments. * Discusses lesson content to clarify student understanding and instructor expectations. * Effectively affirms other students and/or offers opposing perspectives in a professional manner. * Supports and comments with information from the lesson. |
| **8** | * Logs on to chat and engages during the session. * Asks questions or provides insights, opinions, and comments. * Some discussion may not focus on but is essentially related to lesson content. * Generally affirms other students and/or offers opposing perspectives in an acceptable manner. * May support some comments with information from the lesson. |
| **6** | * Logs on to chat but may be somewhat late and/or engages in a limited manner. * Rarely asks questions or provides insights, opinions, and comments. * Limited discussion may not be related to lesson content. * Affirms other students sparingly and/or offers opposing perspectives that may/may not be done in an acceptable manner. * Rarely supports comments/questions with information from the lesson. |
| **4** | * Logs onto chat late (more than 10 min.) and/or engagement is limited or does not occur. * Questions/comments either do not occur or are perfunctory in nature (i.e., "I agree" or "me too.") * Any discussion is rarely if ever pertaining to lesson content. * Generally does not affirm others and/or offers negatively stated or no opposing perspectives. * Rarely if ever supports comments with lesson content. |

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**Discussion Forum Rubric**

|  |  |
| --- | --- |
| **Score** | **Student Submission Characteristics**  **KTPS/InTASC: 3(n-r), 9, 10** |
| **10** | * Posts an insightful and informed response to the forum prompt(s). * Response demonstrates sophisticated knowledge/understanding of the lesson content. * Posts two or more responses to other students' posts. * The responses reflect sophisticated knowledge/understanding of lesson content. * Responses to other students' posts are expertly communicated and are professional in nature. |
| **8** | * Posts a response to the forum prompt(s) that is informed. * Response demonstrates knowledge/understanding of the lesson content. * Posts at least 2 responses to other students' posts. The responses reflect knowledge/understanding of lesson content. * Responses to other students' posts are well communicated and appropriate in nature. |
| **6** | * Posts a response to the forum prompt(s). * Response demonstrates some/limited knowledge/understanding of the lesson content. * Posts less than 2 responses to other students' posts or 2 responses that are ineffective. The response(s) reflect limited knowledge/understanding of the lesson content. * Responses to other students' post(s) are communicated but may not be appropriate in nature. |
| **4** | * Posts an irrelevant response to the forum prompt(s) or fails to post. * Response demonstrates limited/no knowledge/understanding of the lesson content. * Posts one or no responses to other students' posts and they are irrelevant. * The post(s) reflect little/no knowledge/understanding of lesson content. * Responses to other students' post(s) are delivered in an inappropriate and/or nature. |

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**Rubric for Scoring Writing Assignments**

|  |  |
| --- | --- |
| **100 Point Scale**  **93-100 =3**  **85-92 =2**  **78-84 =1** | **50 Point Scale**  **46-50 =3**  **43-45 =2**  **39-42 =1** |

**Reflections**

Reflections are to be written for chapters/articles as indicated by the professor. Remember: ***Reflections are more than just a summary of the material! You are to write a maximum of 2 pages for each chapter/article. (Example: if you have 2 chapters, you would have a maximum of 4 pages.)***

|  |  |  |  |
| --- | --- | --- | --- |
| **Writing Conventions** | **Exemplary** | **Accomplished** | **Developing/Ineffective** |
| **Ideas and Content**  **KTPS/InTASC**  **4(o-q), 9(m, n)** | Contains an engaging introduction identifying the topic; ideas clearly stated and elaborates with supporting details; uses appropriate language appropriate to the audience. | Contains and introduction BUT vague in identifying the topic; states ideas but provides limited details; uses appropriate language for the audience. | Very few relevant ideas or information. |
| **Organization** | Organization fully appropriate and effective for topic (***point of view, unity, paragraphing***); very strong introduction & conclusion, thesis statement, topic sentences. | Organization controlled but limited; some paragraphing problems; adequate introduction & conclusion; limited thesis statement & use of topic sentences. | Minimal attempt at paragraphing, often unsuccessful; strings of sentences; no introduction or conclusion, thesis statement, topic sentences. |
| **Mechanics** | Correct form for text type -headings, indentations; correct citations; spelling, capitalization, and punctuation error-free. | Occasional errors in spelling, form, indentations, capitalization, punctuation, and citation; sometimes distracting. | Spelling, form, indentation, capitalization, punctuation, and citation errors throughout. |
| **Task Compliance** | Fully addresses all aspects of the writing assignment; stays on task throughout. | Address a part of the writing assignment, but generally writes about the topic and does not address the assignment directly.  Obviously digresses throughout the writing. | Does not address the writing assignment. Off-topic throughout the writing. |
| **APA Style** | Consistently and accurately followed the APA guidelines for the assignment; cites correctly ideas and information of others throughout the paper. | Somewhat followed the APA guidelines for the assignment; cites ideas and information of others throughout the paper. | Did not follow the APA guidelines for the assignment; inadequately cites ideas and information throughout the paper. |

**Reflection Guidelines**

Format:

* APA (use examples and samples as guides on the Purdue Owl website: <https://owl.english.purdue.edu/owl/resource/560/01/>)
* Include a Title Page, Page numbers, APA in-text citations, Reference page

As you write the reflection for each chapter/article make sure to include the following:

* What were the two (2) most important points/ideas discussed?
* Do you agree or disagree with each of these points/ideas?
* How do you see any of the points/ideas relating/being used in your work now or in the future?

**Oral Presentations Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 5 | 4 | 3 | 2-1 |
| Preparedness | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| Content  KTPS/InTASC  4(o-q), 9(m, n)  Project Presentation:  KTSP/InTASC 7(a, e, m), 8(b), 9(k), 10(b, c, i, k, q, t) | Shows a full understanding of the topic and included all necessary/required information. | Shows a good understanding of the topic and most slides contain adequate information. | Shows a limited understanding of parts of the topic and/or required content is not addressed on more than one slide. | Does not seem to understand the topic very well and a majority of the required information is not present. |
| Speaks Clearly | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. | Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word. | Often mumbles or cannot be understood OR mispronounces more than one word. |
| Volume | Volume is loud enough to be heard by all audience members throughout the presentation. | Volume is loud enough to be heard by all audience members at least 90% of the time. | Volume is loud enough to be heard by all audience members at least 80% of the time. | Volume often too soft to be heard by all audience members. |

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