WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE TITLE: School Leadership: Theory and Practice
COURSE NUMBER: MED 7590
COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>70</td>
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I. PROGRAM ATTRIBUTES, COLLEGE OF EDUCATION

This course is structured to reflect the eight essential program attributes described in the Division of Education Conceptual Framework. This conceptual framework was developed and adopted by the Division of Education in 1998, and involved collaborations with University faculty, other institutions of higher education, state agencies, the business/commercial community, and preK-12 partner schools. The framework is driven by the mission of Wilmington University; reflects national standards. The framework document fully explicates each attribute. The complete framework can be accessed at: http://www.wilmu.edu/education/clinicalstudies/conceptframework.html

Programs within the Division of Education:

1. are knowledge-based (including content knowledge, theoretical knowledge, propositional knowledge, and craft knowledge);
2. view educators as learners;
3. are contextually and culturally sensitive;
4. feature extensive field experiences and authentic collaboration;
5. stress inquiry, analysis, reflection, and professional growth
6. are developmental, flexible, and allow for experimentation;
7. are standards-driven; and
8. promote the effective use of technology.

II. ISLLC-BASED PROGRAM COMPETENCIES

Candidates for the M.Ed. in School Leadership are expected to achieve the following Program Competencies:
A. **The Vision of Learning:** Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

B. **The Culture of Teaching and Learning:** Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth.

C. **The Management of Learning:** Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

D. **Relationships with the Broader Community:** Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.

E. **Integrity, Fairness, and Ethics in Learning:** Act with integrity, fairness, and in an ethical manner.

F. **The Political, Social, Economic, Legal and Cultural Context of Learning:** Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

G. **Practicum Portfolio:** Complete all requirements for the school leadership practicum portfolio.

*The ISLLC 2008 Standards can be accessed at: 

### III. STANDARDS-BASED INSTRUCTIONAL GOALS

A. **The Vision of Learning**  
Standard: Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

B. **The Culture of Teaching and Learning**  
Standard: Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth.

C. **The Management of Learning**  
Standard: Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

D. **Relationships with the Broader Community**  
Standard: Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.

E. **Integrity, Fairness, and Ethics**  
Standard: Act with integrity, fairness, and in an ethical manner.

F. **Contextual and Cultural Sensitivity**  
Standard: Understand, respond to, and influence the larger political, social, economic, legal, and cultural context
G. Structured External Assignment

Write a position paper that links educational/organizational theories with the changing roles of school leaders and explains how those new roles can impact school environment and the culture of teaching and learning. Address each of the six ISLLC standards.
IV. ATTENDANCE POLICY: College of Education Policy

In the College of Education, faculty must approve all requests for exceptions to the University/College policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final grade or assigning a FA (failure due to absence). Students who have registered for a course and never attended at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates.

Organizing Your Paper

Build your paper around the six ISLLC standards (2008) and each of their functions. Your paper should be presented in six chapters, corresponding to each of the ISLLC standards (Chapter 1, Vision; Chapter 2, School Culture; etc.). Within each chapter you should delineate the functions of the standard with sub-heads (for example -- Function 1A: Collaboratively develop and implement a shared vision and mission; Function 2D: Supervise instruction, etc.). Use the rubrics from A Framework for School Leaders: Linking the ISLLC Standards to Practice to analyze/assess your own school and to guide your writing. A complete set of the ISLLC standards is posted on the Bb MED Program Notebook and this syllabus also includes an ISLLC Internet link.

You should use a DAR approach (describe, analyze, reflect).

- **(DESCRIBE)**
  - How closely do your school’s realities match the ISLLC vision of how schools should be?

- **(ANALYZE)**
  - Why is this happening? What effect does this have on teaching and learning in your school?

- **(REFLECT)**
  - What should be done about it or, better yet, what would you do about it if you were the school’s leader?
  - How would you move your school’s realities closer to the vision?

NOTE: The “reflection” piece is critical. While it is essential for a school leader to be able to identify and analyze problems, an effective school leader also needs to know how to solve those problems. This is where you put yourself in the picture – where you show how your ideas, beliefs, knowledge and skills can improve schools, teaching, and learning.

Formatting and Submitting Your Paper

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*College of Education*

*Professional Partners*

*Creating Environments for Learning*
1. If you include citations (research, articles, etc.) to support your views, make sure that you cite them correctly in the body of your paper and in a “Works Cited” or “References” section. APA format is the college standard, but it is not necessary to use a “running head.”

2. A Table of Contents is recommended, so that the reader can easily find a specific standard or component.

3. Use MS Word as your word-processing program. Text should be DOUBLE-SPACED, no larger than a 12-point font, with 1 inch margins. Number your pages consecutively.

4. Quality of writing is important, because writing quality is critical for success as a school leader. Quality of writing will be assessed separately using the attached scoring rubric. (This is the same scoring guide used in assessing your MED 8900 Portfolio and MED 8901 Internship, and is identical to the rubrics used by Delaware teachers to assess student writing, grades K-12.)

5. How “long” should your paper be? Long enough to cover each of the topics and provide evidence that you know the standards and how they should/could be applied in schools; that you understand the new expectations for school leaders, especially in terms of vision-building and stakeholder involvement; and that you understand how these new roles of school leaders can impact school environment, teaching, and learning. Most papers submitted in previous semesters were 25 pages or more in length.

6. You should not identify your school or district by name, or identify any individuals by name. However, you should provide some context (grade level configuration, size and type of school, population served, etc.).

7. When is the paper due? By the due date specified by your course instructor for all course assignments. This will generally be the last class meeting of the block.

8. Your paper will be kept on file in the M.Ed. Program Office at the Wilson Graduate Center and used only for advising and Program Review/Accreditation.

**Assessment Rubric**

**Distinguished**
The paper reflects exceptional levels of effort and provides new insights into leadership roles, organizational and educational theories, and how school leaders can improve school environment, the culture of teaching and learning, and student achievement. Quality of work is far beyond normal requirements and shows originality of thought as well as mastery of material.

**Proficient**
Paper reflects careful preparation and high levels of effort. There is clear evidence that the student understands how new leadership roles can affect school environment and the culture of teaching and learning. The evidence is reasonable, specific, and addresses the complexity
of the issue. Quality of work exceeds satisfactory accomplishment, and shows initiative, comprehension of material, and the ability to work with concepts related to the course.

Basic
Paper is well organized, clear, and reflects a moderate amount of effort. There is some evidence to show that the student understands the new roles of school leaders, and how those roles affect school environment and the culture of teaching and learning. The paper may not reflect the task in its complexity, may be lacking in depth or breadth, and/or may be less detailed than expected. Project requirements have been met but without distinction.

Emerging
Paper may reflect limited effort, or inadequate organization. There is little evidence to show the linkage between theory and practice, or how new leadership roles affect school environment and culture. Some requirements met, but essential elements may be missing, incomplete, or unclear.

Unsatisfactory
Paper may be poorly organized, incomplete, or confusing, or may reflect little effort. There is no linkage of theories with the new roles of school leaders. Paper does not address the leader's role in developing a shared school vision or the relationship between new leadership roles, school environment and the culture of teaching and learning. Requirements not met.

Writing Quality
The topic, theme, perspective, or argument should be fully developed. Writing should flow smoothly. Ideas should progress legibly and logically. Word choices should be precise, vivid, and economical. Sentences should be complete and varied in length and structure. Grammar, mechanics, spelling, and usage should be appropriate unless called for by the purpose of the writing. The rubric below will be used to assess quality of writing. This is the same rubric that the Delaware Department of Education requires teacher to use in order to assess the quality of student writing in grades K-12.

Distinguished
Writing meets or exceeds all the criteria listed in the “proficient” rating. Writing contains no errors in the conventions of standard written English. In addition, the writing shows an exceptional awareness of the audience. Writing shows an exceptional use of strategies specific to the writing purpose; distinctive style, voice, and tone; appropriate use of literary devices (sarcasm, satire, hyperbole, humor, paradox, allusion, simile, metaphor, etc.); and some compositional risks.

Proficient
Writing is unified with smooth transitions. Progression of ideas is clear and logical. Details are specific, relevant, and fully elaborated. Sentences are complete and varied in length and structure. Writing style is consistent and precise. Word choices are vivid and economical. Writing contains very few, if any, errors in the conventions of standard written English. Errors do not interfere with understanding.

Writing is generally unified with good transitions and a clear progression of ideas. Details are specific, but some may be insufficient, irrelevant, or not fully elaborated. Sentences are
complete and provide some variety in length and structure. Word choices are usually precise. Writing may contain some minor errors in the conventions of standard written English but those errors rarely interfere with understanding.

Emerging
Writing is minimally unified and may lack transitions. Some specific details are included, but are insufficient, irrelevant, and/or not elaborated. Writing includes sentence formation errors and a lack of sentence variety. Word choices are general and repetitive. Writing reveals several errors in the conventions of standard written English and those errors interfere with understanding.

Unsatisfactory
Writing lacks unity and contains few specific details. Details are minimally elaborated. Writing includes frequent and severe sentence formation errors and/or a lack of sentence variety. Word choices are often general, repetitive, and/or confusing. Writing reveals frequent and severe errors in the conventions of standard written English and those errors interfere with understanding.