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>
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<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
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I. COLLEGE OF EDUCATION PROGRAM ATTRIBUTES

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

1. Master knowledge-based course content;
2. View yourself as a teacher and learner, deconstruct inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
3. Remain attentive to contextual and cultural sensitivity;
4. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
5. Engage in authentic participation, collegiality, and collaboration
6. Participate in an ongoing, developmental sequence of learning activities that support continuous improvement experimentation and professional growth;
7. Become involved in learning experiences that are standards driven, and;
8. Utilize technology effectively.

COURSE DESCRIPTION: This course explores theory and practice related to organizational behavior, development, models, and change; shared decision-making; and instructional leadership. Major topics include the new roles of school leaders, issues related to school reform, community and stakeholder involvement, improvement of the teaching and learning environment, enhancing student achievement, and ethics. It is recommended that this course be taken early in the MED School Leadership Program.
II. ELCC 2011 STANDARDS/ELEMENTS

Program competencies for the M.Ed. in School Leadership are derived from current national standards for building-level educational leadership as adopted by the ELCC and the National Policy Board for Educational Administration. These specific standards can be accessed via this link http://www.ncate.org/LinkClick.aspx?fileticket=3WwH1I1vDLys%3D&tabid=676

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

<table>
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<tr>
<th>Learning Outcomes</th>
<th>ELCC</th>
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<tr>
<td>Participate in collaborative school visioning</td>
<td>1.1</td>
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<tr>
<td>Understand theories relevant to building, articulating, implementing, and stewarding a school vision</td>
<td>1.1</td>
</tr>
<tr>
<td>Use methods for involving school stakeholders in the visioning process</td>
<td>1.1</td>
</tr>
<tr>
<td>Understand theories on human development behavior, personalized learning environment, and motivation</td>
<td>2.1</td>
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<tr>
<td>Understand school culture and ways it can be influenced to ensure student success</td>
<td>2.1</td>
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Learning Activities: Students will:

1. Understand the relationship between leadership and instructional leadership.
2. Determine personal strengths and weaknesses within the area of instructional leadership.
3. Describe and define Moral purpose and Ethical Leadership and their relationship to leading a school.
4. Analyze how the moral and ethical side of leadership will impact you as a future leader.
5. Describe a recent school or school division decision in which you participated. Who participated in the decision? How was the decision made? Discuss in detail the positives or negatives encountered. Design a decision-making model of the process you would use in determining how decisions will be determined.

III. Structured External Assignment
Create a plan for school improvement related to school culture or instruction involving personalization of learning reflecting high standards for students.

Within your plan, you will:

- Identify a problem of practice within a school building or team setting through surveying staff and working with building leadership to become an area of focus for the plan.
- Establish a core team for development of a shared vision of learning.
- Articulate and share the plan including a method for evaluation.
DISPOSITION SURVEY:
During the course, candidates and instructors will complete a disposition survey. Course grade is dependent on submission to TaskStream of both surveys.

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.

IDEA Course and Instructor Evaluations: Wilmington University takes instructor and course evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of WU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks prior to the end of each class, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments and feedback.

The course measures your learning on specific items on the IDEA. Your syllabus denotes them as Essential and Important. These are listed as items 21-32 on the course evaluations that are submitted to you. It is important that you evaluate your progress on these as you move through each course. They correspond to the following items:

1. Gaining factual knowledge. (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories.
3. Learning to apply course material. (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
5. Acquiring skills in working with others as a member of a team.
6. Developing creative capacities. (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity. (music, science, literature, etc.)
8. Developing skill in expressing myself orally or in writing.
9. Learning how to find and use resources for answering questions or solving problems.
10. Developing a clearer understanding of, and commitment to, personal values.
11. Learning to analyze and critically evaluate ideas, arguments, and points of view.
12. Acquiring an interest in learning more by asking my own questions and seeking answers
## RUBRIC

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<thead>
<tr>
<th>ELCC Standard</th>
<th>Unsatisfactory (1)</th>
<th>Emerging (2)</th>
<th>Basic (3)</th>
<th>Proficient (4)</th>
<th>Distinguished (5)</th>
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<tbody>
<tr>
<td>1.1 Content</td>
<td>Limited or inaccurate plan for development of school vision is provided.</td>
<td>Candidates demonstrate an understanding of collaborative school visioning and theories relevant to building, articulating, implementing and/or stewarding a school vision.</td>
<td>Candidates demonstrate an understanding of collaborative school visioning and theories relevant to building, articulating, implementing and stewarding a school vision developed through attempted collaboration with stakeholders.</td>
<td>Candidates demonstrate an accurate and thorough understanding of ways to develop collaborative school visioning. Development of the vision is strongly dependent on theories relevant to building, articulating, implementing and stewarding a school vision. Plans for visioning include a variety of methods of collaboration with stakeholders.</td>
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<tr>
<td>2.1 Content</td>
<td>Very limited or no evidence is presented to demonstrate understanding of concepts.</td>
<td>Candidate demonstrates a partial understanding of the impact of school culture and the ways it can be influenced by factors.</td>
<td>Candidate demonstrates an understanding of the impact of school culture and the ways it can be influenced by behavior, personalized learning and/or motivation to ensure student success.</td>
<td>Candidate demonstrates a clear understanding of the impact of school culture and the ways it can be influenced by behavior, personalized learning and motivation to ensure student success.</td>
<td>Candidate demonstrates a comprehensive understanding of the impact of school culture and the ways it can be influenced by behavior, personalized learning and motivation to ensure student success.</td>
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