

**Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology**

**LEAD 7020
DEVELOPING LEADERSHIP CAPACITY IN SCHOOLS AND COMMUNITIES
3 SEMESTER HOURS**

GUIDING PRINCIPLES (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

GEORGIA EDUCATIONAL LEADERSHIP STANDARDS

Standard 1: Education leaders build a collective vision of student success and well-being. Education leaders build consensus among all stakeholders of what students should know and do as a consequence of their schooling, as well as what it means for students to become well-adjusted, contributing members of society. Building such a vision can require reconciling possibly competing perspectives among diverse members of the school community. Based on this vision, leaders plan, implement, monitor, and evaluate impact to promote continuous and sustainable improvement. Leadership Candidate Performances (Georgia Leadership Standards)

Standard 2: Education leaders champion and support instruction and assessment that maximizes student learning and achievement. Education leaders promote the use of rigorous curricula, which set high expectations for students and are aligned to academic standards. They seek to maximize student learning through authentic and differentiated pedagogy, systems of support and effective

Positively Impacting Students through Evidence-Based Practices

assessment strategies that inform instruction. They develop and coordinate these systems in ways that create opportunities to personalize the academic program to meet individual student needs. The effectiveness of implementation and the impact of these systems on student learning are evaluated.

Standard 3: Education leaders manage and develop staff members' professional skills and practices in order to drive student learning and achievement.

Education leaders support the professional learning of effective, caring teachers and leaders who are able to work with students productively in the classroom and who can collaboratively lead a school or district. Building an effective staff requires careful personnel recruitment, selection, assignment of responsibilities, support, evaluation, and retention. Developing the professional skills of educators involves such activities as coaching, creating supportive conditions, and fostering a professional learning community.

Standard 4: Education leaders cultivate a caring and inclusive school community dedicated to student learning, academic success and personal well-being of every student. Education leaders create healthy, safe, and supportive school environments in which students are known, accepted, valued, and empowered to reach their fullest potential. Leaders do so by fostering a culture defined by high expectations, trust, and a collective sense of responsibility for the academic, social, and emotional needs of all students.

Standard 5: Education leaders effectively coordinate resources, time, structures, and roles to build the instructional capacity of teachers and other staff.

Education leaders strive to ensure that staff has the requisite organizational resources, time, structures and roles to increase student learning and achievement. They think creatively and strategically about class schedules, student and teacher assignments, the use of technology in the classroom, and the allocation of time and space for staff to exchange ideas and collaborate.

Standard 6: Education leaders engage families and the outside community to promote and support student success.

Education leaders build and sustain productive relationships with families and other community partners in the government, non-profit, and private sectors. They promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. They communicate regularly and openly with families and community partners, and seek their input and support for continuous improvement efforts.

Standard 7: Education leaders administer and manage operations efficiently and effectively.

Education leaders are responsible for the effective, efficient, equitable, and ethical management of schools and districts. Their responsibilities include garnering and allocating resources, monitoring and addressing internal and external regulatory requirements, developing organizational policies and practices, and other administrative duties that maintain the continued viability of the school or district.

COURSE DESCRIPTION

This course is an examination of the knowledge and skills necessary to increase leadership capacity in schools at all levels and into the extended community. The course addresses the need for developing individual and organizational capacity and the impact of increased leadership capacity on school performance. The candidates are provided information focusing on leadership practices with increased performance potential.

REQUIRED TEXTBOOKS/RESOURCE MATERIALS

- There is no required text for the course
- Readings as directed by the instructor
- Access to MY VSU
- Access to VSU's course portal BlazeVIEW
- Selected Links to Governmental, Professional, and Academic Resources

SUGGESTED RESOURCES

Collins, J. (2001). *Good to great*. New York, NY: HarperCollins Publishers Inc.

Connors, C., Smith, T., & Hickman, C. (2004). *The OZ principle*. New York, NY: Penguin Group.

Marano, R., Pickering, D. & Pollock, J. (2001) *Classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R., Waters, T., & McNulty, B. (2005). *School leadership that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. (2003). *What works in schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

Maxwell, J. (1995) *Developing the leaders around you*. Nashville, TN: Thomas Nelson, Inc.

Murphy, P.K., & Alexander, P. (2006). *Understanding how students learn*. Thousand Oaks, CA: Corwin Press.

Owens, R. & Valesky, T. (2007). *Organizational behavior in education*. Boston: Pearson.

Ripley, A. ((2013). *The smartest kids in the world and how they got that way*. New York: Simon & Schuster.

Sergiovanni, T. (1999). *The lifeworld of leadership: creating culture, community, and personal meaning in our schools*. San Francisco: Jossey-Bass.

Whitaker, T. (2012). *Shifting the monkey*. Bloomington, IN: Solution Tree Press

*Additional resources may be assigned by the instructor. When required, the materials will be identified and provided in BlazeVIEW

OTHER RECOMMENDED RESOURCE MATERIALS

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.)

ONLINE RESOURCE MATERIALS

Selected Links to Professional, Governmental, and Academic Resources

Association for Supervision and Curriculum Development (ASCD): <http://www.ascd.org>

Georgia Professional Standards Commission: <http://www.gapsc.com/>

Georgia Department of Education: <http://www.doe.k12.ga.us/>

Georgia Performance Standards: <http://www.georgiastandards.org/>

Education Week Online: <http://www.edweek.org>

National Staff Development Council: <http://www.nsd.org/>

Regional Educational Laboratory Program (Gateway for all 10 regional labs):

<http://ies.ed.gov/ncee/edlabs>

American Association of School Administrators (AASA): <http://www.aasa.org/about/>

National Association of Elementary School Principals (NAESP): <http://www.naesp.org/>

National Association of Secondary School Principals (NASSP): [National Association of Secondary School Principals - Home](#)

National Education Association (NEA): <http://www.nea.org/>

National Policy Board for Educational Administration: <http://www.npbea.org/>

National School Boards Association (NSBA): <http://www.nsba.org/>

Population reference Bureau: <http://www.prb.org/Topics/RaceEthnicity.aspx>

Educational Resources Information Center (ERIC): <http://www.eric.ed.gov/>

ERIC Clearinghouse on Educational Policy and Management: (CEPM)

<http://eric.uoregon.edu/>

National Center for Education Statistics (NCES): <http://nces.ed.gov/>

U.S. Department of Education (USDOE): <http://www.ed.gov/>

Education Commission of the States: <http://www.ecs.org/>

The Education Trust: <http://www.edtrust.org/>

A GREAT link to many other education facility-related pages and professional organizations (with descriptions): <http://www.edfacilities.org/links/>

An excellent link for those anticipating taking the Praxis II in Educational Administration:

<http://www.ets.org/praxis/prxtest.html>

Southwest Educational Development Laboratory: A great link for timely educational information and research: <http://www.sedl.org/>

American Educational Research Association: <http://www.aera.net/>

Clearinghouse for School Reform: <http://www.csrrclearinghouse.org/>

National Policy Board for Educational Administration: <http://www.npbea.org/>

EDUCATIONAL LEADERSHIP CONSTITUENT COUNCIL (ELCC) STANDARDS

Standard #1: The educational leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared vision of learning through the collection and use of data to identify educational goals, assesses organizational effectiveness, and implement plans to achieve goals; promotion of continual and sustainable educational improvement; and evaluation of progress and revision of school supported by school and community based stakeholders.

Standard #2: The educational leader applies knowledge that promotes the success of every student by sustaining a culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students, creating and evaluating a comprehensive and coherent curricular instructional program; developing and supervising the instructional and leadership capacity of staff; and promoting the most effective and appropriate technologies to support teaching and learning within the educational environment.

Standard #3: The educational leader applies knowledge that promotes the success of every student by ensuring the management of the organization, operation, and resources through monitoring and evaluating the management and operational systems; effectively using human, fiscal, and technological resources in the educational environment; promoting and protecting the welfare and safety of school students and staff; developing capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

Standard #4: The educational leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the system by collecting and analyzing information pertinent to improvement of the educational environment; promoting and understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the educational community; building and sustaining positive relationships with families and caregivers; and cultivating productive school relationships with community partners.

Standard #5: The educational leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure as system of accountability for every student's academic and social success by modeling principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the educational community; safeguarding the values of democracy; equity, and diversity within the educational community; evaluating the potential moral and legal consequences of decision making in the educational community; and promoting social justice within the educational community to ensure that individual student needs inform all aspects of schooling.

Standard #6: The educational leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for schools, students, families, and caregivers; acting to influence local, district, state and national decisions affecting student learning in an educational environment; and anticipating and assessing emerging trends and initiatives in order to adapt educational leadership strategies.

Standard #7: The educational leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school and system based field experiences and clinical internship practice within a school and system setting and is monitored by a qualified, on-site mentor.

COURSE OBJECTIVES

Defining individual and organization performance and reviewing the impact of leadership capacity on performance

Identifying the link between leadership capacity and performance

Assessing how well the organization is designed to achieve effectiveness

Understanding the impact of different leadership strategies on efforts to increase individual and organization performance through the use of student achievement data

Studying the impact of leadership and methods of organization control to achieve high performance

Identifying current conditions in an organization and contrasting current conditions with ideal conditions related to research and leadership capacity

Identifying the leader's role in building a community of leaders

Understanding and implementing the improvement process through effective leadership and the use of action research

Considering the need for building strong relationships and as a strategy to create healthy organizations

Reviewing current literature on leadership models

Addressing the challenge of facilitating and distributing leadership with an emphasis on transforming the culture to one of continuous improvement

Positively Impacting Students through Evidence-Based Practices

Developing/analyzing school improvement plans focusing on improving student performance through the use of effective research based instructional strategies

Examining the role of the principal as instructional leader of a school

Developing strategies for monitoring effective teaching and instruction

Examining the characteristics of an effective classroom teacher and effective instructional practices

Educational leaders should be able to:

Demonstrate an understanding of the importance of relationships as a key element in building a community of leaders.

(ELCC 2, 4, 5, 6; PSC 2, 4, 5, 6; BOR 5, 7, 9, 10)

Demonstrate an awareness of the impact of effective leadership on school performance and student achievement.

(ELCC 2, 4, 7; PSC 2, 4, 6; BOR 2, 3, 4, 5, 7, 9, 10)

Demonstrate the ability to process assessment data to determine links to overall school performance and student achievement.

(ELCC 2, 3, 4, 6; PSC 2, 3, 4, 6; BOR 4, 7, 9)

Demonstrate knowledge of the importance of distributive leadership and the research on leadership as a viable school improvement strategy.

(ELCC 2, 3, 4, 5, 6; PSC 2, 3, 4, 5, 6; BOR 1, 5, 7, 9, 10)

Demonstrate an understanding of the need for data based feedback focusing on organization effectiveness.

(ELCC 2, 3, 6; PSC 2, 3, 6; BOR 3, 4, 5, 9, 10)

Demonstrate effective group process, conflict resolution, and consensus building skills.

(ELCC 2, 4, 5, 6; PSC 2, 4, 5, 6; BOR 5, 7, 9, 10)

Demonstrate the ability to effectively develop, communicate, and model the vision and mission of a school.

(ELCC 1, 2, 3, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 5, 8, 9, 10)

Demonstrate the ability to apply knowledge of learning, teaching, and student development to make informed supervisory decisions.

(ELCC 1, 2, 3, 5; PSC 1, 2; BOR 2, 4, 6)

Demonstrate the ability to assure that student achievement assessment data are used to develop the school's vision, mission, and goals and shape educational plans, programs and actions.

(ELCC 1, 2, 6; PSC 1, 2, 3, 6; BOR 3, 4, 6, 7)

Demonstrate the ability to utilize field based research to investigate and solve instructional problems.

(ELCC 2, 6; PSC 2, 6; BOR 2, 3, 4, 6)

Demonstrate the how leaders can use professional development to promote a focus on student learning consistent with the school's mission, vision, and goals.

(ELCC 1, 2; PSC 1, 2; BOR 4, 6, 9)

Demonstrate the use knowledge of developmental, learning, and teaching theories to inform administrative decisions.

(ELCC 1, 2, 6; PSC 1, 2, 3, 6; BOR 3, 4, 6, 7)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

The overall expectations that the instructor has for the student in terms of activities, assignments, and requirements are these:

- Be sure all assignments are turned in on or before the due date, which is clearly written on each assignment page
- Be sure all written materials reflect this level of education – great grammar, spelling, neatness, etc.
- Be sure directions have been followed in each assignment
- Failure to adhere to these basic requirements will result in the loss of points

The total number of points available in this class is 100. Each required assignment has a point value; some may be worth more than others.

Regular Written Assignments = 40 points (8 opportunities @ 5 points each)

Module #1 = 5 points (Resume)
 Module #2 = 5 points (Principles of Leadership)
 Module #3 = 5 points (Critique #1)
 Module #4 = 5 points (Critique #2)
 Module #5 = 5 points (Shifting and 20 Principles)
 Module #6 = 5 points (Truby's Nuggets)
 Module #7 = 5 points (Daggett)
 Module #8 = 5 points (Smartest Kids)

Discussion = 24 points (8 Opportunities @ 3 points each)

Special Assignments = 36 points

Introductory Quiz = 10 points
 Research Paper = 10 points
 Research Paper Discussion = 5 points
 Final Exam = 8 points
 Final Discussion Post = 3
 Total Points = 100

While each of these assignments is more fully developed and available to you on line, let me summarize briefly what each of these is about:

- Assignments #1- #4 are introductory in nature to allow us to get to know one another and help us get started with the topic of leadership.

Positively Impacting Students through Evidence-Based Practices

- Several Modules will require a page of reaction/writing. Their focus will be to introduce topics related to leadership and its challenges, philosophies, and insights. They will also include looking at your organization's operations, framework, and the paperwork that supports these items.
- Critiques will require you to research a bit on topics related to leadership. The instructor will provide a model and more information.
- Due to the course format, consistent participation through online group discussion is essential. Readings from the supplemental materials, provided by the instructor, will serve as resources for discussion. The quality and degree of participation will be reflected in the candidate's grade. Candidates are required to read the assigned material, submit their respective posts in the discussion file, and interact with course colleagues.
- The research paper is a presentation of your philosophy of leadership, leadership in schools or community, and your beliefs. It will not only reflect your interaction with the materials in this course, but it will provide a platform for your career. As we venture into the course, more detailed information will be shared on this topic.

It is the intention of the professor to give you feedback on your work throughout the course in a timely manner. The instructor will be even timelier with individual email contacts.

COURSE EVALUATION

The grade allocation of the preceding course requirements is as follows:

- A: 90 – 100 points
- B: 80 – 89 points
- C: 70 – 79 points
- F: 69 points and below

ATTENDANCE POLICY

Educational Leadership candidates are professional educators. The instructor expects them to act accordingly by **completing all assignments and participating in all online discussions**. If or when problems arise affecting a candidate's participation or responsibilities, the instructor expects to be notified in a timely manner.

PROFESSIONALISM

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website

<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as

Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.