



# MISSISSIPPI STATE UNIVERSITY™

## COLLEGE OF EDUCATION

Department of Educational Leadership Course Syllabus

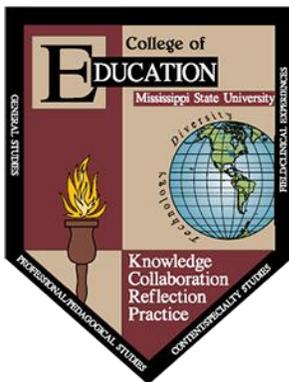
### EDL 8723 Positive School Culture

**Credit Hours:** Three (3) credit hours

**Method of Instruction:** C = Lecture

**Catalog Description:** 3 credit hours. The focus of the course is on effectively leading and managing the school within the political and social context of high stakes accountability for student learning.

#### College of Education Conceptual Framework



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>.

#### Course Objectives

To successfully complete the course, candidates are expected to master five (5) course objectives. With these objectives, candidates are required utilize the National Educational Leadership Preparation (NELP) Standards (Standards 1 - 7) as designed by the Council for Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA) and the Professional Standards for Educational Leaders (PSEL) developed collaboratively as led by NPBEA. Course objectives are also linked to the Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced Programs. Further, the goals are linked to the indicators in the College Framework Program Outcomes (CFPO) document at Mississippi State University as well as the Culturally Responsive Teaching Practices (CRT).

1. Demonstrate an understanding of the components of school culture and climate and how the components impact leadership decisions. (ELCC 2.1; NELP 3.1; PSEL 3a, 3c, 3e, 3g, 3h, 5a, 5b, 5d, 5e, 5f; CAEP A1.1, A1.2; CRT 1.1, 3.1, 5.1; CFPO 13)
2. Develop competency in assessing school culture and climate to determine strategies for improving culture and climate. (ELCC 2.1; NELP 3.1; PSEL 3a, 3c, 3e, 3g, 3h, 5a, 5b, 5d, 5e, 5f; CAEP A1.1, A1.2; CRT 1.1, 3.1, 5.1 ; CFPO 10)
3. Demonstrate an understanding of how norms, values, and beliefs impact school culture and climate and the impact leadership decisions can have on culture and climate. (ELCC 2.1/NELP 3.1, CFPO 13, CFPO 14)

4. Demonstrate capability to develop a strategic plan for improving school culture and climate considering the impact of strategies to existing culture and climate. (ELCC 2.1/NELP 3.1, CFPO 10)
5. Demonstrate an understanding of the role that a school leader should take in regard to collaboration strategies that promote diverse community involvement in continually shaping and sustaining a positive school culture and climate. (ELCC 2.1/NELP 3.1, ELCC 3.1/NELP 6.1, ELCC)

### Detailed Course Outline/Topics Covered in the Course

Course topics (45 hours of instruction) address the fundamentals of school culture and climate; developing competency in assessing school culture and climate; understanding how norms, values, and beliefs impact school culture and climate; gaining knowledge necessary to develop a strategic plan for improving school culture and climate; and the role that a school leader should take in regard to collaboration strategies that promote diverse community involvement in continually shaping and sustaining a positive school culture and climate. Major topics and related subtopics follow.

Topics, Subtopics, and Duration
Fundamentals of school culture and climate (8 hours) Objective targeted: 1 <ul style="list-style-type: none"> <li>• Organizational culture theory</li> <li>• Difference between culture and climate</li> <li>• Terry Deal’s contributions</li> <li>• Impact of culture on school success and student learning</li> </ul>
Developing competency in assessing school culture and climate (8 hours) Objective targeted: 2 <ul style="list-style-type: none"> <li>• Assessing the culture and climate of a given school setting</li> <li>• School culture and climate inventories</li> <li>• Impact of culture on school success and student learning</li> </ul>
How norms, values, and beliefs impact school culture and climate (8 hours) Objective targeted: 3 <ul style="list-style-type: none"> <li>• Norms in relation to organizational theory</li> <li>• Values in relation to organizational theory</li> <li>• Guiding beliefs in relation to organizational theory</li> <li>• Impact of norms, values, and beliefs on establishing a positive school culture</li> <li>• Addressing equity and diversity through school culture</li> </ul>
Strategic planning for the purpose of improving school culture and climate (8 hours) Objective targeted: 4 <ul style="list-style-type: none"> <li>• Establishing goals to shape positive culture and communication</li> <li>• Selecting activities to put the goals into action</li> <li>• Measuring goal accomplishment</li> <li>• Monitoring progress</li> </ul>
Role that a school leader should play in regard to collaborative strategies for promoting diverse community involvement in continually shaping and sustaining a positive school culture and climate (8 hours) Objective targeted: 5 <ul style="list-style-type: none"> <li>• Eight particular roles that school leaders play in shaping school culture</li> <li>• Collaborative decision making</li> <li>• Preventing and solving problems</li> <li>• Motivating teachers and staff</li> <li>• Building employee morale</li> </ul>
Oral, written, and nonverbal communication (5 hours) Objectives targeted: 1, 2, 3, 4, 5 <ul style="list-style-type: none"> <li>• Oral communication</li> </ul>

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| <ul style="list-style-type: none"><li>• Written communication</li><li>• Non-verbal communication</li></ul> |
| <b>Total hours:</b> 45 contact hours   |

### **Text(s)/Course Materials**

Deal, T. E. & Peterson, K.D. (2016). *Shaping school culture* (3<sup>rd</sup> ed.). San Francisco, CA: Jossey-Bass.

### **Description of Instruction**

In this lecture course, a variety of instructional methods will be employed. Specific instructional methods include shared inquiry discussion, guided instruction, and hands-on learning activities which require candidates to demonstrate their learning through case scenarios, simulations, online book study group discussions, peer-led activities, group projects, and independent research applying course content to professional standards.

The Meridian Campus offers a non-traditional delivery format with weekend sessions to accommodate busy educational professionals and the choice of face-to-face and blended classes.

The Starkville Campus offers an online format with a combination of synchronous online class meetings as well as asynchronous online learning opportunities to accommodate educational professionals who desire flexibility in degree and licensure programs.

### **Mississippi State University Honor Code**

“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

*Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.*

For additional information visit: <http://students.msstate.edu/honorcode>.

### **Technology**

Candidates are expected to make regular use of technology for accessing class materials, activities, and assessments. Word processing, use of PowerPoint, spreadsheets, graphs, charts, posters, and e-mails are essential skills students will utilize. Candidates will be required to access MSU’s Canvas portal to complete, upload, collaborate, and present applicable assignments for applicable course formats. This course requires a subscription to *Watermark*, an electronic portfolio and storage system for candidates that is used as a repository for course assignments, assessments, and field experiences. Data collected from the database are used for accreditation purposes and program improvements. Assignments required in Watermark must be submitted for successful completion of the course.

### **Diversity**

As the objectives and topics presented previously indicate, diversity (e.g., religion, ethnicity) will be addressed throughout the course in relation to lectures, assigned readings, and discussions.

## **Accommodations for Students with Disabilities**

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall and can be reached via telephone at (662) 325-3335.

<http://www.sss.msstate.edu>.

## **Field Component**

Candidates in the educational leadership program will be current practitioners employed in a school setting, and the field component will be based at that school. Thus, they will have the regular responsibilities and ongoing interaction with practicing school leaders, teachers, and students. In rare instances where a candidate is not currently employed as in a P-12 setting, they will be placed in a school by the Office of Clinical and Field-Based Instruction.

## **Evaluation of Student Progress**

Candidates' grades for the course will be determined according to five criteria: participation, interaction, reading/writing assignments, problem-based learning projects, and quizzes including the final examination.

Scholarly analytical papers and presentations, individual and group collaborative projects/assignments, and quizzes, midterm and final examinations will comprise 80% of the final grade; student participation, assigned discussions, and demonstration of learning in course seminars comprise 20% of the final grade. A separate *Dates and Specifications Sheet* will be provided listing the details of each required class assignment.

## **Assessment Types and Activities:**

20% of a Candidate's final grade will be comprised of:

- Class participation: Candidates are expected to attend to all assignments in a timely manner and participate in online as well as any face-to-face learning experiences.
- Class discussions related to various course content topics: Candidates will be required to interact with course material, instructor, and classmates in rich discussions and applications of course content. APA format is expected where applicable.

80% of a Candidate's final grade will be comprised of:

- Scholarly analytical papers related to course content and topics: Candidates will be required to complete written analytical papers to be assessed based on depth of analysis and application of the content, organization and communication of written information, oral/written communication essentials, and correct citation and format based on current APA guidance.
- Group collaboration: Candidates will engage in collaborative projects with classmates for presentations to the group; candidates will be assessed based on the quality, understanding, application, and presentation of assignment as a group assessment and individual interaction and contribution to the overall team product. APA format is expected where applicable.
- Individual projects: Candidates will engage in individual projects that may require research, presentation, and/or submission – Specifically, Key Assessment 6B, Community Engagement Project. APA format is expected where applicable.
- Field experiences: Students will have ongoing interaction with practicing educational leaders through the completion of field assignments as listed in the accompanying Dates and Specifications document. Each course in the program leading to leadership licensure will contain field components as part of course requirements.

- Quizzes, mid-term assessment, and final examination: Candidates will engage in the listed assessments which could take the form of multiple-choice, true/false, short answer, and/or essay. APA format is expected where applicable.

#### **Grading Scale**

100.00% - 90.00%	A
89.99% - 80.00%	B
79.99% - 70.00%	C
69.99% - 60.00%	D
Below 60.00%	F

#### **Attendance Policy**

Candidates are expected to attend classes, submit assignments, and participate in class discussions and discussion boards as well as group collaboration as a member of a group of professional graduate students. In accordance with university policy (AOP 12.09), students are expected to attend all classes. AOP 12.09 also defines what is an excused absence. When an absence from class is essential, the student must inform the instructor via email and provide appropriate documentation.

#### **Title IX Policy**

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from discrimination based on sexual orientation, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail to [titleix@msstate.edu](mailto:titleix@msstate.edu). Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, and at <http://students.msstate.edu/sexualmisconduct/>.

#### **University Safety Statement**

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit [ready.msstate.edu](http://ready.msstate.edu).

#### **Mississippi Educator Code of Ethics**

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at [https://www.mdek12.org/sites/default/files/documents/code-of-ethics\\_final.pdf](https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf).

Candidates are expected to abide by the Mississippi Educator Code of Ethics through all course activities.

## Mississippi College and Career-Ready Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

The Educational Leadership programs require candidates to develop and apply deep understanding of critical concepts, principles, and practices through the study of research on course topics, analysis of relevant publications, application of course content in actual school and classroom settings, interviews and reflections with key school personnel, and analysis of case studies related to course content. All content covered aligns to applicable leadership standards and requires candidates to simulate implementation of leadership tasks associated with cultivating systems, processes, and procedures all ultimately focused leadership structures supporting student proficiency of college and career-readiness standards.

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