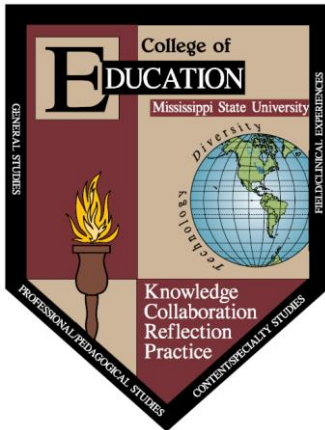


**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of LEADERSHIP & FOUNDATIONS
COURSE SYLLABUS**

Course Prefix and Number:	EDL 8423
Course Title:	School Leadership
Credit:	3 semester hours
Type of Course:	Lecture
Catalog Description:	Focus of the course is on effectively leading and managing the school within the political and social contexts 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 superior 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 are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content

knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.

2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

Course objectives are linked to Educational Leadership Constituent Council (ELCC) Standards developed by the National Policy Board for Educational Administration for programs in school administration, as well as additional indicators for professionals created by the College of Education at Mississippi State University for the College Framework Program Outcomes (CFPO) document. Six (6) course objectives guide the selection of content and instructional strategies/activities. The six objectives focus attention on preparing educational leaders who will be to acquire the knowledge, skills, and dispositions necessary to:

1. To implement a shared vision of what the school can and should be in relation to student behavior and academic achievement, support services, building and grounds, technology, safety and security, and service to the community (ELCC 1.3, CFPO 3, CFPO 5)
2. To understand selected theories and strategies (e.g., systems theory) relevant to effectively leading and managing a school (ELCC 3.1, CFPO 3, CFPO 5)
3. To understand "organizational culture theory" to the degree required for assessing, shaping, and sustaining a positive school culture that encourages appropriate student behavior, high academic achievement, and good staff morale (ELCC 2.1, CFPO 3, CFPO 5)
4. To develop the capability to take a leadership role in promoting positive change and encouraging school improvement (ELCC 1.3, CFPO 3, CFPO 5)
5. To make researched-based (e.g., effective schools literature) and data-driven decisions that result in effective and efficient school operations (e.g., quality faculty meetings) deploying fiscal and human resources in ways which promote student achievement (ELCC 3.1, CFPO 3, CFPO 5)
6. To understand the expected roles, work demands, and professional and personal challenges facing principals so candidates assess their own readiness, dispositions, and career goals in preparation for entry into school leadership. (ELCC 3.1, CFPO 3)

Course Topics to Be Covered and Hours:

Course topics (45 hours of instruction) address leadership needed for mission and vision development, articulation, and implementation; putting organizational and leadership theories and strategies into action; creating positive school culture to engage teachers, students, and parents; utilizing research-based and data-driven decision making and problem solving; overseeing general school operations; establishing and maintaining student discipline; and communicating effectively. Major topics and related subtopics follow:

Importance of the mission statement and vision implementation in leading and managing a school (Time allocation: 3 hours; Objective(s) targeted: 1; Standard elements/outcome indicators: ELCC 1.3, CFPO 3, CFPO 5)

- Articulating the school's mission
- Purpose of the school

Implementing a vision

Sharing a vision of what the school can and should be in relation to student behavior and academic achievement, support services, building and grounds, technology, safety and security, and service to the community

Analysis of individual beliefs and values for identifying a leadership vision congruent with expectations for school leaders

Selected leadership and management theories and strategies (Time allocation: 9 hours; Objective(s) targeted: 2; Standard elements/ outcome indicators: ELCC 3.1, CFPO 3, CFPO 5)

Overview of the evolution of leadership theory including current thoughts on leadership to include overview of traditional theories such as Trait, Style Approach/ Ohio State Studies, Managerial Leadership Grid, Situational Leadership, Contingency, Path- Goal, Systems Theory, Theory Z, Chaos Theory, Organizational Culture Theory, Hierarchy of Needs Theory, Field Theory, TQM Theory, Transactional vs. Transformational Leadership, Shared/ Distributed Leadership, Adaptive Leadership, Moral Leadership, Power/ Control/ Influence, Team Leadership, and Instructional Leadership

Putting theory into practice

Current expectations and trends for school leadership

Leadership styles

Behavior modeling

Nutrition and fitness

Decision making and problem solving

Analysis of individual leadership strengths, growth targets and preferred styles

Application of organizational culture theory to the degree required for assessing, shaping, and sustaining a positive school culture that encourages appropriate student behavior, high academic achievement, and good staff morale (Time allocation: 12 hours; Objective(s) targeted: 3; Standard elements/ outcome indicators: ELCC 1.3, 2.1, CFPO 3, CFPO 5)

Assessing school culture and norms of behavior

Shaping and maintaining school culture

Creating a "can do" culture

Heroes, celebrations, symbols, and rituals

Cultural elements of an effective school

Establishing a culture that celebrates teaching and learning

Developing a community of learners

Developing a culture of respect and high expectations for students and teachers

Developing a community that appreciates diversity

Strategies for shaping a culture that welcomes and engages parents in supporting educational efforts

Identifying cultural factors that matter to teachers

Shaping culture of shared leadership and teaming

Establishing a culture that encourages involving families in their children's education in relation to school-home communication, extending learning to the home, and encouraging participation at school

Assessing the quality of family involvement

Analyzing components that produce effective school- home connections Family

involvement action planning strategies

Establishing and maintaining effective and efficient school operations through research-based and data-driven decision making and problem solving that results in optimum deployment of fiscal and human resources (Time allocation: 12 hours; Objective(s) targeted: 5; Standard elements/ outcome indicators: ELCC 3.1, CFPO 3, CFPO 5)

Understanding the principal/assistant principal's work year calendar (July-June)

School year (opening/ closing)

School day (opening/ closing)

Administrative responsibilities and tasks

On-the-job behaviors

Expectations for instructional leadership

Managing by walking about (MBWA) syllabus

Meetings and conferences

Time management (personal and professional)

Student code of conduct (enforcement and consistency)

Importance of the school office

Buildings and grounds

Safety and security

Leading school improvement and change (Time allocation: 3 hours; Goal targeted: 4; Standard elements/ outcome indicators: ELCC 1.3, CFPO 3, CFPO 5)

Change process

First and second order change

Adaptive versus technical change

Building support for change

Dealing with resistance

Stages of concern

Introduction to school improvement planning

One-year action planning

Strategic planning

Long-range planning

Oral, written, and nonverbal communication (Time allocation: 6 hours; Objective(s) targeted: 1, 2, 4, 5; Standard elements/ outcome indicators: ELCC 1.3, ELCC 2.1, ELCC 3.1, CFPO 5)

Oral communication

Spoken English skill essentials: voice articulation, enunciation, tone, pace, flexibility, pauses at key places, eye contact, stance (body position), and so forth

Application of oral skills: face-to-face conversation, telephone conversation, reading aloud, choral reading, storytelling, monologues, speeches, and so forth

Written communication

Written English skill essentials: word usage, grammar, punctuation, mechanics, and spelling Sentence construction

Paragraph development

Outlining

Application of written skills: memoranda, letters, e-messages, e-reports, reports, meeting agenda and minutes, book reviews, critiques, essays, scholarly research papers, resumes, and so forth

Nonverbal communication

Text Approved for the Course:

The instructors teaching this course shall require the following approved text:

Ubben, G.C.; Hughes, L.W., Norris, C.J. (2007). *The principal*. Boston, MA: Pearson Education.

It should be noted that any change in relation to the textbook selected for the course must be approved by the faculty member listed as professor of record.

Methods of Instruction:

Three basic instructional strategies—nano-lecturing, demonstrating, and doing (hands-on learning) are recommended for teaching the course. The coined term “nano-lecture” refers to a clear, concise 20-30 minute lecture addressing a particular topic. Demonstrating (e.g., showing) calls for providing a visible explanation or picture of what is to be learned. Doing (e.g., hands-on activities) pertains to actively involving candidates in applying the knowledge, skills, and dispositions learned through projects requiring problem solving and decision making.

Suggested Student Activities:

Student activities should address the seven course objectives, ELCC standards and elements, CFPO indicators, and topics providing the content framework for the course. Suggested student activities include question-answer sessions, discussion sessions, brief analytical papers based on assigned readings, scholarly research papers, panel participation, quizzes, and comprehensive examinations, and role playing in relation to simulated public speaking occasions. The course instructor should consider the suggested student activities listed in the official syllabus (i.e., syllabus on file in the department office and the office of the University Committee on Courses and Curriculum) when developing a more detailed (e.g., specific activities selected and dates that assignments are due) teaching syllabus for a particular semester

Participation in question-answer and discussion (instructor-candidates and candidates-candidates) sessions, panel presentations, simulated speeches, solving case studies, and so forth

Sessions should focus on enriching the classroom teaching and learning process through spontaneous thinking expressed through oral communication

Brief analytical papers (300-500 words), plus abbreviated outlines, on selected topics

Research projects and scholarly papers (3,000-5,000 words), plus formal outlines on assigned topics

Quizzes (e.g., true/false, multiple-choice, and short-answer format) on assigned readings and the final examination (essay format) addressing application of the content covered in the course

Honor Code:

Academic honesty is expected in relation to the 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.* Refer to *Mississippi State University Policy and Procedures for Handling Academic Misconduct.*

Technology:

Technology in the form of smart-board writing, document projection, audio projection, visual (film) projection, and computer-generated projection will be used throughout the sessions of the course.

Diversity:

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

Disability:

Students with disabilities will be accommodated in the course by scheduling class sessions in a building, adjacent to a parking lot with handicap provisions, with classrooms providing easy accessibility. The classroom scheduled for the course will also provide electronic equipment for meeting the needs of the visual and hearing impaired.

Field Component:

Students will compare simulations prepared in course assignments with their actual school facsimiles and then discuss similarities and differences with their principals. Each course in the newly designed program leading to principal certification will contain field components as part of course requirements.

Evaluation of Student Progress:

Assignments completed by program candidates will be evaluated in relation to four components: (1) content substance (i.e., quality of the coverage for a particular topic), (2) content organization (i.e., logical and reasonable narrative presentation), (3) oral/written communication essentials (i.e., word usage, punctuation, mechanics, spelling, grammar, sentence construction, paragraph development, etc.) as appropriate, and (4) specifications (i.e., typeface, print-size, spacing, identification, title, margins, indentation, and so forth for written communication or volume, articulation, enunciation, tone, pace, flexibility, eye contact, body position, and so forth for oral communication).

All assignments (oral and written), quizzes, and the final examination will be assessed on a three-point rubric: unsatisfactory, satisfactory, and excellent. Rubric scores will be converted into metric percentages. The term “unsatisfactory” signifies that less than 70 percent of the expectations for the assignment were met. The term “satisfactory” signifies that expectations for the assignment were met at the 70-89 percent level. The term “excellent” signifies that expectations for the assignment were met at or above the 99 percent level.

The student’s grade for the course will be determined as follows:

Participation in oral communication activities such as question-answer and discussion sessions, motion picture film critiques, panel presentations, simulated speeches, problem-based case studies, and so forth constitutes 20 percent of the grade determined for the course.

Brief analytical papers (300-500 words), plus abbreviated outlines, constitute 50 percent of the grade determined for the course.

Research/creative projects and accompanying scholarly papers and/or creative endeavors, plus formal outlines when feasible, constitute 20 percent of the grade determined for the course.

Quizzes (e.g., true/false, multiple-choice, and short-answer) on assigned readings and the final examination (essay format) covering course content constitute 10 percent of the grade determined for the course.

Conversion of percentage ranges to letter grades for grading purposes is presented below:

90 or more percent = A
80-89 percent = B
70-79 percent = C
60-69 percent = D
59 percent or less = F

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