**Course Description**

The most promising strategy for sustained, substantive school improvement is the development of future school administrators to function as leaders of collaborative capacity building communities. If schools are to be significantly more effective, they must break from the industrial model upon which they were created and embrace a new model that enables them to function as learning organizations. These learning organizations, characterized as professional learning communities, suggest placing greater emphasis on relationships, shared ideals, data driven action plans, and a strong culture – all factors that are critical to significant school improvement and improved student achievement. The challenge for aspiring, as well as, veteran school leaders is to create a community of shared commitment, responsibility and accountability designed to serve the learning of the adults and the children in the school – a sustainable, professional learning community.

**Introduction:**

Mission is the life-blood of any organization, especially schools. This course explores how mission must be central to leadership and how all activities must align with that mission. Students will explore inputs, transformation processes and outputs as they relate to the workings of educational leadership and school improvement. Candidates will apply theoretical concepts and administrative strategies to their current work in schools.

**Alignment of Course Goals with the School of Education’s Conceptual Framework**

This course is designed for candidates whose goal is to become a school-level leader. *Our mission is social justice, but our responsibility is social action through education.* This statement represents the heart of the SOE’s Conceptual Framework. The framework represents the foundation upon which this course has been developed. In support of this fundamental tenet of leadership development, we will begin to understand the diversity and complexity of educational organizations. In particular, we will study leadership theories to examine positive leadership practices in schools. By applying theory to practice (Allen & Blythe, 2015; Conyers & Wilson, 2016), leaders can refine their craft, understand their schools, and enhance their role as change agents. We will simulate and create opportunities, through problem-based scenarios, to practice what is “right,” with respect to instructional leadership, regardless of the circumstances of the day. Our conceptual framework is described here: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)
Course Objectives

As a result of this course, candidates will gain an understanding of:

- Mission driven leadership
- Systems’ leadership theory
- Change leadership theory
- Adult learning theory and how it affects professional practice
- Creating and Working with Problem Solving Team

COURSE STANDARDS

Loyola University Chicago School of Education Conceptual Framework Standards (CFS):

- CFS 1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS 2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS 3: Candidates demonstrate knowledge of ethics and social justice.
- CFS 4: Candidates engage with local and/or global communities in ethical and socially just practices.

Interstate Leadership Licensure Consortium (ISLLC 2008):

ISLLC 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders (Functions A-E).
ISLLC 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Functions A-I).
ISLLC 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner (A-E).

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE) (2011):

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.
ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.
ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.
ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.
ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.
ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.
IDEA Objectives for ELPS 481:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)

At the end of the course, you will be prompted to complete the module evaluation. Please go to http://luc.edu/idea/ and click on the Student IDEA Log In. Your feedback is important to the continual development and improvement of the course. Please complete the course evaluation by the posted deadline.

Dispositions Assessment:

Each course in the School of Education focuses on one or more professional dispositions. Students taking this course will receive feedback on their dispositional growth in the areas of professionalism, fairness and the belief that all students can learn. The descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

COURSE INFORMATION:

Required Text:


Sakai:

- You will need to have access to, and be familiar with Sakai - Loyola University Chicago’s Electronic Classroom.

Things you will need to bring to class:

You are required to bring the course texts to class each week.
- Download and read any assigned course readings placed on Sakai.
- Access to or copies of your school district’s board policies.

Embedded Field Experience:

1. Candidate becomes a member of a problem-solving team. This membership will provide opportunities for the candidate to apply theory to practice through the following activities and assessments listed in the evaluation section below.
2. Perform a School Improvement Plan analysis, on your ELL population, special education population, literacy or numeracy, and present data findings and recommendations for increased student performance. (CAEP Core Assessment)
3. Work with faculty to implement curriculum that produces gains in student achievement as defined by the mission of school
COURSE ASSIGNMENTS AND POLICIES:

Course Evaluation:

- Attendance, Participation, Professional Dispositions: 10 points
- Part I: School Improvement Plan Overview: 10 points
- Part II: Analysis of Student Data: 20 points
- Part III: Community Involvement / Diverse Populations: 15 points
- Part IV: Professional Development Plan: 25 points
- SIP Presentation: 20 points

Total 100 points

Grading Scale:

A 93% and above
A- 90-92%
B+ 87-89%
B 86-84%
B- 83-80%
C 70-79%
F Below 70%

ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher-level thinking skills. A rubric for each assignment is attached to this syllabus. References must be cited using APA 6th edition style. Assignments will not be accepted past the stated due date on the syllabus.

Attendance, Participation, and Professional Dispositions 10 points

Regular attendance, class preparation, and class participation are required. Communication and interaction in class on issues are essential. Further, as a necessary part of this course, candidates will be provided case studies wherein their analysis and their thinking processes to address these case studies are an integral part of the objectives of the course. Regular attendance, preparation, and participation are therefore necessary.

Attendance for all class sessions is required. If you are going to miss a class for professional reasons (i.e., LSC meeting, report card pickup, etc.), please notify the instructor via e-mail of your intended absence at least 48 hours in advance. If you have a personal or professional emergency the night of class, you are responsible for personally notifying the instructor on her cell phone 312-262-8568 via text message or voice mail message. Failure to notify the instructor in a timely manner will result in an unexcused absence.

Course readings are provided to candidates in advance, so candidates are expected to prepare for each class session. This preparation is a pre-condition to the class because the session’s activities assume candidates have read the material and thus, can make the necessary applications of the content to the school/district setting. Readings will be analyzed, and students will be demonstrate understanding of these readings in the context of the assigned class including, but not limited to, entrance slips, in-class reflections, case study analysis, and small group work.
DESCRIPTION OF COURSE ASSIGNMENTS

As an instructional leader, it is your responsibility to analyze student data and create recommendations, based upon these data, to improve student outcomes. This data-based decision making process is reported annually through the School Improvement Plan Analysis. This core assessment will ask you to apply the knowledge gained in this class to the creation of a School Improvement Plan within your current school building.

Part 1: An Overview of the School Improvement Plan

- Describe the context of your school.
- Describe the challenges that your school is currently facing.
- State your school’s mission.
- Now, name a major school improvement plan (SIPPA or CIWP) goals that are stated within your school’s current school improvement plan. For each goal describe how each SIPPA/CIWP goal is:
  - Aligned with the school mission; (ELCC 1.1)
  - Reflects the current school context (ELCC 6.1) – Loyola CF 3
  - Addresses the need to improve student outcomes. (ELCC 1.4)

Part 2: Analysis of Student Data and Subsequent Recommendations for Interventions

Select one of the two goals from the SIPPA/CIWP. For that goal area, analyze the current data that has informed the creation of this goal. These data can be student achievement data, student social/emotional outcome data or community needs assessment data.

Display and analyze these data in a user-friendly manner.
From this analysis, hypothesize whether or not the identified intervention in the current school improvement plan will be effective. Give reasons as to why you agree or disagree with the intervention.

Based on these data, include your recommendations for change, additions, and/or deletions to the plan. Provide a rationale for these changes, additions, and deletions. If you determine that the already identified intervention is appropriate for the goal area, provide the rationale for the current intervention. (ELCC 3.2)

Part 3: Involving the Community and the Needs of Diverse Learners

For the intervention process you have identified in Part 2, make recommendations regarding the design and implementation processes that provide opportunities for families and community members to collaborate with the school. (ELCC 4.1) – Loyola CF 4

For the intervention process you have identified in Part 2, make recommendations regarding the design and implementation processes that respond to the diverse needs of students and therefore respond to community interests and needs. (ELCC 4.2)

Discuss funding needs for resources necessary for implementation that you may be able to secure from the school community. Describe how you will begin to mobilize these community resources. (ELCC 4.3.)
Part 4: Professional Development Needs
For the intervention process you have identified in Part 2, describe the professional development needs that may need to be instituted in order to bring about successful teaching and learning. These professional development plans may be the one’s currently listed within the SIP or maybe different from what is currently stated. Justify why you believe the current, or the suggested new, professional development plans must be addressed to bring about successful teaching and learning. (ELCC 2.3)

Part 5: Oral Presentation
As an instructional leader, you will be required to present your ideas and decisions based on data to your colleagues and superiors. To simulate this experience, you will be provided 20 minutes to present this aforementioned work to the class through a power-point presentation. This presentation should highlight data collected and recommendations made within each section.

The School of Education
Policies and Information

IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Fairness, and the Belief that All Students Can Learn. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link
  - www.luc.edu/education/syllabus-addendum/
This link directs you to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.