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 Catholic 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.

In particular, 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

Conceptual Framework:

In particular, the following School of Education Conceptual Framework Standards will be addressed in this class:

In particular, the following School of Education conceptual framework standards will be directly assessed using LIVE-TEXT:
Candidates demonstrate an understanding of issues of social justice and inequity. (CF3)
Candidates demonstrate skills that will enable them to work effectively with diverse clients. (CF4)

INTERSTATE SCHOOL LEADERS LISCENSURE CONSORTIUM (ISLLC) STANDARDS (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.

NATIONAL STANDARDS AND BENCHMARKS FOR EFFECTIVE CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS (2011)

This class addresses the following standards:

Standard 1
An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service

Standard 4
An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice.

Standard 5
An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school’s fidelity to mission, academic excellence, and operational vitality.

Standard 6
An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school’s mission and vision.
Standard 7
An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Standard 8
An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

UNIVERSITY POLICIES
Policies:

**Academic Honesty**
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at:
http://www.luc.edu/education/academics_policies_integrity.shtml.

For additional academic policies and procedures refer to:
http://www.luc.edu/education/academics_policies_main.shtml

**Accessibility**
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

**EthicsLine Reporting Hotline**
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

**Harassment:**
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.
In order to uphold our mission of being Chicago's Jesuit Catholic University—a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

**Technology:**
The information pertinent to human resources in schools changes constantly. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to our topics. Technology tools pertinent to recruitment, certification, hiring, staff development, professional appraisal, and health care costs will be examined and utilized in classroom activities and assignments.

**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.

**Diversity:**
In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

**Electronic Communication Policies and Guidelines**
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

- [http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)
- [www.luc.edu/its/itspoliciesguidelines/index.shtml](www.luc.edu/its/itspoliciesguidelines/index.shtml)

**Professional Dispositions**
Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific dispositions for this course are listed in this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText. The login for Live Text can be accessed via: [https://c1.livetext.com/misk5/login](https://c1.livetext.com/misk5/login)

**Professional Dispositions for Administration and Supervision**
<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target (1)</th>
<th>Acceptable (0.5)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate meets all course deadlines</td>
<td>Candidate meets all deadlines consistently</td>
<td>Candidate meets all deadlines, with a few exceptions</td>
<td>Candidate frequently does not meet deadlines</td>
</tr>
<tr>
<td>Candidate is able to work with peers on assignments</td>
<td>Candidate consistently works with peers in a positive manner</td>
<td>Candidate works with peers in a positive manner, most of the time</td>
<td>Candidate is unable to work with peers causing disruption to the group</td>
</tr>
<tr>
<td>Candidate attends class and is punctual to class</td>
<td>Candidate consistently attends class and is always punctual</td>
<td>Candidate attends class and is always punctual, with few exceptions</td>
<td>Candidate frequently misses class and/or is often tardy.</td>
</tr>
<tr>
<td>Candidate honestly and accurately cites other’s work</td>
<td>Candidate honestly and accurately cites other’s work in a consistent manner</td>
<td>Candidate honestly and accurately cites other’s work, but is not accurate with the exact citation</td>
<td>Candidate misrepresents other’s work as his or her own</td>
</tr>
<tr>
<td>Candidate communicates promptly with faculty</td>
<td>Candidate consistently communicates in a prompt manner (either by e-mail or phone) with faculty</td>
<td>Candidate usually communicates in a prompt manner (either by e-mail or phone) with faculty</td>
<td>Candidate does not communicate in a prompt manner causing much disruption to the implementation of the candidate’s program</td>
</tr>
<tr>
<td>Candidate uses technology in the classroom for academic purposes</td>
<td>Candidate consistently uses technology in the classroom only for academic purposes</td>
<td>Candidate consistently uses technology in the classroom only for academic purposes, with few exceptions</td>
<td>Candidate consistently uses technology inappropriately often checking personal e-mail and/or web surfing in the classroom</td>
</tr>
</tbody>
</table>
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http://www.luc.edu/sswd/

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COURSE POLICIES

Required Texts:


Embedded Field Experiences:

CLASS PARTICIPATION AND ATTENDENCE  (100 points)

Students will participate in discussions based on assigned readings and handouts as well as extemporaneous role-play, debate, and simulations. It is expected that students will attend class every session. There will be either entrance or exit slips that will measure daily preparedness. Your participation score will be based on your attendance pattern as well as on your contributions to class discussions and activities. If an absence is inevitable, you must notify the instructor at least 48 hours prior to the absence.

MEMBER OF SCHOOL LEADERSHIP TEAM  (200 points) Due 9/18

You are expected to join a leadership team within the school. This team could be a Problem-Solving Team, a grade-level team, a leadership team, a curriculum revision team, etc. It is the expectation that the candidate is a member that begins to take a leadership role within the team with the intention of leading the team no later than the second year of the program.

Work with your coach to identify an appropriate team. In order to get full points, email me with the name of the team, the purpose of the team, your role on the team. Throughout the semester, you will discuss with your coach about the progress of the team and your leadership development.
This membership will provide opportunities for the candidate to apply theory to practice through the following activities & assessments listed in the evaluation section below.

Perform a School Improvement Plan analysis, on either literacy or numeracy, and present data findings and recommendations for increased student performance to principal and school board. (NCATE Core Assessment)
Work on a school team to prioritize Common Core Curriculum standards and map curriculum in at least one content area across all grade levels of the school.
Work with faculty to implement curriculum that produces gains in student achievement as defined by the mission of school

**LEADER INTERVIEW (50 points) Due October 23**

Choose a leader (pastor, principal, or another leader in your community-please check in with me about who you are choosing). How was this person called to leadership? What are the joys? What are the sorrows? What strategies do they use to build resilience? What lessons can you apply to yourself, as a developing leader? The interview can go in a variety of directions. Your 3-4 page write up will include a summary of the interview and your reflections on what you learned about yourself as a future school leader. What challenges do you see in making the transition to school leadership? What are the strengths that you possess that will help you overcome these obstacles?

**NATIONAL STANDARDS AND BENCHMARKS PRESENTATION (50 points) Due September 28**

On the second class period, you will be divided into four groups. Each group will be assigned one of the four major areas of the NSBECS. Your group’s responsibility is to develop a 15-20 minute presentation to teach that area to the class. You only have a maximum of 20 minutes! Make sure that you are able to introduce the major elements of the standard, discuss the benchmarks and review the rubrics.

**School Improvement Plan Parts (Leading to Culminating Assessment)**

**Part One: Overview of the SIP**

**SCHOOL IMPROVEMENT PLAN COMPONENTS**

**Narrative Description of School (50 points) Due September 28**

Develop a 3-4 page narrative description of your school. Include the history of the school and the charism of any founding congregation. Examine the
demographic data over the last 5 years and identify any shifts in demographics, community and other relevant events in the life of the school. Also- Using the Catholic Identity Defining Characteristics survey, assess staff perceptions of Catholic Identity of your school.

http://catholicschoolstandards.org/assessment-tools/perception-surveys/defining-characteristics

**MONITORING THE MISSION AND GAP ANALYSIS (50 points) Due October 16**

Using the “Monitoring the Mission” templates found in Sakai, analyze the mission of your school. Determine the areas where you are meeting your mission and identify the areas where the mission could be met in a more comprehensive manner. Turn in the Chart and provide a 2-3 page summary of the areas that are in need of work.

**Part Two: Analysis of Student Data**

**DATA PORTFOLIO INVENTORY (50 points) Due October 20**

Using the three pillars (Academic, Social/Emotional/Behavioral, and Spiritual), develop a written narrative that inventories (2-3 pages in length) the sources of data the document these pillars. By pillar, identify the items that are missing from the assessment web and suggest ways to start to gather that information.

**Part Three: Involving the Community**

**STAKEHOLDER ASSESSMENT (50 points) Due Oct 30**

Using the attached graphic organizers to guide your discussion, identify the various stakeholder groups (students, staff, parish, community and others) and discuss how the proposed change strategies to address the gap analysis will impact each of the various identified groups. Who are your opponents and allies? Discuss what strategies for engagement might be used for each group.

**RESISTANCE REDUCTION/READINESS ASSESSMENT (100 points) Due Nov 20**

Using the attached checklists for Readiness and Resistance, present an analysis (3-4) pages of the readiness of the participants and organization to potential change. Present a discussion of the areas of potential resistance. Also-reflect on your ability to lead change. What are your areas of strength? What are your areas of need? How will you gain support to make these changes?
Part Four Professional Development Needs

PROFESSIONAL DEVELOPMENT PLAN (50 points) Due November 13

Using the forms provided, develop a professional development plan to provide the necessary support/training to implement the identified changes for the goals of the school improvement plan. Use the template to develop a timeline that is “publishable” to staff to inform of the professional development sequence. Indicate that benchmarks of success of implementation. In addition to the two forms found here, provide a 2-3 narrative that describes the approach and provides the detail to outline this strategy.

Culminating Assessment: (200 points) Due December 8
ELCC SPA Assessment #2 - LIVETEXT

You will use the assignments that you have completed throughout the semester for the creation of the culminating assessment.

Before you panic... Notice that you have done each of these pieces in previous assignments. You will assemble all of the various other components (and have the benefit of incorporating the feedback) into ONE DOCUMENT.

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. You should bring enough hard copies of your

Assessment
A= 93% of total points and above
A-=90-92% of total points
B+= 87-89% of total points
B= 84-86% of total points
B-= 80-85% of total points
C=70-79% of total points
F= Below 69% of total points

Course Evaluations
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.

IDEA Objectives
Course evaluation can be found at http://luc.edu/idea/

• Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
• Developing skill in expressing oneself orally or in writing
• Developing ethical reasoning and/or ethical decision making
• Learning to **analyze** and **critically evaluate** ideas, arguments, and points of view à points of view

Syllabus Addendum Link
www.luc.edu/education/syllabus-addendum/

This link directs students 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.