# "WBUlogo"

**Virtual Campus**

**Division of Education**

**EDUC 5300**

**Personal and Organizational Leadership**

**Spring I, 2021**

# UNIVERSITY MISSION STATEMENT

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

# COURSE NUMBER & NAME

EDUC 5300 – VC01 – Personal and Organizational Leadership

# **TERM**

Spring I 2021 (January 11, 2021 – March 6, 2021)

# **INSTRUCTOR**

Dr. Lisa Leach

# **CONTACT INFORMATION**

Office phone: NA

WBU Email: lisa.leach@wayland.wbu.edu

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# **OFFICE HOURS, BUILDING & LOCATION**:

Virtual; by appointment

# **COURSE MEETING TIME & LOCATION**

Online

# **CATALOG DESCRIPTION**:

Personal and Organizational Leadership – Student gains personal and professional leadership skills, progressing from dependency on others to independence, and finally to interdependence with others in the organization.

# PREREQUISITE

None

# **REQUIRED TEXTBOOK AND RESOURCE MATERIAL**

Bambrick-Santoyo, Paul. (2018). *Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools.* San Francisco CA: Jossey Bass. ISBN: 9781119496595

# WEBSITE RESOURCES

# [WBU Blackboard](http://www.wbu.edu)

# [WBU Library](http://www.wbu.edu/academics/library)

# [Professional Standards for Educational Leaders](http://www.ccsso.org/resource-library/professional-standards-educational-leaders)

# [Texas Principal Standards and Competencies](http://tinyurl.com/TXPrincipalStandards)

[Leadership Styles Quiz](https://www.mindtools.com/pages/article/leadership-style-quiz.htm)

# Other State Department of Education websites, if applicable (Arizona, Alaska, etc.)

# Other websites listed in textbooks and posted on Blackboard

# COURSE OVERVIEW

This course is designed to provide participants with a working knowledge of the standards for leadership which have been designed by the PSEL (Professional Standards for Educational Leaders), the Texas Principal Standards, and other resources.

The challenges in today’s schools/organization are increasingly frequent, complex, and intense; school leaders are regularly required to take immediate and definitive action regarding multifaceted issues. The standards represent an effort to refine the skills of school leaders to achieve effective educational outcomes.

# **COURSE OUTCOMES AND COMPETENCIES**

The student will:

* Identify individual styles of leadership.
* Identify ways to improve their leadership in order to become more effective.
* Describe effective instruction.
* Describe interventions to improve effective instruction.
* Describe the importance of clear, measurable standards and assessments.
* Identify key criteria for effective assessment.
* Describe effective data analysis processes.
* Describe appropriate actions based on assessment data.
* Describe planning processes based on data-driven instructional practices.
* Explain the importance of determining assessments during the planning process.
* Explain the necessity of teaching both content and skills to reach mastery learning.
* Describe the meaning and importance of the terms "rigor" and "relevance."
* Explain the purpose of observation and feedback.
* Describe strategies for conducting observations and delivering effective feedback.
* Identify aspects of school culture that lead to academic success for students.
* Identify﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿ effective ways to empower other individuals within the organization.
* Identify ways to improve trust and buy-in among adults within the organization. ﻿﻿﻿﻿﻿﻿﻿﻿
* Communicate expectations and results clearly and fairly to people so that desired outcomes are achieved consistently.
* Provide the right information to the right people so that decisions can be made in the best interest of students, as well as the organization.
* Identify actions of the leadership team that will support teachers and lead them to instructional improvements. ﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿
* Identify key time management strategies.
* Identify time utilization strategies to maximize instructional benefit.
* Articulate a concise, complete, and compelling vision of the future of educational leadership. ﻿﻿﻿﻿﻿
* Identify internal and external stressors that are likely to impact the direction education takes. ﻿

# CONTENT OUTLINE

* Introduction to Leadership
* Instruction
  + Data-Driven Instruction
  + Planning
  + Observation and Feedback
  + Professional Development
* Culture
  + Student Culture
  + Staff Culture
  + Managing School Leadership Teams
* Making it Happen

Note: This course is designed for education majors within school systems; however, course concepts apply to most organizations. During the first week of class, please share with the class and the instructor your professional career focus. If any adjustments to the assignments are needed because of your career application, it is your responsibility to discuss these with the instructor at the beginning of the term.

# MEANS FOR ASSESSING COURSE OUTCOMES

* **Discussion Board Postings**. Discussion Board posts should be made promptly when assigned. Reading and providing substantive responses to at least three other posts is a requirement. Where applicable, each response should reference information from the text(s) or other related research. You are required to read the assigned chapter text and then to respond to each week’s Discussion Board posting (12 points) using insight and concepts from the text readings. You are then required to make at least three substantive responses to your peers’ postings (3 points each). Your responses to peers should add depth or breadth to the conversation. Your original response must be made by Friday midnight and your responses to peers must be made prior to Sunday midnight of that week.

This first response is called your primary response. Where applicable, each primary response should reference information from the textbook or other related research. Responses affirming others’ input such as “I agree” and “great response” are not considered as one of the two required responses. The discussion questions are posted at 12:01 a.m. on Monday and are taken down at midnight on Sunday. Each DB is worth a total of 20 points.

# EDUC 5300

# Online Discussion Points Scoring Rubric

| Points | 11 | 9 | 3 | 0 |
| --- | --- | --- | --- | --- |
| Quality and relevance of original post  (11) | Appropriate comments that add to overall learning experience: thoughtful, reflective, and respectful of other’s postings. | Appropriate comments and responds respectfully to other's postings | Respond with little or no effort. (e.g. "I agree with Bill") | No posting. |
| Points | 9 | 6 | 3 | 0 |
| Contribution to Peers and to the Learning Community  (9) | Meaningful contribution to at least 3 peer postings. | Meaningful contributions to two peer postings. | Meaningful contribution to one peer posting. | No contribution to peers. |

* **Text-Based Questions (TBQ)**. Students will process the assigned readings by answering text-based questions that require application of the concepts included. These assignments will be based directly from the course textbooks. Most of the TBQs will pose divergent questions with the expectation of the student to use the author’s research to reinforce your personal perspective on the questions posed.
* **Written Reports.** Written reports must be research-based and incorporate pragmatic approaches to leadership and ethical practices.Written reports are formal and should include proper grammar, syntax, format, and citations.
* **Final Exam**. There will be a Final exam in Week Eight over course content and assignments to assess mastery of course concepts.

**GRADING**

| **Course Assignment** | **Points** |
| --- | --- |
| Discussion Board (10)  20 points each | 200 |
| Text-Based Questions (7)  25 points each | 175 |
| Written Reports (3)  100 points each | 300 |
| Final Exam | 125 |
| **Total Points Possible:** | **800** |

# WBU Grading System

| **Grade** | **Percent** | **Course Points** |
| --- | --- | --- |
| A | 90-100 | 720-800 |
| B | 80-89 | 640-719 |
| C | 70-79 | 560 - 639 |
| D | 60-69 | 480 - 559 |
| F | 59 and below | 479 and below |

Grade Appeal Statement: “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

# ATTENDANCE REQUIREMENTS

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

# **STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY**

Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported, and second offenses will result in suspension from the university.

# **DISABILITY STATEMENT**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

# COURSE OUTLINE

***Assignments are due on Sunday evening of each week, at midnight.*** ***The new week begins Monday morning at 12:01 a.m.***

| **Week** | **Content/Topics** | **Assignments** |
| --- | --- | --- |
| Week 1  January 11 – January 17 | Introduction to Leadership  Data-Driven Instruction | * Read Introduction and Chapter 1 * Discussion Board – Introductions and Leadership Experience * Week 1 TBQ |
| Week 2  January 18 – January 24 | Instructional Planning | * Read Chapters 2 * Discussion Board –Instructional Planning * Week 2 TBQ |
| Week 3  January 25 – January 31 | Observation and Feedback | * Read Chapter 3 * Discussion Board Observation and Feedback * Week 3 TBQ * Written Report – Leadership and Change |
| Week 4  February 1 – February 7 | Professional Development | * Read Chapter 4 * Discussion Board – Professional Development * Discussion Board – Midterm Reflection * Week 4 TBQ |
| Week 5  February 8 – February 14 | Student Culture  Staff Culture | * Read Chapters 5, 6 * Discussion Board – Building Culture * Week 5 TBQ * Written Report – The Principal Story |
| Week 6  February 15 – February 21 | Managing Leadership Teams | * Read Chapter 7 * Week 6 TBQ * Discussion Board - Managing Teams |
| Week 7  February 22 – February 28 | Finding the Time | * Read Chapter 8 * Discussion Board – Get Those Scores Up! * Week 7 TBQ * Written Report – The Future of Education |
| Week 8  March 1 – March 6 | Review Text Readings and Course Materials | * Discussion Board – The Future of Education * Discussion Board – Final Course Review Course Review * Final Exam |