

**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF Education**

**Plainview Campus**

**WBU 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: EDCI 6302 School Improvement and Educational Reform**

**TERM AND DATES**: Winter Term

**INSTRUCTOR’S NAME**: Dr. Gilbert Trevino

**OFFICE HOURS**: TBA

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**OFFICE HOURS:**  By appointment

You may contact me via email anytime. You may also call my cell phone any time between 8:00 a.m. and 9:00 p.m. Monday through Friday. If I am unable to answer, please leave a brief message and return number and I will call you back as soon as possible.

**CLASS MEETING TIMES/LOCATION**: Online

**CATALOG COURSE DESCRIPTION**:

Key issues that surround and define the complexities of sustaining continuous school improvement, with emphasis on schools as learning organizations will be discussed. Ground analyses and discussions in the research literature and in explorations of school improvement practices and school reform will be incorporated into the coursework.

**PREREQUISITES**:

A valid Texas teacher certificate, a valid Texas Principal Certificate, and two years of teaching experience are required.

**REQUIRED TEXTBOOK(S) AND RESOURCE MATERIALS**:

Title: Leverage Leadership:  A Practical Guide to Building Exceptional Schools

Author(s): Paul Bambrick-Santoyo

Copyright: 2012 by Wiley & Sons, Inc.

Edition:

ISBN: 978-1-118-13860-1

Book Type: Paperback

Publisher: Jossey-Bass

Additional Materials:

Additional school improvement or educational reform reading materials as provided by the professor. All material will be made available on the Blackboard site for this course. Students should have plan accordingly to access and use the material for this class. Any course announcements will also be posted to Blackboard.

**OPTIONAL MATERIALS:** TBA

**COURSE OUTCOME Standards**:

To trace the evolution of the application of the concepts of the *organizational learning* and *systems thinking* in educational contexts

To develop a critical stance on prevalent school improvement movements and approaches

To review the organizational theory/structure/culture literature and to understand how these constructs relate to leading change and educational reform at either the Pre-K-12.

To examine literature on educational planning and reform.

To discuss and critique readings on planning and reform and leadership.

To understand the dynamics and forces behind educational reform.

To develop strategies and skills needed to be a leader of instructional educational reform.

To understand how leaders of diverse orientations lead organizations, including begin part of a collaborative team that affects student learning.

To use understandings of organizational planning and reform to better understand and lead in your own organizations.

To examine the reasons behind the successes and failures of educational reform.

To learn to interpret school improvement cases through the lens of the learning organization and systems thinking

**State Proficiencies Standards**

The following standards are related to the Superintendent TExES domains:

**Learner-Center Values and Ethics of Leadership**

Domain 1 - Competency 001

* Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
* Implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title as it relates to the Educators’ Code of Ethics
* Serve as an articulate spokesperson for the importance of education to a free democratic society
* Enhance teaching and learning by participation in quality professional development activities, study of current professional literature and research, and interaction with the district’s staff and students
* Maintain personal physical and emotional wellness.
* Demonstrate the courage to be a champion for children.

**Learner-Center Leadership and District Culture**

Domain I - Competency 002

* Establish and support a district culture that promotes learning, high expectations, and academic rigor for self, students, and staff
* Facilitate the development and implementation of a shared vision that focuses on teaching and learning
* Implement strategies for the involvement of all stakeholders in planning processes and facilitate planning between constituencies
* Recognize and celebrate contributions of staff and community toward realization of the district’s vision
* Demonstrate an awareness of emerging issues and trends affecting the education community
* Encourage and model innovative thinking and risk-taking and view problems as learning opportunities
* Promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the education community

**Learner-Center Human Resources Leadership and Management**

Domain II – Competency 006 - 007

* Develop, implement, and re-evaluate a comprehensive professional development plan designed specifically to address areas of identified district, campus, and/or staff need
* Facilitate the application of adult learning, including the use of relevant issues and tasks and the use of support and follow-up strategies to facilitate implementation
* Implement strategies to enhance professional capabilities at the district and campus level to ensure support for a continuum of services and programming
* Deliver effective presentations and facilitate the learning of both small and large groups
* Implement effective strategies for the recruitment, selection, induction, development, and promotion of staff.
* Develop and institute comprehensive staff evaluation models, that include both formative and summative assessment and appraisal strategies
* Demonstrate use of district and staff evaluation data for personnel policy development and decision making
* Demonstrate and apply knowledge of certification requirements and standards
* Diagnose and improve organizational health/morale by the implementation of strategies and programs designed to provide ongoing assistance and support to personnel

**Learner-Center Policy and Governance**

Domain 1 – Competency 004

* Define and apply the general characteristics of internal and external political systems to the educational organization
* Provide leadership defining superintendent and board roles, mutual expectations, and effective superintendent-board working relationships
* Prepare and recommend district policies to improve student learning and district performance in compliance with state and federal requirements.
* Utilize legal systems to protect the rights of student and staff and to improve learning opportunities
* Apply laws, policies and procedures fairly, wisely, and considerately
* Access state and national political systems to provide input on critical education issues

**Learner-Center Organizational Leadership and Management**

Domain III – Competency 008-010

* Implement appropriate management techniques and group process to define roles, assign functions, delegate effectively, and determine accountability for campus goal attainment
* Implement process for gathering, analyzing, and using data for informed decision making
* Frame, analyze, and resolve problems using appropriate problem-solving techniques and decision making skills
* Develop, implement, and evaluate change processes for organizational effectiveness
* Perform effective budget planning, management, account auditing, and monitoring and establish district procedures for accurate and effective fiscal planning
* Manage one’s own time and the time of others to maximize attainment of district goals
* Use technology to enhance school management

**Learner-Center Instructional Leadership and Management**

Domain II – Competency 006

* Apply knowledge and understanding of motivational theories to create conditions that empower staff, student, families, and the community to strive to achieve the district’s vision
* Facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning
* Facilitate the development of a learning organization that supports instructional improvement, builds and implements an appropriate curriculum, and incorporates best practices
* Facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to district/school improvement initiatives
* Plan and manage student activity programs to fulfill developmental, social, cultural, athletic, leadership and scholastic needs
* Institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results
* Apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services
* Analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning
* Develop, implement, and evaluate change processes to improve student adult learning, and the climate for learning
* Create an environment in which all students can learn

**Means for Assessing Success in the Outcome Competencies**

**Student Participation in Discussion Board:**

Students are expected to participate in all discussion board questions. Each student will be responsible for submitting his or her primary response to the discussion board question for the week (primary response). Students are then expected to submit responses to three other submissions by other students. Submissions should reference information from the textbook or other related research. Responses should contribute to educational practice and spark good conversation between students. Reponses such as “I agree” or “I like how you put that” are not considered appropriate responses. Discussion questions will be posted by 9:00 a.m. each Monday. All student responses are due by 8:00 a.m. each Sunday.

**Weekly Assignments:**

Weekly assignments will be posted by 9:00 a.m. each Monday. These assignments will be aligned with the course textbook and/or other reading materials provided by the professor. These weekly assignments will require students to submit written essays using the author’s research to reinforce personal practice or beliefs on the questions posed. The assignments must be turned in by 8:00 a.m. each Monday via Blackboard. Each assignments must be submitted in Word format, in APA style, and by the scheduled due date. Exceptions to the due date must be approved by the professor in advance.

**Project:**

A project will be assigned with sufficient time for the student to submit quality work. The project information will be posted on Blackboard by February 1. This project will count for 20% of your final grade.

**Final Exam:**

All students will be given a comprehensive final examination over the course material. The purpose of the exam is for students to demonstrate mastery of the competencies and learning objectives outlined in this syllabus.

**Attendance Policy**:

The university expects students to make class attendance a priority in the graduate program. Faculty members must provide a copy of attendance requirements within one week of the beginning of the academic term. Any student in a program for which an outside agency (such as the Veteran’s Administration) has stricter requirements, will be subject to those requirements. The registrar’s office or the external campus executive director/dean will provide each student affected a list of these regulations. Instructors will determine if an absence can be excused. For the purpose of this online course, the discussion board responses will be used as the indicator of class attendance. Students who fail to submit the four minimum acceptable responses by the due date will be considered absent.

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 registrar or the executive director/dean. Any student who misses 25% 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. Student appeals should be addressed, in writing to the external campus executive director/dean or to the executive vice president/provost.

**PLAGIARISM AND DISHONESTY:**

**Plagiarism**

“Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*”

Source: [http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag](https://webmail.wbu.edu/exchweb/bin/redir.asp?URL=http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm%23plag" \t "_blank)

**Academic Honesty**:

University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work).

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty see catalog for more information about academic dishonesty.

**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. Students should inform the instructor of existing disabilities the first class meeting.

**COURSE REQUIREMENTS**:

Students must be able to express knowledge of educational practices, concepts, and theories leading to school improvement and school reform. Students will be assessed through discussion board responses, written assignments, and other course work assigned by the professor.

All written assignments must adhere to the following conventions:

1.5-line spacing

12-point font, Times or Times New Roman

APA style ([www.psyww.com/resource/apacrib.htm](http://www.psyww.com/resource/apacrib.htm))

All assignments must be posted on Blackboard using the subject headings listed for each assignment.

Weekly Discussions Over Reading Material or Other Course Topics (25% of your grade)

You are expected to participate in weekly discussions of readings and other class activities, including review of your peers’ work and several online discussions on *Blackboard*. This course is structured as a seminar. Our contribution to each other’s thinking is fundamental to the success of this class. This includes thoughtful interaction with the reading for the class ahead of time, participation in class discussions and careful attention to the contributions of classmates.In preparation for class, read the assigned material closely and prepare notes that will promote discussion in class. The readings for each week will be available on *Blackboard*.

Weekly Assignments (Case Studies and Action Plans) on Reading Material (25% of your grade)

You will be given a written assignment each week over material in the week’s readings. You will submit a typed, 2—page paper on each topic. The paper should include your beliefs about the material presented, how it aligns to your current practices on your campus or in your district, and how it could possibly improve future practices on your campus or in your district. You may use information from the textbook or any other sources that contribute to school improvement or school reform.

Project (25% of your grade)

You will develop an action plan on how you will incorporate “Leverage Leadership” into your campus or district. How this action plan looks is entirely up to you. As part of this project, you will design a weekly schedule for each member of your leadership team on a campus or district. Take into consideration the recommended teacher-to-leader ratio. Be sure to include time segments for student culture, group meetings, teacher-leader meetings, observations/walkthroughs, staff culture checks, and big projects. You may use the guide on pages 263-264 of your textbook to help you develop your schedule. The final part of this project will be to actually participate your part of the developed weekly schedule and record your observations. These observations must be written into the action plan. The plan should be no longer than 10 pages.

Final Exam (25% of your grade)

Students will complete a comprehensive final exam over the course material. The purpose of the exam is for the student to demonstrate mastery over the competencies and learning objectives outlined in this syllabus.

**Grading Criteria**:

Grades for courses shall be recorded by the symbols below:

A 90-100 Cr for Credit

B 80-89 NCR No Credit

C 70-79 I Incomplete\*

D 60-69 W for withdrawal

F 59 & below WP Withdrawal Passing

WF Withdrawal Failing X No grade given

IP In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

\*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the “I” is converted to the grade of “F.” An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

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 Executive Vice President/Provost to the 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.

**Course Overview & Schedule of Assignments**

***\*Please note that this is a tentative list of readings and assignments. The instructor reserves the right to alter the readings, assignments, and due dates throughout the course if necessary.***

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| --- | --- | --- | --- |
| **Date** | **Readings** | **Class Topics** | **Assignment** |
| Week 1 | Course Syllabus  Introduction | Class Introductions  Q&A Course Syllabus & Expectations  Introduction to TAIS | BB Intro Discussion |
| Week 2 | Chapter 1 | Data-Driven Instruction  The Critical Success Factors and Continuous School Improvement | BB Discussion  Implementation Rubric  DDI Action Plan |
| Week 3 | Chapter 2  Article | Observation and Feedback  Read the Following Article: <http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx> | BB Discussion  Action Planning for Observation and Feedback  Case Study: “A Teacher’s Testimonial on Observation and Feedback” |
| Week 4 | Chapter 3 | Planning | BB Discussion  Planning Action Plan  Case Study: “A Teacher’s Testimonial on Planning” |
| Week 5 | Chapter 4 | Professional Development | BB Discussion  PD Action Plan  Case Study: “A Leader’s Testimonial on Leading PD” |
| Week 6 | Chapter 5 | Student Culture  TED Talk: [http://www.ted.com/talks/linda\_cliatt\_wayman\_how\_to\_fix\_a\_broken\_school\_lead\_fearlessly\_love\_hard#t-133361](http://www.ted.com/talks/linda_cliatt_wayman_how_to_fix_a_broken_school_lead_fearlessly_love_hard" \l "t-133361) | BB Discussion  Student Culture Action Plan  Case Study: “A Tale of Two Leaders Launching Student Culture” |
| Week 7 | Chapter 6 | Staff Culture  The Importance Of Culture | BB Discussion  Staff Culture Action Plan  Case Study: “A Colleague’s Testimonial on Staff Culture” |
| Week 8 | Chapter 7 | Managing School Leadership Teams | BB Discussion  Managing Leadership Teams Action Plan  Complete the Instructional Leader Rubric |
| Week 9 | Chapter 8  Research Article | Finding the Time  Using Classroom Walkthroughs to Improve Instruction: <https://www.naesp.org/resources/2/Principal/2009/M-A_p30.pdf> | BB Discussion  Finding the Time Action Plan  Case Study: “A Leader’s Testimonial on Finding Time” |
| Week 10 | Chapter 9  PPT | The Superintendent’s Guide  Powerpoint on School Transformation | BB Discussion  Superintendent’s Guide Action Plan  Paper on Core Idea on page 269 |
| Week 11 | **Study for Final** | FINAL EXAM | FINAL EXAM |
| **Your project should be started no later than after reading Chapter 7. The Final Project is due before taking the final exam.** | | | |