University of North Alabama
College of Education and
Human Sciences
Course Syllabus

Course Title: IL 706 Management of the Learning Organization

Credit Hours: 3

Instructor:
Office:
Phone:
Email:
Office Hours:

(Note: Occasionally other obligations – University committee meetings, meeting with interns, etc… - may impose upon stated office hours. Special appointments can be made with the instructor by phone or e-mail.)

Term:

Course Catalog Description:

This course focuses on the daily operations of the school environment. Candidates will learn to develop and administer policies that provide a safe school environment where teachers can teach and students can learn. Candidates will identify and analyze major sources of fiscal and non-fiscal resources.

Courses in the AA Instructional Leadership EDS program are an extension of the MAED Instruction Leadership program and are taught at a more rigorous level to meet the needs of advanced level Instructional Leadership candidates.

Textbooks Required: *College LiveText edu solutions membership* (sold in the bookstore   and online at www.LiveText.com)

Supplemental Resources and Texts (Not required for purchase, but used as resources for the course:

Barth, R. S. (1990). Improving Schools from Within: Teacher, Parents and Principals Can make the Difference. San Francisco, CA, Jossey-Bass Publishers.

English, F. (2007). The Art of Educational Leadership: Balancing Performance and Accountability. Thousand Oaks, CA. Sage Publications, Inc.

Jolly, A. (2008). Team to Teach: A Facilitator's Guide to Professional Learning Teams. Oxford, OH, National Staff Development Council

Hessel, K.& Holloway, J. (2002). A Framework for School Leaders, Columbus, OH, Merrill Prentice Hall/ETS Pathwise Series

Marzano, R., Waters, T. & McNulty, B. (2005). School Leadership that Works, Alexandria, VA, Association for Supervision and Curriculum Development.

Reeves, D. B. (2006). The Learning Leader: How to Focus School Improvement for Better Results. Alexandria, VA, Association for Supervision and Curriculum Development.

Robbins, P., & Alvin, H. (2004).The New Principal's Fieldbook, Strategies for Success , Alexandria, VA, Association for Supervision and Curriculum Development.

Siccone, F. (2012). Essential Skills for Effective School Leadership. Upper Saddle River, NJ. Pearson Education, Inc.

Additional Supplemental Resources will be utilized through various online research databases.

COURSE RATIONALE:

This course is designed to provide the prospective school administrator and instructional leader with competencies in the concepts, context and structure of managing the school organization for learning. In leading, directing and managing resources, the instructional leader of the school organization should understand the school's operations components, systems, culture, environment and safety. School leaders are charged with operating schools responsibly and meeting the needs of their students, teachers and the community through ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

COURSE OVERVIEW:

The essential skills for effective school leadership include the practice of sharing leadership at a high level of effectiveness, thus ensuring management of the organization and operation of the school and resources for a safe, efficient, effective, and successful learning organization. Designed for individual school leaders, this course is based on the premise that effective school leaders must be provided knowledge in practical school leadership essentials and the ability to facilitate collaboration to improve teaching and learning, to be decisive and achieve results, to implement organized management of a safe and effective school climate and culture, and to balance leadership challenges of fiscal and nonfiscal educational resources.

Course Content Area Objectives: Engaging in action research for improving instruction and maximizing student learning

Key Indicators:

1. Engaging in action research for improving instruction and maximizing student learning 290-3-3-.53.01(3)(a)4.; 290-3-3-.53.01(3)(c)1. 290-3-3-.53.01(3)(c)2.
   a. Develop and administer policies that provide a safe school environment;

b. Build an ability to support a culture of learning in school;
c. Create an ability to empower a school leadership team that shares responsibility for management of learning;
d. Attend to learning goals in the daily operation of school.

2. Creating a Data-Driven System
   a. Identify and analyze the major sources of fiscal and non-fiscal resources for the school;
   b. Manage financial and material assets and capital goods and services in order to allocate resources according to school priorities;
   c. Use an efficient budget planning process that involves all stakeholders;
   d. Identify and organize resources to achieve school goals.

3. Analyzing and Understanding Data
   a. Apply operational plans and processes to accomplish goals;
   b. Develop techniques and organizational skills necessary to lead/manage the educational organization;
   c. Plan and schedule one's own and other's work so that resources meet educational goals;
   d. Use goals to manage activities.

Relationship to UNA's Conceptual Framework:
Components of the UNA Conceptual Framework emphasize data driven and reflective decision making, high expectations and leading learning for students, teachers and administrators. This course equips the prospective EC-12 leader with knowledge of school leadership, a collaborative school environment, team or school community learning and data-driven and reflective decision making. This course engages students in collaborative problem solving, knowledge of leadership standards and development of the skills required for instructional leadership in EC-12 schools.

Instructional Strategies

 X Laboratory (Action Research and Embedded Field Experience with schools

X Discussion/Questioning	X Practicum Collaboration with schools
X Digital Format	X Simulation
X Viewing/Listening/Answering	X Team & Independent Learning
X Problem Solving	X Case Study
X Discovery	X Real-World Applications

METHODS OF COURSE EVALUATION:

For each of the three (3) course content areas, the class candidate will engage in practical field experiences 290-3-3-.53.01(3)(a)4. that follow a carefully planned and linked process to survey the local school instructional program area for purposes of identifying strengths and shortcomings of the local school organization in this area, analyze the finding, recommend actions how

improvement of the area can be accomplished and how effective implementation of the improvement plan can be carried out. 290-3-3-.53.01(3)(c)1. 290-3-3-.53.01(3)(c)2.

The problem-solving efforts of the candidate's involvement in the three (3) content areas will be present to the peer/class candidate group for a critique of process procedures and accomplishments. The group after all group candidates have presented their work will engage and share in alternative ways of thinking to accomplish learning goals for students with ever-changing needs.

Assessment of candidate performance will be determined as: (A) Target – high level of candidate performance in class activities as determined by cohort/instructor consensus; (B) Acceptable – a level of candidate performance that reflects an acceptable level but could be improved as determined by cohort/instructor consensus; (C) Unacceptable – a level of candidate performance that reflects an unacceptable performance determined by cohort/instructor consensus.

Evaluation will occur regularly, based upon student input and instructor reflection. Demonstrated mastery of course objectives will be assessed, based upon the analysis, evaluation, and application of course content, as evidenced through the course requirements.

Multiple assessment criteria will be utilized to determine student's final grade. These ranges reflect levels of scores and grades. Determination of final grade is the responsibility of the professor. Course requirements and assessment criteria will include the following:

Assessment Artifacts Schedule for IL 706		Assessment Format	Due Date	Possible Points
1	*Analysis and Critique of your School's Safe School Environment Policies and Procedures***	Rubric		100
2	*Model of a Successful School***	Rubric		100
3	**Campus Financial Needs Assessment ****	Checklist		100
4	**Peer-Reviewed Research Journal Article Synopsis and Critique on Safe Schools**	Rubric		40
5	**Effective School Leader Self-Assessment****	Checklist		100
6	**Course instructional module activities and discussion forums (8 modules @ 20 points each)**	Checklist		160
7	**Discussion of Community of Learners**	Checklist		100
	Total Possible Points			700

** These asterisks beside indicate that the field experiences and assessment artifact activities must be completed, submitted in LiveText or ANGEL, and received by the professor prior to study day, in order to receive credit for the course, no matter what points have been earned overall in the course. In order to receive full points, students must follow the course schedule for submission dates. Late submissions may not receive full points.

Professor's Attendance Policy:

Regular and punctual attendance at all scheduled discussion forums and activities are expected of all students and are regarded as integral to course credit. Each student is directly responsible for making up work missed by the due date. Attendance participation for internet/digital course is indicated by log-on schedules and submissions of course discussions and activities by due dates. **The professor reserves the right to make corrections, updates and schedule changes for this syllabus, according to unforeseen events and/or changes in policy or requirements, or as deemed appropriate by the professor for the course.**

UNA Accommodation Statement:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

UNA Withdrawal Policy:

Students who wish to withdraw from the University will be issued either a W, WP, or WF, depending on the date of withdrawal and grade at the time of withdrawal. It is the student's responsibility to follow the schedule as posted in the university's semester schedule for withdrawal deadlines from a course. The professor will follow the university policy for the deadlines and submission of withdrawals after the student processes the appropriate request, as required by UNA policy and schedule.

Course Requirements:

1   Submit a 4 to 6 page, double-spaced *Analysis and Critique of your School's Safe School Environment Policies and Procedures.* Be sure that you review the Alabama State Department of Education's Prevention and Support Services website which includes School Safety and Discipline Policies, Rules, Regulations and Evidence of Compliance. Your analysis and critique will also include on-site field experience inquiry and discussion with your School Administrator (Principal or Superintendent). Submit your analysis and critique in Angel. Remember, you are to analyze and critique your school's policies and procedures as they are available at this time. This activity is not about writing a safety handbook for your school. (Field Experience – Submit in Livetext)

2   Collaborative Inquiry: Inquire, examine and critique a selected *Model of a Successful School.* Be sure you can justify through research-based support why you selected the school as a successful school. Focus on the school's culture of learning, the school's empowered school leadership teams that share instructional leadership

responsibilities and discuss how instruction and learning goals are a part of the school's daily operational vision. Be sure to provide illustrations of such practices through a written discussion about the successful school you selected to review and include research-based artifacts as justification of why you feel this school is successful. (Search for research-based criteria indicating successful schools). Be sure to interview the principal and at least two teachers from this school. Include actual documentation from the principal and teachers comments in your 5-page review, discussion and collaborative inquiry regarding how these key indicators from Standard G are followed in this successful school. Also, prepare a two to three paragraph abstract of your findings, which you will share with your peers on a discussion forum in Angel. (Submit your Model of A Successful School 5-page critique in Livetext).

3   **Conduct a financial needs assessment** of your campus, then research, identify and analyze the major sources of fiscal and non-fiscal resources for you school. Talk with your principal, school bookkeeper, and district business manager. Find out how your school and school district manage financial and material assets and capital goods and services in order to allocate resources according to school priorities. Find out how your school uses (or does not use) a budget planning process that involves all stakeholders. Then, identify and discuss how your school organizes fiscal and non-fiscal resources to achieve your school's goals. Be sure to consider the components of Fenwick English's curriculum audit as you critique your school's fiscal and non-fiscal resources, assets and allocation of funding to school priorities. (Collaborative Field Experience - Submit in Angel)

4   Find a **peer-reviewed research journal article** (United States K – 12 Schools research only) on Safe Schools, and complete a synopsis and critique of the research journal article. Using the format provided in this course, submit a pdf copy of your research journal article and your one-page, double-spaced synopsis and critique in the drop box provided in Angel.

5   Complete the Siccone's **<u>Effective School Leader Self-Assessment</u>** (provided) in the resources section of your course on Angel. Answer the Self-Assessment questions as you typically behave with most people or on most actions. (Do not answer the Self-Assessment and you WANT to behave or think you SHOULD behave.) When you complete the Self-Assessment, reflect on the items you score the highest and lowest. Your highest scores will indicate your strengths and your lowest will indicate areas of learning opportunities for you. Using your data from the Self-Assessment and reflective decision-making, select three items from your lowest scored items and determine those items as three learning outcomes for your future growth in becoming the Effective School Leader that you desire to be. Then, provide a two to three page double-spaced overview and reflection on how you scored, including your strengths and the three learning outcomes and goals that will be your focus of your leadership improvement. Indicate in the two to three page paper how you plan to address your three learning outcomes and improve these areas. Submit in Angel.

6 Complete the online **course instructional module activities and discussion forums** as provided in Angel for this course.

7 Define, illustrate and submit a three – four page, double-spaced **discussion and critique of the concepts of Barth's "community school with a community of learners" and Siccone's concept of "building a communicating community in schools**" in how a successful school leader manages, organizes and aligns his/her school for meaningful and successful collaboration. In addition discuss how the successful school leader creates a culture of shared leadership that develops capacity, shares planning and vision, creates a managed organization, and engages all stakeholders in ownership for creating a successful school. Be sure to cite at least three research references in your critique. Submit in Angel.

Note:

Incompletes are not usually provided in this course, except in case of an emergency. Any incomplete given is at the discretion of the professor, and no student should assume that s/he is eligible to receive an incomplete because s/he did not complete the required work or submissions for the class within the timeline required in order to receive credit for the course.

Multiple assessment criteria will be utilized to determine student's final grade. These ranges reflect levels of scores and grades. See detailed information on Assessment Artifacts in the this syllabus. Determination of final grade is the responsibility of the professor.

Assessment Artifacts for IL 706 Aligned with Course Objectives		Objective of Course	Assessment Format	Possible Points
1	***Analysis and Critique of your School's Safe School Environment Policies and Procedures***	Objective 1: Engaging in Action Research	Rubric	100
2	***Model of a Successful School***	Objective 2: Creating a Data-Driven System	Rubric	100
3	**Campus Financial Needs Assessment**	Objective 3: Analyzing and Understanding Data	Checklist	100
4	**Peer-Reviewed Research Journal Article Synopsis and Critique on Safe Schools**	Objective 1: Engaging in Action Research	Rubric	40
5	**Effective School Leader Self-Assessment**	Objective 3: Analyzing and Understanding Data	Checklist	100
6	**Course instructional module activities and discussion forums**	Objective 1: Engaging in Action Research	Checklist	160

7	**Discussion of Community of Learners**	Objective 2: Creating a Data-Driven System	Checklist	100
	Total Possible Points			700

For each of the three (3) course content areas, the class candidate will engage in practical field experiences that follow a carefully planned and linked process to survey the local school instructional program area for purposes of identifying strengths and shortcomings of the local school organization in this area, analyze the finding, recommend actions how improvement of the area can be accomplished and how effective implementation of the improvement plan can be carried out.

Grading Scale

A = 91- 100%   **Range of Total Points Earned**   **630-700**

B = 80 – 90%   **Range of Total Points Earned**   **554-629**

C = 65 -79%   **Range of Total Points Earned**   **455-553**

F = 64% and below   **Range of Total Points Earned**   **454 and Below**

The schedule and procedures in this course are subject to change by the professor. The professor reserves the right to make corrections, updates and schedule changes for this syllabus, according to unforeseen events an/or changes in policy or requirements, or as deemed appropriate by the professor.

Assessment of candidate performance will be determined as: (A) Target – high level of candidate performance in class activities as determined by cohort/instructor consensus; (B) Acceptable – a level of candidate performance that reflects an acceptable level but could be improved as determined by cohort/instructor consensus; (C) Unacceptable – a level of candidate performance that reflects an unacceptable performance determined by cohort/instructor consensus.

Reminders:

1.   All students are held responsible for active, supportive, and respectful participation during class discussion forum sessions and during contact time with students, teachers, parents, and other professionals and community members.

2.   Demonstrate professionalism, which is defined as the conduct of qualities that characterize a profession and a professional person. Your actions, appearance, quality of work, and attitude should reflect a high level of professionalism.

METHODS OF COURSE COMPLETION AND OUTCOME EVALUATION:

Demonstrated mastery of course objectives will be assessed, based upon the analysis, evaluation, and application of course content, as evidenced through the course requirements.

COURSE COMPLETION STANDARD SCORING RUBRIC		
STANDARD EXPLANATION	**DESCRIPTION**	**SCORE**
The candidate demonstrates exceptional understanding and/or skill expected of education professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard places the candidate at a level far beyond peers.	Exceptional	4
The candidate demonstrates proficient understanding and/or skill expected of education professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective candidates.	Proficient	3
The candidate demonstrates basic understanding and/or skill expected of education professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with initial understanding and/or performance in this area.	Basic	2
The candidate does not demonstrate minimal understanding and/or skill expected of education professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.	Unacceptable	1

UNIVERSITY OF NORTH ALABAMA

COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

"Engaging Learners,

    Inspiring Leaders,

        Transforming Lives"

The Conceptual Framework establishes a shared vision in
in P–12 schools and provides direction for programs, co
scholarship, service and accountability. The Conceptual Fr
outcome based system, and is knowledge-based, artic
University of North Alabama's institutional mission –

"Changing lives. Creating futures."

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

"**Knowledgeable Practicing Professionals**"

  who:

1. Have content and pedagogical knowledge to demonstrate <u>professionalism</u> through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use <u>assessment</u> strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth
3. Form communities of learners with other teachers, parents, and members of the community, through <u>collaboration</u>, teamwork, and research-based approaches;
4. Use <u>technology</u> to support assessment, planning and instruction for promoting student learning;
5. Value and plan for <u>diversity</u> in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and <u>reflection</u> as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama's College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.

Syllabus Contract:

I have received a copy of the syllabus. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Signature   Date

Personal Information

Name _____

Address _____

Phone # _____

E-mail address _____

Major_____