

## Course Information

Date Submitted: 4/6/2016

Current Prefix and Number: EDL - Educ Leadership Studies, EDL 706 LEADERSHIP LEARNING-CENTERED SCHOOLS I

Other Course:

Proposed Prefix and Number: EDL 706

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

## 1. General Information

a. Submitted by the College of: EDUCATION

b. Department/Division: Educational Leadership Studies

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Lu Young

Email: lu.young@uky.edu

Phone: 859-321-3566

Responsible Faculty ID (if different from Contact)

Name: Tricia Browne-Ferrigno

Email: tricia.ferrigno@uky.edu

Phone: 859-257-5504

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

## 2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Already approved for DL\*

b. Full Title: LEADERSHIP LEARNING-CENTERED SCHOOLS I

Proposed Title: Contemporary School Leadership

c. Current Transcript Title: LEADERSHIP LEARNING-CENTERED SCHOOLS I

Proposed Transcript Title: Contemporary School Leadership

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

SEMINAR: 3

Proposed Meeting Patterns

SEMINAR: 3

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: EDL 706 is the first in a two-course series that examines theories associated with learning-centered leadership in P12 educational organizations with emphasis on the roles and responsibilities of a principal in supervising a school's instructional program to improve student learning and school performance.

Proposed Course Description for Bulletin: EDL 706 examines leadership and administrative responsibilities in contemporary P12 schools with emphasis on a principal's role in creating a learning-centered culture focused on student achievement and school excellence, Hybrid delivery that features face-to-face and online sessions.

2j. Current Prerequisites, if any: Prereq: Admission to EdD program or permission of instructor.

Proposed Prerequisites, if any: Prereq: Admission to EdD program or permission of instructor.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: EDL 706 is first course taken by candidates in the Principal Program. The original version (EDL 706 Leadership in Learning-Centered Schools I) focused narrowly on a principal's role as instructional leader, which failed to provide the requisite overview of all six professional responsibilities articulated in the ISLLC standards that frame expectations for Kentucky principals (i.e., visionary leadership, instructional leadership, administrative leadership, collaborative leadership, ethical leadership, advocacy leadership). As candidates progressed through the program, it became evident that they did not have a working knowledge of all six professional responsibilities, which made it difficult for them to conceptualize fully the principalship. The proposed revised course title and description as well as the syllabus changes address all six ISLLC standards while integrating the original learning outcomes and major assignments in the original version of EDL 706.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|BROUS|Beth Rous|EDL 706 CHANGE Dept Review|20151124

SIGNATURE|BROUS|Beth Rous|EDL 706 CHANGE Dept Review|20151124

SIGNATURE|MYRT|Martha L Geoghegan|EDL 706 CHANGE College Review|20160303

SIGNATURE|ZNNIKO|Roshan N Nikou|EDL 706 CHANGE Graduate Council Review|20160322

SIGNATURE|FERRIGN|Patricia Browne-Ferrigno|EDL 706 CHANGE Approval Returned to Dept|20160406

SIGNATURE|JEL224|Janie S Ellis|EDL 706 CHANGE Senate Council Review|20160406

### Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate R

[Open in full window to print or save](#)

Attachments:

Upload File

ID	Attachment
Delete 6195	EDL 706 Contemporary School Leadership REV 12-10-1

NOTE: Start form entry by choosing the Current Prefix and Number (\*denotes required fields)

Current Prefix and Number:		EDL - Educ Leadership Studies EDL 706 LEADERSHIP LEARNING-CENTERED SCHOOLS I	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	EDL 706
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
<b>1. General Information</b>				
a. Submitted by the College of:		EDUCATION	Submission Date: 4/6/2016	
b. Department/Division:		Educational Leadership Studies		
c.* Is there a change in "ownership" of the course?				
<input type="radio"/> Yes <input checked="" type="radio"/> No IF YES, what college/department will offer the course instead? <input type="button" value="Select..."/>				
e.* * Contact Person Name:		Lu Young	Email: lu.young@uky.edu	Phone: 859-321-3566
* Responsible Faculty ID (if different from Contact):		Tricia Browne-Ferrigno	Email: tricia.ferrigno@uky.edu	Phone: 859-257-5504
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR	Specific Term: <sup>2</sup>
<b>2. Designation and Description of Proposed Course.</b>				
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input checked="" type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box ) that the proposed change will affect DL delivery.				
b. Full Title:		LEADERSHIP LEARNING-CENTERED SCHOOLS I	Proposed Title: *	Contemporary School Leadership
c. Current Transcript Title (if full title is more than 40 characters):			LEADERSHIP LEARNING-CENTERED SCHOOLS I	
Proposed Transcript Title (if full title is more than 40 characters):			Contemporary School Leadership	
d. Current Cross-listing:		<input checked="" type="checkbox"/> N/A	OR	Currently <sup>3</sup> Cross-listed with (Prefix & Number): none

Proposed – ADD <sup>3</sup> Cross-listing (Prefix & Number):		
Proposed – REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number):		
<b>e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours <sup>5</sup> for each meeting pattern</b>		
<b>Current:</b>	Lecture _____	Laboratory <sup>5</sup> _____
	Clinical _____	Colloquium _____
	Seminar 3 _____	Studio _____
		Other _____ Please explain: _____
<b>Proposed: *</b>	Lecture _____	Laboratory <sup>5</sup> _____
	Clinical _____	Colloquium _____
	Seminar 3 _____	Studio _____
		Other _____ Please explain: _____
<b>f.</b>	<b>Current Grading System:</b>	<b>Graduate School Grade Scale</b>
	<b>Proposed Grading System:*</b>	<input type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input checked="" type="radio"/> Graduate School Grade Scale
<b>g.</b>	<b>Current number of credit hours:</b>	<b>Proposed number of credit hours:*</b>
	3	3
<b>h.*</b>	<b>Currently, is this course repeatable for additional credit?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>*</b>	<b>Proposed to be repeatable for additional credit?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
	<b>If YES:</b> Maximum number of credit hours:	
	<b>If YES:</b> Will this course allow multiple registrations during the same semester?	<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>i.</b>	<b>Current Course Description for Bulletin:</b>	
	EDL 706 is the first in a two-course series that examines theories associated with learning-centered leadership in P12 educational organizations with emphasis on the roles and responsibilities of a principal in supervising a school's instructional program to improve student learning and school performance.	
<b>*</b>	<b>Proposed Course Description for Bulletin:</b>	
	EDL 706 examines leadership and administrative responsibilities in contemporary P12 schools with emphasis on a principal's role in creating a learning-centered culture focused on student achievement and school excellence. Hybrid delivery that features face-to-face and online sessions.	
<b>j.</b>	<b>Current Prerequisites, if any:</b>	
	Prereq: Admission to EdD program or permission of instructor.	
<b>*</b>	<b>Proposed Prerequisites, if any:</b>	
	Prereq: Admission to EdD program or permission of instructor.	
<b>k.</b>	<b>Current Supplementary Teaching Component, if any:</b>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both

	Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
3.	Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/> No
	If YES, explain and offer brief rationale:	
	EDL 706 is first course taken by candidates in the Principal Program. The original version (EDL 706 Leadership in Learning-Centered Schools I) focused narrowly on a principal's role as instructional leader, which failed to provide the requisite overview of all six professional responsibilities articulated in the ISLLC standards that frame expectations for Kentucky principals (i.e., visionary leadership, instructional leadership, administrative leadership, collaborative leadership, ethical leadership, advocacy leadership). As candidates progressed through the program, it became evident that they did not have a working knowledge of all six professional responsibilities, which made it difficult for them to conceptualize fully the principalship. The proposed revised course title and description as well as the syllabus changes address all six ISLLC standards while integrating the original learning outcomes and major assignments in the original version of EDL 706.	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, identify the depts. and/or pgms:	
b.*	Will modifying this course result in a new requirement <sup>2</sup> for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES <sup>2</sup> , list the program(s) here:	
6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between under and graduate students by: (i) requiring additional assignments by the graduate students, and/or (ii) establishing different gra in the course for graduate students. (See SR 3.1.4.)

<sup>1</sup>See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to the appropriate academic Council for normal processing and contact person is informed.

<sup>2</sup>Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup>Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup>Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>5</sup>Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

<sup>6</sup>You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup>In order to change a program, a program change form must also be submitted.

# EDL 706 Contemporary School Leadership

University of Kentucky College of Education  
*Research and Reflection for Learning and Leading*

## Course Syllabus Fall 2016

Section 201

Hybrid Course Delivery

Face-to-face Class Meetings: Saturday (8:30-11:30 PM)

Aug 27, Oct 1, Oct 22, Nov 12, Dec 3

135 Dickey Hall, UK College of Education

Online Sessions: Monday (7:00-8:00 PM)

Sep 12, Nov 7

Adobe Connect (<http://connect.uky.edu/edl706/>)

Online Learning Activities: Canvas (<http://www.uky.edu/canvas/>) and other Internet sites

Contact Information	
Instructor	Lu. S. Young, EdD Clinical Assistant Professor, Educational Leadership Studies
Office	017 Dickey Hall, College of Education
E-mail address	<a href="mailto:lu.young@uky.edu">lu.young@uky.edu</a>
Cell phone	(859) 321-3566
Office hours	Monday (9:00 AM-12:00 PM)
Individual advising	By appointment (preferably made via e-mail)
Campus address	Department of Educational Leadership Studies 111 Dickey Hall, College of Education University of Kentucky Lexington, KY 40506-0017
Department phone	(859) 257-8921 (Matthew Reed)
Department fax	(859) 257-1015
Department Web site	<a href="http://leadership.uky.edu">http://leadership.uky.edu</a>

## Course Description

EDL 706 examines leadership and administrative responsibilities in contemporary P12 schools with emphasis on a principal's role in creating a learning-centered culture focused on student achievement and school excellence.

## Expected Learning Outcomes and Corresponding Assessments

The assigned readings, reflective writings, online assignments, and fieldwork assist candidates in developing a knowledge-and-skills base for learning-centered leadership in P12 schools. Learning activities are informed by the performance expectations and indicators in the *Educational Leadership Policy Standards: ISLLC 2008*<sup>1</sup>.

### Upon completion of this course, candidates will be able to . . .

- Articulate their philosophy about school leadership and moral imperative that all children learn at their highest potential.
- Discuss society's expectations for educational leaders and administrators
- Assess a school's curricular policies, practices, and procedures and recommend leadership-oriented improvement.
- Conduct observation of diverse classroom and offer recommendations for improvement.
- Articulate and model performance expectations of Kentucky principals.

### Evidenced through their . . .

- Leadership Platform, Reading Assessments Answers
- Responses to Reading Assessments, Class Discussions
- Report of Principal Shadowing and Interview, Jigsaw Reading Handouts
- Peer Observation Report, Reading Assessments Answers
- Leadership Platform, Initial Professional Growth Plan.

## Required Course Resources

Professional reading, independent study, and reflection are fundamental requirements of this course. The first three books listed below are major sources of course content for EDL 706, whereas the last two are resources for academic writing. Additional readings are assigned in the course calendar in this syllabus. The bibliography at end of syllabus contains additional resources recommended for independent reading and professional development.

Smith, S. C., & Piele, P. K. (Eds.). (2006). *School leadership: Handbook for excellence in student learning* (4th ed.). Thousand Oaks, CA: Corwin Press.

Bambrick-Santoyo, P. (2013). *Leverage leadership: A practical guide to building exceptional schools*. San Francisco, CA: Jossey Bass

Dareesh, J. C. (2006). *Beginning the principalship: A practical guide for new school leaders* (3rd ed.). Thousand Oaks, CA: Corwin Press.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). New York: Longman.

<sup>1</sup> Sanders, N. M., & Kearney, K. M. (Eds.). (2008). *Performance expectations and indicators for education leaders: An ISLLC-based guide to implementing leader standards and a companion guide to the Educational Leadership Policy Standards: ISLLC 2008*. Alexandria, VA: Council of Chief State School Officers ([www.ccsso.org/Documents/2008/Performance\\_Indicators\\_2008.pdf](http://www.ccsso.org/Documents/2008/Performance_Indicators_2008.pdf))

## Student Responsibilities in Graduate Course

Graduate students assume major responsibility for their own learning. As members of a learning community, they are likewise responsible for helping their peers by consulting with them and engaging in collaborative solution finding before seeking assistance from instructor. A class roster is developed and distributed to support peer and instructor communication.

## Distance Learning Considerations

This course requires use of information technology: Students are expected to have regular access to a personal computer, **web camera and headset**, and the Internet to complete learning activities and assignments. Online activities may be completed within designated sections of the course Canvas [lu\(http://www.uky.edu/canvas/\)](http://www.uky.edu/canvas/) and through sites that support synchronous online meetings (e.g., Adobe Connect, Google Hangout) or collect data (e.g., Survey Monkey).

**Instructor's Office Hours.** Monday (9:00 AM-12:00 PM Eastern Time Zone)

**Instructor's Preferred Communication Method.** Electronic mail ([lu.young@uky.edu](mailto:lu.young@uky.edu))

**Maximum Timeframe for Responding to Student Communications.** Students may expect the instructor to respond to email inquiries or requests within 48 hours—excluding weekend and holiday contacts.

**UK Distance Learning Programs.** For student information about distance learning programs, go to <http://www.uky.edu/DistanceLearning/current/index.html>. Minimum technology requirements listed at <http://www.uky.edu/DistanceLearning/current/technology/techReqs.html>

**Technical Support.** Contact the Information Technology Service Desk at 859-218-4357 or 1-877-481-8548 or see information posted at <http://www.uky.edu/DistanceLearning/current/technology/ukit.html>

**Distance Learning Library Services.** Go to [www.uky.edu/Libraries/DLLS](http://www.uky.edu/Libraries/DLLS) or contact the DL Librarian via electronic mail at [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu) or telephone 859-257-0050 x 2171 or 1-800-828-0439. The UK College of Education Library website is <http://libguides.uky.edu/educ>

## Graduate Students with Documented Disability

Graduate students with a documented disability that requires academic accommodations in this course must submit a request through the University Disability Resource Center (DRC), which is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. The DRC coordinates campus disability services available to students with disabilities. For more information, go to the DRC website (<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter>) or contact the DRC via phone (859-257-2754) or via electronic mail ([drc@uky.edu](mailto:drc@uky.edu)).

## Commitment to Diversity

UK is committed to making diversity central to university policies, decisions, and practices to strengthen diversity within the Commonwealth. Efforts by a broad-based task force appointed by President Todd defined diversity as

embracing difference or promoting increased knowledge regarding race/ethnicity, gender, religion, sexual orientation, disability, veteran affairs, and thought within an inclusive community. This definition of diversity values an inclusive institutional culture, academic programs, and co-curricular activities that prepare candidates for active, global citizenship. This commitment further allows for an educational process that fosters growth among all members of the academic community by including a wide array of talents, and recognizing the human differences are organizational strengths (University-Wide Comprehensive Diversity Plan Task Force Report, April 2005, p. 6).

Because the desired outcome is excellence in education, UK “does not practice discrimination on the basis of race/ethnicity, gender, religion, sexual orientation, or disability” (p. 6).

The College of Education supports the university-wide definition of diversity and enhances it through an expanded interpretation. This broader conceptualization of diversity includes learning exceptionalities, native languages, socioeconomic status, and life experiences often created by residing in unique geographical regions such as Appalachia. Curricula within the UK College of Education, field experiences, and membership of its faculty and student body reflect a commitment to diversity.

Leading successful P12 schools and districts requires understanding of and sensitivity to differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Hence, diversity is a theme woven throughout this graduate course, which focuses on preparing and developing principals with requisite knowledge, dispositions, and skills to practice effectively the multiple responsibilities of school leadership and change agency.

## UK Policies

The adopted UK academic policies apply in this course and are articulated in the *Students Rights and Responsibilities Handbook* and the *UK Graduate Bulletin*. Important policies and regulations applicable to this course include, but are not limited to, those concerning attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English. **The course instructor retains absolute discretion concerning acceptance of required assignments after established due dates and reserves the right to lower grades on assignments submitted late.** For more information about UK Policies, go to [www.research.uky.edu/g/bulletin/bullinfo.shtml](http://www.research.uky.edu/g/bulletin/bullinfo.shtml)

**Absences.** The UK *Senate Rules 5.2.4.2* defines acceptable reasons for absences as (a) serious illness, (b) illness or death of family members, (c) university-related trips, (d) major religious holidays, and (d) other circumstances that the instructor finds to be “reasonable cause for nonattendance” by the instructor. Regular attendance is essential. If candidates must miss a scheduled class meeting, then they must notify course instructor about the reason for the absence **before it occurs**. In the event of **emergency absences** (e.g., personal illness, major accident, death of family member), candidates should notify course instructor as soon as possible, **preferably through e-mail communication**. Additional assignments may be required for missed class meetings.

**Canceled Class.** If a class meeting must be canceled, course instructor will make every possible effort to contact students in sufficient time to avoid unnecessary travel to UK for face-to-face meeting or to adjust schedule for planned online synchronous session.

**Changes to Syllabus.** The course instructor retains the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to this syllabus will be discussed with students and provided in writing to students as an addendum distributed electronically and posted on the course Canvas site.

## Quality of Candidate Work

Unless specified otherwise, all papers must be presented in the writing style of the sixth edition of the *Publication Manual of the American Psychological Association*<sup>2</sup> (see pp. 61-224). Online assistance is available at the APA Web site (<http://www.apastyle.org>) or Purdue University Online Writing Lab (<https://owl.english.purdue.edu/>). Students are expected to follow rules of usage and principles of composition provided by Strunk and White (2000)<sup>3</sup>. If the two resources listed in the footnote below present differing rules, students are to adhere to the writing guidelines in the *APA Manual*. **All academic papers** must be word-processed in Times New Roman 12-point font and according to assignment guidelines, if appropriate. Non-academic documents (e.g., PowerPoint slides, training tools) must conform to APA writing guidelines, but students have discretion in selecting font style.

**Plagiarism.** According to UK *Senate Rules 6.3.1*, students shall not plagiarize, cheat, or falsify or misuse academic records. Hence, where appropriate, references to professional and research literature must be integrated into the text and cited at the end of all student papers. The minimum consequence for cheating or plagiarism is a zero on assignment or potentially an “E” grade in the course. Plagiarism is a form of cheating—stealing ideas or intellectual property created by others. **Students are cautioned to reference all resources properly:** The mere rephrasing of another author’s work does not excuse the student from the requirement for including proper citations (i.e, providing attribution to other authors’ works that informed student’s thinking). Cite all sources accurately! Also be aware that re-cycling of assignments from other courses can be interpreted as self-plagiarizing and fails to meet the minimal standards of intellectual rigor required in graduate study.

**Peer Review.** Prior to submitting a final paper to instructor, students are encouraged to share a draft of their completed manuscripts with a class peer for critical feedback—with the understanding that (a) **conducting a critical review of peer’s paper must be reciprocated** and (b) **conducting a peer review is not opportunity to plagiarize**. Reviewing others’ work helps to improve one’s own writing and provides additional interpretations of literature. Peer review requires *shared commitment to complete review by requested date and understanding that content of reviewed paper is peer’s intellectual property that will not be plagiarized*.

**Late Submittals.** Unless specified differently in the assignment guidelines, each written assignment is to be delivered to instructor as an attachment to an email message addressed to [tricia.ferrigno@uky.edu](mailto:tricia.ferrigno@uky.edu) and sent no later than 10:00 AM on the due date. Late

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<sup>2</sup> American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

<sup>3</sup> Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). New York, NY: Longman.

assignments will be accepted only in cases of extreme emergencies, and the decision to accept late work is solely instructor's discretion.

**Incomplete Grade.** Incomplete grades for this course are issued reluctantly and sparingly—and only if a passing grade will result from completion of the work. The UK Graduate School permits students **one calendar year—unless a shorter time frame is deemed appropriate by the instructor**—to remove an “I” grade. If the contracted work is not completed satisfactorily, the “I” grade converts automatically to an “E” (failure). UK and EDL rules require students requesting an “I” grade to complete a contract specifying how and when the “I” will be removed during contracted period. The contract must be submitted to instructor before an “I” grade can be issued. Incomplete work and missing assignments will be assigned “E” grades if the student does not submit a completed Incomplete Grade Contract by the course deadline.

### **Integration of Syllabus with UK College of Education Conceptual Framework**

This graduate course addresses the four themes within the conceptual framework of the UK College of Education: **research, reflection, learning, and leading**. Throughout the semester candidates have opportunities to review, analyze, discuss, and apply **research** from diverse perspectives in education, including professional scholarship and practitioner inquiry and reflect on their own practices as P12 educators as they study, observe, and work in P12 school and university classrooms. **Reflection** is integrated regularly through oral and written communication to help candidates hone their analytical and problem-solving skills that comprise critical professional reflection on one's own practice. This course emphasizes the commitment of the UK College of Education to ensure that its graduates continue their professional careers equipped for life-long **learning** as educators actively **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce educational leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

### **Standards-based Curriculum**

EDL 706 is a required course for the EdS in Educational Leadership Studies with principal certification program and was designed to meet requirements established by EPSB for school principals. This introductory course in the Principal Program provides an overview of all *Educational Leadership Policy Standards: ISLLC 2008*<sup>4</sup>, International Society for Technology in Education (ISTE) standards for administrators<sup>5</sup>, and Dimensions and Functions for School Leaders<sup>6</sup>.

### **Unbridled Learning Initiatives**

Course content and assignments provides opportunities for graduate students to advance their knowledge and mastery of the tools associated with Kentucky education reform (e.g., Kentucky Core Academic Standards, characteristics of highly effective learning and teaching, classroom assessments that assure learning, career and college readiness, school-performance accountability). As students engage in required clinical practice within P12 schools, they will address one or more components of the Senate Bill 1 initiatives.

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<sup>4</sup> Council of Chief State School Officers. (2008). *Educational Leadership Policy Standards: ISLLC 2008*. Washington, DC: Author. [http://www.ccsso.org/Resources/Publications/Educational\\_Leadership\\_Policy\\_Standards\\_ISLLC\\_2008\\_as\\_Adopted\\_by\\_the\\_National\\_Policy\\_Board\\_for\\_Educational\\_Administration.html](http://www.ccsso.org/Resources/Publications/Educational_Leadership_Policy_Standards_ISLLC_2008_as_Adopted_by_the_National_Policy_Board_for_Educational_Administration.html)

<sup>5</sup> <http://www.iste.org/standards/iste-standards/standards-for-administrators>

<sup>6</sup> Kentucky Cohesive Leadership System [KyCLS] (2008, May)

## Course Requirements and Expectations

Unless specified otherwise, all assignments must be submitted to instructor electronically via Canvas **no later than 10:00 AM (Eastern Time Zone) on the due date**. Guidelines for all course assignments will be distributed in class sessions and posted on the course Canvas site.

1. **ISLLC Standards Self-Assessment.** Candidate completes a self-assessment of the performance expectations for Kentucky principals, which are based on the *Educational Leadership Policy Standards: ISLLC 2008*. This ungraded self-assessment is repeated at midpoint of program and near completion of program to inform students of their progress in understanding school-leadership standards. Responses to all three self-assessments are uploaded to candidate's electronic portfolio.
2. **Leadership Resume (10 points).** Candidate develops a leadership-oriented resume that is no more than two pages in length, typed, and single-spaced. The final version of resume developed during EDL 706 must be uploaded to each student's electronic portfolio.
3. **Online Reading Assessments (20 points).** Candidate responds to prompts about specific assigned readings through Survey Monkey instruments by due dates established by instructor. Extensions to complete the reading assessments are rarely allowed.
4. **Career Counseling Interview and Initial Professional Growth Plan (IPGP) (20 points).** Candidate schedules private meeting with her or his principal to share results of self-assessment of performance expectations for Kentucky principals and gain feedback on individualized professional development while enrolled in principal preparation program. Candidate then drafts an IPGP based on candidate's responses on their first self-assessment of professional standards and career counseling interview. Candidate identifies both current strengths and growth areas and then proposes actions he or she will take to enhance development as a school leader. The final version of the IPGP developed during EDL 706 must be uploaded to student's individual electronic portfolio.
5. **Cooperative Jigsaw Readings (10 points).** Students will work in small groups using Bb Groups as virtual environment to discuss and synthesize chapter content about their assigned jigsaw readings. Each group will prepare a one-page, two-sided handout about the major content of assigned readings and implications for practice to share with class. Instructors will provide written guidelines about these group assignments.
6. **Principal Shadowing and Interview (20 points).** To understand the scope of work responsibilities of school leaders, candidate shadows a principal for a full day (if possible) and take notes of principal's activities and actions as a school leader and manager. After analyzing notes taken during principal shadowing, candidate schedules time for a private interview with the principal and follows interview protocol developed by class. Using their shadowing and interview notes, they report of key findings in a short paper according to written guidelines for this assignment.
7. **Leadership Platform (10 points).** Students develop a one-page statement about their educational leadership philosophy based on the ISLLC *Standards*. The platform is a required entry in the EDL portfolio. The instructor will provide written guidelines about this assignment.

8. **Peer Observation (10 points).** Candidate observes a classroom with diverse student populations (e.g., English language learners, special education students, economically disadvantaged students, members of minority groups, students in gifted programs). Candidate meets with peer during both a pre- and post-observation professional discussion. Following post-observation conference, candidate completes the Diverse Classroom Observation Form and submits as directed.
  
9. **Electronic Portfolio Shell.** Students create their electronic portfolio in OTIS and submit Word version of proposed table of contents. By last week of semester, students upload final versions of required portfolio documents to their individual electronic portfolio

**Grading Scale**

Course grades are based on a cumulative point total. The relative weighting for each of these expectations is presented in the matrix below.

<b>Course Requirements and Expectations</b>	<b>Points Possible</b>
1. ISLLC Standards Self-Assessment	--
2. Leadership Resume	10
3. Online Reading Assessments	20
4. Career Counseling Interview and IPGP	20
5. Jigsaw Reading Handouts	10
6. Principal Shadowing and Interview	20
7. Leadership Platform	10
8. Peer Observation	10
9. Electronic Portfolio Shell	--
<b>Total Points</b>	<b>100</b>

Grades will be assigned according to the following scale: A=90-100 points, B=80-89 points, C=70-79 points, E=<70 points. Course credit: three graduate hours.

**Course Calendar**

The course calendar on the following pages may be modified to meet learning needs of students or to incorporate new resources. Changes will be discussed with students first and provided in writing as a syllabus addendum. The instructor will distribute any calendar changes as an e-mail attachment and will post on the course Canvas site.

## Course Calendar

Week	Location	Topic Module Learning Outcomes	Reading Assignments	Products Due
1	Cohort Meeting Sat, Aug 27 135 DH 8:30-11:30 PM	<i>What is school leadership?</i> <ul style="list-style-type: none"> <li>Explain the overarching mission of the school principalship</li> <li>Describe assumptions about the nature of leadership and management</li> <li>Reflect on becoming a principal</li> </ul>	S&P: Intro, Chap 1 D <sup>8</sup> : Chap 1-2 ISLLC 2008 (handout) Rost <sup>9</sup> (handout)	Online Pre-Survey (due Thurs 8/25/16)
2		<i>What are the effects of school leadership?</i> <ul style="list-style-type: none"> <li>Describe how leadership in P12 schools influences student learning</li> <li>Discuss essential acts of leadership</li> <li>Critique notion of using compass, rather than a map, to optimize student-learning conditions</li> <li>Assess readiness for school leadership</li> </ul>	S&P: Chap 2 D: Chap 6 TBF (2012) <sup>10</sup>	ISLLC Standards Self-Assessment (due Thurs 9/1/16)
3		<i>Who is a school leader? How does one become a school leader?</i> <ul style="list-style-type: none"> <li>Explain need for diverse thinking about who is a school leader</li> <li>Justify assertion that becoming a principal is a "do-it-yourself project"</li> <li>Articulate leadership development stages and principals' career phases</li> </ul>	S&P: Chap 3, 5 D: Chap 3-4 TBF (2003) <sup>11</sup>	Leadership Resume (due Thurs 9/8/16)
4	Online Session Mon, Sep 14 7:00-8:00 PM	<i>Is there a best strategy for school leadership?</i> <ul style="list-style-type: none"> <li>Describe dimensions of leadership style</li> <li>Differentiate among three types of school leadership: <i>hierarchical, transformational, facilitative</i></li> <li>Explain how situation affects leadership style</li> </ul>	S&P: Chap 4 D: Chap 5 B <sup>12</sup> : Chap 7	Reading Assessment 1 (due Thurs 9/15/16)
5		<i>What is ethical leadership?</i> <ul style="list-style-type: none"> <li>Describe qualities of virtuous leader</li> <li>Explain guidelines for moral reasoning</li> <li>Critique the goals of advocacy and guidelines for being an advocate</li> <li>Assess personal values as educator</li> </ul>	S&P: Chap 6 D: Chap 11  KY Code of Ethics (www.kyepsb.net)	Career Counseling Interview Form (due Thurs 9/22/16)

<sup>7</sup> Smith, S. C., & Piele, P. K. (Eds.) (2006). *School leadership: Handbook for excellence in student learning* (4th ed.). Thousand Oaks, CA: Corwin Press.

<sup>8</sup> Daresh, J. C. (2006). *Beginning the principalship: A practical guide for new school leaders* (3rd ed.). Thousand Oaks, CA: Corwin Press.

<sup>9</sup> Rost, J. (1991). *Leadership for the twenty-first century*. Westport, CT: Praeger.

<sup>10</sup> Browne-Ferrigno, T. (2012, June). School principal as leader. *UCEA Research Utilization Briefs*. Retrieved from <http://www.ucea.org/resource/marshaling-and-using-resources/>

<sup>11</sup> Browne-Ferrigno, T. (2003). Becoming a principal: Role conception, initial socialization, role-identity transformation, purposeful engagement. *Educational Administration Quarterly*, 39(4), 468-503.

<sup>12</sup> Bambrick-Santoyo, P. (2013). *Leverage leadership: A practical guide to building exceptional schools*. San Francisco, CA: Jossey Bass

Course Calendar (continued)

Week	Location	Topic Module Learning Outcomes	Reading Assignments	Products Due
6	Cohort Meeting Sat, Oct 3 135 DH 8:30-11:30 PM	<p><i>What is visionary leadership?</i></p> <ul style="list-style-type: none"> <li>▪ Differentiate terms <i>mission</i> and <i>vision</i></li> <li>▪ Justify principal's need for personal vision</li> <li>▪ Summarize key steps in developing shared vision for school's future</li> <li>▪ Describe process and challenges for institutionalizing a school vision</li> </ul>	S&P: Chap 7 D: Chap 7-8	
7		<p><i>What is cultural leadership?</i></p> <ul style="list-style-type: none"> <li>▪ Differentiate between <i>school culture</i> and <i>school climate</i></li> <li>▪ Describe how leaders construct culture</li> <li>▪ Summarize reasons for assessing and shaping the student subculture</li> </ul>	S&P: Chap 8 D: Chap 10 B: Chap 5-6	IPGP draft (due Thurs 10/6/16)
8		<p><i>How is school leadership structured?</i> Define and distinguish differences among</p> <ul style="list-style-type: none"> <li>○ Accountable leadership</li> <li>○ Site-based management</li> <li>○ Distributed leadership</li> <li>○ Political leadership</li> </ul>	S&P: Chap 9-12 (jigsaw reading) D: Chap 12	Reading Assessment 2 (due Thurs 10/13/16)
9	Cohort Meeting Sat, Oct 24 135 DH 8:30-11:30 PM	<p><i>What is learning leadership?</i></p> <ul style="list-style-type: none"> <li>▪ Define <i>purposeful learning</i> and its goals</li> <li>▪ Define <i>monitoring progress</i> and describe sources of evidence used</li> </ul>	S&P: Chap 13-14 B: Chap 1-3	Jigsaw Reading Handout (due Thurs 10/20/16)
10		Independent Work		
11	Online Session Mon, Nov 7 7:00-8:00 PM	<p><i>How do school leaders cultivate a learning-focused community in schools?</i></p> <ul style="list-style-type: none"> <li>▪ Define <i>learning-focused community</i></li> <li>▪ Explain how learning communities influence student achievement behavior</li> <li>▪ Specify leadership strategies to cultivate a learning-focused community</li> </ul>	S&P: Chap 15	Report of Principal Shadowing/Interview (due Thurs 11/3/16)  Leadership Platform (due Thurs 11/3/16)
12	Cohort Meeting Sat, Nov 14 135 DH 8:30-11:30 PM	<p><i>What skills are needed for effective school leadership?</i> Justify principal's need to</p> <ul style="list-style-type: none"> <li>○ Communicate with constituents</li> <li>○ Engage the public</li> <li>○ Manage data for decision making</li> <li>○ Allocate resources</li> </ul>	S&P: Chap 16-19 (jigsaw reading)	Peer Observation (due Thurs 11/10/16)  Jigsaw Reading Handout (due Thurs 11/10/16)

## Course Calendar (continued)

Week	Location	Topic Module Learning Objectives	Readings	Products Due
13		Independent Work		
14	<b>Thanksgiving Week</b>			
15	<b>Cohort Meeting Sat, Dec 3 135 DH 8:30-11:30 PM</b>	<i>What questions do we have about the realities of school leadership?</i> <ul style="list-style-type: none"> <li>▪ Ask principal panelists questions about leading P12 schools in KY and preparing for the principalship</li> <li>▪ Begin planning for next semester</li> </ul>		<b>ALL FINAL VERSIONS Resume, IPGP, Platform (due Thurs 12/1/16)</b>
16				<b>Post-Course Assess (due Thurs 12/8/16)</b>

### Recommended Course Resources

- Danielson, C. (2009). *Talk about teaching: Leading professional conversations*. Thousand Oaks, CA: Corwin Press.
- Demarest, E. J. (2011). *A learning-centered framework for education*. New York, NY: Teachers College Press.
- Fullan, M. (2014). *The principal: Three keys to maximizing impact*. San Francisco, CA: Jossey-Bass.
- Fullan, M. (2008). *What's worth fighting for in the principalship* (2<sup>nd</sup> ed.). New York, NY: Teachers College Press.
- Green, R. L. (2010). *The four dimensions of principal leadership: A framework for leading 21<sup>st</sup> century schools*. Boston, MA: Allyn & Bacon.
- Grogan, M. (Ed.). (2013). *The Jossey-Bass reader on educational leadership*. San Francisco, CA: Jossey-Bass.
- Hord, S., & Sommers, W. (2008). *Leading professional learning communities: Voices from research and practice*. Thousand Oaks, CA: Corwin Press.
- McCombs, B. L., & Miller, L. (2009). *The school leader's guide to learner-centered education: From complexity to simplicity*. Thousand Oaks, CA: Corwin Press.
- Tschannen-Moran, M. (2014). *Trust matters: Leadership for successful schools*. San Francisco, CA: Jossey-Bass.

### Additional Resources

- Barth, R. S. (1990). *Improving schools from within*. San Francisco, CA: Jossey-Bass.
- Blankstein, A. M., Cole, R. W., & Houston, P. D. (Eds.). (2007). *Engaging every learner*. Thousand Oaks, CA: Corwin Press.
- Brubaker, D. L. (2004). *Creative curriculum leadership: Inspiring and empowering your school community* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.
- Caine, G., & Caine, R. N. (2010). *Strengthening and enriching your professional learning community: The art of learning together*. Alexandria, VA: Association for Supervision and Curriculum Development [ASCD].
- Castleberry, M. S., & Wald, P. J. (2000). *Educators as learners: Creating a professional learning community in your school*. Alexandria, VA: ASCD.
- Cole, R. W. (1995). *Educating everybody's children: Diverse teaching strategies for diverse learners*. Alexandria, VA: ASCD.

- Copland, M. S., & Knapp, M. S. (2006). *Connecting leadership with learning: A framework for reflection, planning, and action*. Alexandria, VA: ASCD.
- Downey, C. J., Steffy, B. E., English, F. W., Frase, L. E., & Poston, W. K., Jr. (2004). *The three-minute classroom walk-through: Changing school supervisory practice one teacher at a time*. Thousand Oaks, CA: Corwin Press.
- DuFour, R., & Marzano, R. J. (2011). *Leaders of learning: How district, school and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree Press.
- Fink, S., & Markholt, A. (2011). *Leading for instructional improvement: How successful leaders develop teaching and learning expertise*. San Francisco, CA: Jossey-Bass.
- Fullan, M., & St. Germain, C. (2006). *Learning places: A field guide for improving the context of schooling*. Thousand Oaks, CA: Corwin Press.
- Glatthorn, A. A., & Jailall, J. M. (2009). *The principal as curriculum leader: Shaping what is taught and tested* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Corwin Press.
- Glickman, C. G., Gordon, S. P., & Ross-Gordon, J. M. (2010). *SuperVision and instructional leadership: A developmental approach* (8<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.
- Heacox, D. (2009). *Making differentiation a habit: How to ensure success in academically diverse classrooms*. Minneapolis, MN: Free Spirit.
- Jackson, R. R. (2011). *How to motivate reluctant learners: Mastering the principles of great teaching*. Alexandria, VA: ASCD.
- Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria, VA: ASCD.
- Marzano, R. J., & Pickering, D. J. (2011). *The highly engaged classroom: The classroom strategies series*. Bloomington, IN: Marzano Research Laboratory.
- McEwan, E. L. (2003). *7 steps to effective instructional leadership* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.
- McLaughlin, M. J., & Nolet, V. (2004). *What every principal needs to know about special education*. Thousand Oaks, CA: Corwin Press.
- Moller, G., & Panke, A. (2006). *Lead with me: A principal's guide to teacher leadership*. Larchmont, NY: Eye on Education.
- Nichols, S. L., & Berliner, D. L. (2007). *Collateral damage: How high-stakes testing corrupts American's schools*. Boston, MA: Harvard Education Press.
- Reeves, D. B. (2008). *Reframing teacher leadership to improve your school*. Alexandria, VA: ASCD.
- Roberts, S., & Pruitt, E. (2009). *Schools as professional learning communities: Collaborative activities and strategies for professional development* (2nd ed.). Thousand Oakes, CA: Corwin Press.
- Sergiovanni, T. J. (1999). *Building community in schools*. San Francisco: Jossey-Bass.
- Schlechty, P. C. (2009). *Leading for learning: How to transform schools into learning organizations*. San Francisco, CA: Jossey-Bass.
- Sigford, J. L. (2005). *Who said school administration would be fun? Coping with a new emotional and social reality* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design: Connecting content and kids*. Alexandria, VA: ASCD.
- Tomlinson, C. A., & Allan, S. D. (2000). *Leadership for differentiating schools & classrooms*. Alexandria, VA: ASCD.
- Williams, B. (Ed.). (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2<sup>nd</sup> ed.). Alexandria, VA: ASCD.
- Williamson, R., & Blackburn, B. R. (2010). *Rigorous schools and classrooms: Leading the way*. Larchmont, NY: Eye on Education.
- Zepeda, S. J. (2007). *The principal as instructional leader: A handbook for supervisors* (2<sup>nd</sup> ed.). Larchmont, NY: Eye on Education.