NOTICE: All information pertaining to this course, including course policies, is subject to being changed until the first day of the term.

WESTERN KENTUCKY UNIVERSITY
DEPARTMENT OF EDUCATIONAL ADMINISTRATION,
LEADERSHIP, AND RESEARCH

EDAD 609: Leading School Improvement
(Three Semester Hours Credit)
Fall 2020
Web based with face-to-face class sessions on Saturday, 11/7 and 11/21
Gary Ransdell Hall Room 3096

Instructor:
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Department of Educational Administration, Leadership, and Research

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Prerequisites
Unless by instructor permission: Admission to Principal Preparation Program, EDAD 602, 603, 604, 605, 606, and 607 as pre-requisites; course to be taken concurrently with EDAD 608, plus 1 credit hour of EDAD 610.

COURSE INFORMATION

Course description: This course focuses on leading school improvement by using data and collaborating with others to identify problems of practice, set direction, develop people, and redesign organizational structures to ensure success for all students. Students will learn to use tools and processes associated with school improvement, multi-tiered systems of support, and other structures.

Course objectives and standards:
1. WKU principal candidates will be able to engage others in ongoing processes of evidence-based inquiry, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement (NELP 1.4, 1.4, 7.2).

2. WKU principal candidates will be able to use data to monitor progress and identify opportunities for improvement (NELP 6.2).
3. WKU principal candidates will be able to apply systems thinking to promote coherence in improvement efforts (NELP 4.1).
4. WKU principal candidates will be able to evaluate systems of supports and services for coherence identifying strengths and opportunities for improvement to meet the needs of all students (NELP 1.3, 4.1).
5. WKU principal candidates will be able to evaluate systems of supports and services for equitable protocols and access identifying strengths and opportunities for improvement to meet the needs of all students (NELP 3.1, 3.2).

Course Topics:
- Kentucky processes for comprehensive school and district improvement
- Leading change
- Building organizational capacity for equity and student success
- Cycles of inquiry
- Data analysis/problem identification for early childhood, elementary, middle and high schools
- Goal setting
- Transformational/incremental/adaptive leadership
- Formative assessment, data collection, and improvement
- Systems thinking
- MTSS and improved instructional practice
- Research related to improvement efforts
- Collaborative and distributive leadership for improvement

Student expectations and requirements:
- Thoughtful, active, and timely participation in online and face-to-face learning activities
- Class attendance
- Active, ethical, and professional engagement in concurrent internship tasks

Required texts:
- Chenoweth, K. (2016). *Schools that succeed: How educators marshal the power of systems for improvement.* Cambridge, MA: Harvard Education Press.
- Parrett, W. H., & Budge, K. M. (2012). *Turning high poverty schools into high performing schools*. Alexandria, VA: ASCD.

Supporting texts:
- Bloomberg, P., & Pitchford, B. (2017). *Leading impact teams: Building a culture of efficacy.* Thousand Oaks, CA: Corwin.
- Bryk, A.S., Gomez, L.M., Grunow, A., & LeMahieu, P.G. (2015). *Learning to improve: How America's schools can get better at getting better.* Cambridge, MA: Harvard Education Press.
- Mintrop, R. (2016). *Design-based school improvement: A practical guide for education leaders.* Cambridge, MA: Harvard Education Press.

- Tschannen-Moran, M. (2004). *Trust matters: Leadership for successful schools.* San Francisco, CA: Jossey Bass.
- Burke, W. W. (2010). Organizational change: Theory and practice (3rd ed.). Thousand Oaks: Sage.
- Evans, R. (1996). The human side of change: Reform, resistance and the real-life problems of innovation. San Francisco: Jossey-Bass.
- Fullan, M. (2007). The new meaning of educational change (4th ed.). New York: Teachers College Press.
- Smylie, M. A. (2010). Continuous school improvement. Thousand Oaks: Corwin.
- Bolman, L. S., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th ed.). San Francisco: Jossey-Bass.
- Cosner, S. (2009). Building organizational capacity through trust. *Educational Administration Quarterly*, *45*(2), 248-291.
- Forman, M.L., Stosich, E., & Bocala, C. (2017). *The internal coherence framework: Creating the conditions for continuous improvement in schools.* Cambridge, MA: Harvard Education Press.
- Heifetz, R., Grashow, A., & Linsky, M. (2009) Leadership in a (permanent) crisis. *Harvard Business Review*, *87*(7/8), 62-69.
- Heifitz, et al (2009). The theory behind the practice, in *The Practice of Adaptive Leadership*. Boston: Harvard Business Press.
- Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational administration quarterly*, *39*(3), 370-397.
- Spillane, J. P. (2005, June). Distributed leadership In *The Educational Forum* (Vol. 69, No. 2, pp. 143-150). Taylor & Francis Group.
- Kentucky Department of Education. (2012). *A guide to interventions.* Retrieved from https://education.ky.gov/educational/int/ksi/Documents/KSIRtIGuidanceDocument.pdf.
- Kentucky Leadership Academy. (N.D.). *Using the TELL survey to accelerate student learning.* Retrieved from https://education.ky.gov/teachers/PGES/prinpges/Documents/KLA_TELL_form2.pdf.
- KDE's continuous improvement tools: https://education.ky.gov/school/stratclsgap/contassessment/Pages/Systems-of-Continuous-Improvement.aspx
- KDE's CSIP/CDIP tools: https://education.ky.gov/school/csip/Pages/default.aspx

Brief Anchor Assessment Description: With the guidance of the school principal, students will collaboratively develop a plan for implementing an improvement strategy based on an identified problem of practice within their school. Students will lead a team in analyzing data, diagnosing the sources of the problem, developing a plan, implementing the strategy, monitoring progress, and presenting the results to stakeholders.