

***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  
SCHOOL OF LEADERSHIP & PROFESSIONAL STUDIES**

**EDAD 609: Leading School Improvement  
Fall 2022, Second Bi-Term  
October 17 - December 8, 2022  
3 Credit Hours  
Web-Enhanced Course**

**Course begins on Saturday, October 22, 2022  
(Synchronous Web: Google-Meet from 9 am - 1 pm)  
Join using: <https://meet.google.com/xka-cfda-ggp>  
Google Classroom join code: vatysuo**

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270-799-7249 (cell)**

**Office Hours by Appointment (Please text or email for appointment)**

**Practitioner Partner: Mr. Daryl Woods, Principal, Drakes Creek M.S.**

**Prerequisites**

Unless by instructor permission: Admission to Principal Preparation Program, EDAD 602, 603, 604, 605, 606, and 607 as prerequisites; 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; **PSEL 1 [all indicators]; 2c, 4 [all indicators]; 6d; 7d; 9a; 10 [all indicators]**).
2. WKU principal candidates will be able to use data to monitor progress and identify opportunities for improvement (NELP 6.2; **PSEL 1b, 1d; 2c; 4b; 6d; 9a; 10 [all indicators]**).
3. WKU principal candidates will be able to apply systems thinking to promote coherence in improvement efforts (NELP 4.1; **PSEL 1 [all indicators]; 4b; 6d; 7d; 9a; 10 [all indicators]**).
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; **PSEL 1b, 1d; 2c; 3c, 3e; 4 [all indicators]; 5a, 5c, 5d; 6d; 7d; 9a; 10 [all indicators]**).
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; **PSEL 1b, 1d; 2c; 3c, 3e; 4 [all indicators]; 5a, 5c, 5d; 6d; 7d; 9a; 10 [all indicators]**).

**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 (in-person and/or virtual)
- Active, ethical, and professional engagement in concurrent internship tasks
- Membership in this course is membership in a community of scholars, where each learner has his or her individual right and responsibility of membership. Differing viewpoints, suggestions, and opinions are not only tolerated but also encouraged.

**Required Texts:**

Chenoweth, K. (2017) *Schools that succeed: How educators marshal the power of systems for improvement*. Cambridge, MA: Harvard Education Press. ISBN 978-1-68253-027-6.

Bloomberg, P., & Pitchford, B. (2017). *Leading impact teams: Building a culture of efficacy*. Thousand Oaks, CA: Corwin. ISBN: 9781506322674.

**Supplemental texts:**

- Carnegie Foundation for the Advancement of Teaching. (n.d.). *Create and Run PDSAs*. Carnegie Foundation Networked Improvement Learning and Support Platform, <https://carnegienetworks.zendesk.com/hc/en-us/sections/206616427-Create-and-Run-PDSAs>.
- DuFour, R., & Reeves, D. (2016). The futility of PLC Lite. *Phi Delta Kappan*, 97(6), 69–71. <https://doi.org/10.1177/0031721716636878>
- Heifetz, R., Grashow, A., & Linsky, M. (2009) Leadership in a (permanent) crisis. *Harvard Business Review*, 87(7/8), 62-69. Retrieved from <https://cambridge-leadership.com/documents/Leadership-in-a-Permanent-Crisis.pdf>
- Kentucky Department of Education. (n.d.). *Comprehensive Improvement Planning for Schools and Districts*. Retrieved October 8, 2022, from <https://education.ky.gov/school/csip/Pages/default.aspx>
- 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. Retrieved October 8, 2022, from [https://www.researchgate.net/publication/44832147\\_Principal\\_Leadership\\_and\\_School\\_Performance\\_An\\_Integration\\_of\\_Transformational\\_and\\_Instructional\\_Leadership](https://www.researchgate.net/publication/44832147_Principal_Leadership_and_School_Performance_An_Integration_of_Transformational_and_Instructional_Leadership)
- Purdue Online Writing Lab. (n.d.). *APA Formatting and Style Guide (7th Edition)*. Retrieved October 8, 2022, from [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)
- Schwartz, K. (2018). How to Plan and Implement Continuous Improvement In Schools. Retrieved from <https://www.kqed.org/mindshift/51115/how-to-plan-and-implement-continuous-improvement-in-schools>.

- Spillane, J. P. (2005, June). Distributed leadership In *The Educational Forum* (Vol. 69, No. 2, pp. 143-150). Taylor & Francis Group. Retrieved from <https://www.tandfonline.com/doi/pdf/10.1080/00131720508984678?needAccess=true>

### Course Structure:

This course is based primarily on: (1) Participation in virtual classes; (2) Participation in discussion board; (3) Timely responses **supported by research and scholarly literature** to topics/questions/issues located in assigned tasks; (4) Completion of anchor assessment; and (5) Completion of field activities. Initial responses to discussions should be made **by Wednesday at midnight. Follow-up responses to peers should be made by Sunday at midnight.**

***Written responses should not be narratives based on opinion or personal experiences. Graduate-level writing should be based on the readings from the class, readings from former courses, and/or peer-reviewed literature. All sources must be cited using APA Publication Manual, 7th edition.***

As a graduate student, all communication should be expressed clearly, with proper grammar, and in a logical manner. Online responses shall be presented in narrative format, and bullets/tables may be used. All materials shall be proofed for accuracy before submission. All electronic submissions are to be submitted in Google Classroom.

**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.

### Course Evaluation

Grading and assessment will be based on (1) the evaluation of timely responses to assignments, (2) participation in class meetings, (3) completion of anchor assessment, and (4) completion of field activities. Students will be scored on their use of the textbook, suggested readings, and relevant supporting research. ***Late submissions and postings will receive a reduction in grade on that assignment.***

*For group work to be a positive learning experience for all group members, each group member must meet group deadlines. Failure to do so will result in an alternate form of the assignment to be completed independently where the highest grade possible will become 70 percent. Work not impacting other students may be accepted late if prior arrangements are made with the instructor. If submitted within one week, the highest grade possible will become 90 percent. After one week, the highest grade possible will be 80 percent. (Should an emergency arise, please contact the instructor as soon as possible to make arrangements.)*

**Grading Scale**    90-100 = A            80-89 = B            70-79 = C            60-69 = D            0-59 = F

Assignments

(All assignments must be completed)

			<u><b>DUE DATES</b></u>
2 Assignments	5 points each	<b>10 points</b>	<b>10/22 &amp; 11/12 during class</b>
3 Discussions	5/10/5 points each	<b>20 points</b>	<b>1 &amp; 2 on 10/22 &amp; #3 on 10/26</b>
2 Class Meetings	10 points each	<b>20 points</b>	<b>10/22 &amp; 11/12; 9am - 1pm</b>
Signed Field Experience Plan		<b>5 points</b>	<b>10/31</b>
3 Anchor Assessment Parts (1-3)	5 points each	<b>15 points</b>	<b>Pt. 1 11/5; Pt 2 &amp; 3 on 11/12</b>
Final Anchor Assessment		<b>15 points</b>	<b>12/5</b>
Final Field Experience with artifacts		<b>15 points</b>	<b>12/8</b>
<hr/> <b>Total Points</b>			<b>100 points</b>

### **Academic Dishonesty/Plagiarism**

Plagiarism is a serious offense. All academic work must be the student's own creation. All material garnered from research must be cited correctly to give credit to the appropriate author(s). Lifting content directly from a source without proper citation is a flagrant act of plagiarism and academic dishonesty. Student work will be subject to a review by plagiarism detection software. Any student who commits an act of plagiarism will receive a failing grade for that course work, any other form of academic dishonesty may also lead to a failing grade for the course without the possibility of withdrawal from the course, and the student shall be reported to the Department of Educational Administration, Leadership, and Research for possible disciplinary action.

Students will be required to verify in writing that they have completed the Harvard Graduate School of Education online tutorial: Principles of Paraphrasing: How to Avoid Plagiarism in Three Easy Modules - <http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing>, or Indiana University's Plagiarism and Academic Integrity - <http://edtech.wku.edu/~counsel/policies/plagiarism-and-academic-integrity.ht>

### **Statement of Diversity**

The Department of Educational Administration, Leadership, and Research believe issues of Diversity are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

### **Students with Disabilities**

It is the responsibility of any student who requires accommodations due to a disability to contact the Office for Student Disability Services in DUC A-200 in the Student Success Center in the Downing University Center (270) 745-5004.