EDU 6533

INFORMATION MANAGEMENT DIMENSION OF LEADERSHIP

COURSE SYLLABUS

Mississippi College
A CHRISTIAN UNIVERSITY

I. Course Title

EDU 6533 Information Management Dimensions of Leadership

II. Course Credit

Four semester hours

III. Prerequisites

Admission to the Graduate School and membership in the Educational Leadership Program Cohort group and successful completion of the Mississippi College School Leadership Institute, EDU 6517 and EDU 6518.

IV. Course Professor

Lead Professor

Name: Marvin H. Jeter, III, Ph.D.
Title: Adjunct
Phone: 601.953.3114
Email: mhjeter@mc,edu

V. Course Description

This course is designed to assist the aspiring educational leader in developing knowledge, dispositions, and skills in structured planning, information processing, and data-driven decision making.

VI. Course Rationale

Information Management is a critical facet in the role of the educational leader. Effective data-driven leaders must continuously stay abreast of current research, law, and practice regarding strategies and practices for using data to guide the school improvement process

It is imperative for data-driven leaders to develop the skills and training in data-driven decision making and planning that serves as a foundation on which to build processes for data use is provided. The course offers basic information on types of data, strategies for analyzing and understanding data, and methods for determining how these efforts can influence goals and planning.

The conceptual framework of the Department of Teacher Education and Leadership focuses on the utilization of "best practices" in the work of professional educators. Field experiences are necessary to scaffold students' understanding of pedagogy by providing the opportunity for application and problem solving in an authentic setting.

VII. Course Objectives

Objectives are referenced to the ELLC Standards.

This course is designed to enable prospective school leaders to:

- Review the six ISLLC Standards with particular emphasis on the relationship of effective use of data in the successful accomplishment of each.
- Collect and analyze data on the school's progress toward realizing the vision of learning.
- Explain the value of collecting data about progress toward achieving the vision from sources both in and outside the school.
- Describe the importance of an analysis of the needs of the community to facilitate the creation of a school vision based on the best interest of the students and their families
- Collect and analyze data on teacher performance and pupil achievement from a variety of sources and demonstrate an understanding of how teaching is linked to student learning and what teaching strategies support increased student learning and progress toward the vision.
- Recognize external forces that might impact work toward the school's vision or challenge or support instructional programs and student achievement.
- Assess the instructional program and the school culture and use the information produced to promote the vision of the school.
- Demonstrate the use of data in ensuring high expectations for all students regardless of race, ethnicity, socioeconomic status, or gender.
- Explain the importance of awareness of the challenges faced by students and families within the community and of using the information as part of an ongoing process to improve teaching and learning.
- Explain the importance of an ongoing system of appraising teacher and student performance and systematically using this information to make instructional decisions.
- Demonstrate the importance of utilizing data to make management decisions in a way that supports the school's vision.
- Demonstrate an understanding of utilizing learning, teaching, and student data to inform management decisions.
- Involve stakeholders in a variety of ways to provide and analyze data about the instructional program and culture of learning.
- Utilize data from appropriate stakeholders in the management decision-making process.
- Seek feedback from the community about the administration's impact on learning and uses this information to strengthen the relationship between the school and the community.

- Use data on the school's progress toward the vision to provide the school community with accurate, complete, and frequent reports on the status of the vision.
- Demonstrate integrity in providing the community information about the evaluation of the school's instructional program and culture.
- Employ ethical principles in using data in the decision-making process and to ensure fairness and equity for all.
- Communicate with stakeholders about changes in the environment in an open and honest way that is accessible to all diverse community groups.
- Describe strategies to assess the needs of the members of the school community on an ongoing basis and use information in a meaningful way to address their needs.
- Seek & summarize feedback from students and teachers to assess the administration's effect on the learning environment and student achievement and use this information to promote positive change.
- Provide opportunities for an open and honest discussion with members of the school and community concerning the administration's impact and consider their opinions in making changes.

VIII. Materials

Textbook

Module 1-3:   Wagner, Tony. The Global Achievement Gap
Module 4:   Love, Nancy: Using Data to Improve Learning for All
Module 5:   White, Stephen H.: Beyond the Numbers, 2nd Edition
Module 6-7:   Friedman, Thomas: Thank You for Being Late

NOTE: While purchasing textbooks for this class is not a requirement, it is strongly recommended as these are great references for any instructional leader.

Other Resources

Individual Supplementary Article Links are active in the assignment for each.

IX. Course Outline and Expectations

Module 1:   The role of Data & the Vision of Learning
Module 2:   The State Student Assessment System
Module 3:   The role of Data & the Culture of Teaching & Learning
Module 4:   The Role of Data & Managing Organizational Systems
Module 5:   The Role of Data & Collaboration with Families & Stakeholders
Module 6:   The Role of Data & Ethics & Integrity
Module 7:   The Role of Data & the Education System

Each Module includes Textbook Readings, Discussion Board Submissions & Peer Responses, Video & Article Reviews, Application to ELLC Standards, and Reflections. There is also an introductory Discussion on students introducing themselves, as well as a final summative written submission to bring it all together.

Participation/Attendance

For online courses, non-participation means the failure to login for any group assignments (i.e., chats, etc.), tests, or weekly assignments.
https://www.mc.edu/faculty-staff/files/6913/8999/6219/A_-_2.10_-_Academic_Affairs_-_Policy_-_Class_Attendance.pdf

Academic Honesty

Mississippi College students are expected to be honest. Dishonesty, such as cheating or plagiarism, or furnishing false information, including forgery, alteration or misuse of University documents, records or identification, will be regarded as a serious offense subject to severe penalty, including, but not limited to, loss of credit and possible dismissal. Please read MC's University Policy 2.19 below for specific information regarding penalties associated with dishonest behavior at Mississippi College.

https://www.mc.edu/faculty-staff/files/8313/8999/6222/A_-_2.19_-_Academic_Affairs_-_Policy_-_Academic_Honesty.pdf

Special Accommodations

In order for a student to receive disability accommodations under Section 504 of the Rehabilitation Act of 1973, he or she must schedule an individual meeting with Student Counseling and Disability Services (SCDS) before each semester or upon immediate recognition of the disability. The student must provide written documentation from a medical physician and/or licensed clinician that verifies his or her disability with recommended accommodations. Documentation must be current (within 3 years). SCDS will assist the student in notifying his or her professors about the recommended academic accommodations. Please contact Student Counseling and Disability Services to schedule an appointment with an available counselor: Phone - 601.925.7790; Fax - 601.925.7793 or email them at scds@mc.edu. For additional information, visit http://www.mc.edu/offices/counseling/student-disabilities

Course Communication Policy

All communication with faculty should be done through your Canvas course site and/or your MC email. For general questions about course items and resources, you should use the "Ask the Instructor" Discussion, located at the top of Pinned Discussions under the Discussion link in your course site. For questions regarding late assignments, grades or other personal matters, you should email your instructor through the Canvas inbox or your MC email.

You may expect a response to any inquiries within twenty-four (24) hours. You may expect feedback on course assignments within seventy-two (72) hours.

One (1) hour per week, your instructor will offer an optional time when you can meet "live" online to discuss course content.

Course Communication Guidelines (Netiquette)

Netiquette is a set of rules for behaving properly online. Much of our communication in this course will take place in the forums and through email. Here are some guidelines for online communication in this course:

- Be sensitive to different cultural and linguistic backgrounds, as well as different political and religious beliefs.

- Use good taste when composing your responses. Swearing and profanity should be avoided. Also consider that slang terms can be misunderstood or misinterpreted.

- Don't use all capital letters when composing your responses. This is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.

- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) others.

- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.

- Use proper grammar and spelling, and avoid using text messaging shortcuts.

- In emails, always identify yourself and what class and section you are in. It is a good practice to put your course and section in the subject line. This helps your instructor identify course related emails.

X. Technology Requirements

Computer/Technology Requirements

Online students will need regular access to a personal computer that runs on a broadband Internet connection. Microsoft Word will be the expected format for submissions.

Canvas Learning Management System

Canvas is the online learning management system used to host your course content. Students are provided with a **Student Guide** and an online ticketing service for course technical issues. To access the help desk and additional resources, access the **Help** option by clicking on the question mark icon in the navigation bar on the left side of your course page.

XI. Grading and Evaluation

Final Grade Calculation

Assessments	Percentages
8 Discussions	1% each = 8%
7 Article Reviews	2.5% each = 17.5%
7 Field Experience Apps	2.5% each = 17.5%
7 ELLC Application Essays	5% each = 35%
7 Reflections	1% each = 7%
Final Submission	15%
Total Percentage For Course	100%

Discussion Submissions are due by Wednesday of each week with peer responses due by Friday of each week.

All Article, Field Experience, Application, and Reflection submissions are due each Sunday.

The Final Submission Culminating Paper is due the last day of class at 11:59PM

Grading

In determining the final course grade, the following scale is used:

96%-100% = A

90% - 95% = B

80% - 89% = C

0% - 79% = F

Students may expect feedback usually within 48 hours and certainly before the similar type of assignment is due the following week.

Rubrics

Rubrics are included throughout the course with each assignment and will provide an understanding of how assignments will be assessed.

Late Work Policy

The only late work that will be considered are those instances where the student has communicated with their instructor regarding unavoidable circumstances, *such as reporting an illness and submitting a doctor's note to their instructor.*

XII. Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

XIII. Course Topics

Module 0	Introduce Yourselves
Module 1	The role of Data & the Vision of Learning
Module 2	The State Student Assessment System
Module 3	The role of Data & the Culture of Teaching & Learning
Module 4	The Role of Data & Managing Organizational Systems
Module 5	The Role of Data & Collaboration with Families & Stakeholders
Module 6	The Role of Data & Ethics & Integrity
Module 7	The Role of Data & the Education System

XIV. Additional Course Information

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.