



EDU 6526

INSTRUCTIONAL DIMENSION OF LEADERSHIP

COURSE SYLLABUS



**Mississippi
College**
A CHRISTIAN UNIVERSITY

I. Course Title

EDU 6526 Instructional Dimensions of Leadership

II. Course Credit

Five 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

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V. Course Description

This course is designed to emphasize current research and theory as they relate to curriculum, instruction, and special programs in the elementary, middle, and high school. Particular emphasis will be placed on the administrator's role as an "Instructional Leader." Students will participate in experiences that relate to course content through the Applied Dimension in a variety of school settings.

VI. Course Rationale

Instructional leadership is a critical facet in the role of the educational leader. Effective instructional leaders must continuously stay abreast of current research, law, and practice regarding teaching and learning as they relate to curriculum, instruction, and special programs. It is imperative for the instructional leader to develop the skills needed to effectively define and communicate a clear and shared vision and mission. Additionally, the effective instructional leader understands the importance of considering the shared values and habits of the involved stakeholders; this leader must possess the skills to transform that culture when necessary into one that supports instruction and learning. Additionally, the instructional leader must be actively involved in the development, delivery, and assessment of curriculum, as well as empower and provide feedback to teachers about instructional practices. 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:

- Describe the alignment of the characteristics of effective school leaders with characteristics identified for instructionally effective schools. [1,2,3,4,5,6]
- Explain standards (such as the ISLLC Standards, teaching standards, or student performance standards) and how the standards can be applied to improve teaching and student learning. [1,2,3,4,5,6]
- Outline the role of school leaders in properly developing, communicating, implementing, and evaluating the vision of learning. [1]
- Describe the role of the school leader in creating and nurturing a school culture that is conducive to the academic growth of all students. [2]
- Explain how to infuse a priority for student populations with special needs when addressing the growth of all students.
- Define “school culture” and identify the individuals and factors that shape the culture of a school.[2]
- Give examples of ways in which the school leader acknowledges the contributions of various members of the school community.[1.2.3.4.5.6]
- Explain the relationship between school culture, school vision, and student achievement and their roles in promoting school achievement. [1,2,3]
- Identify the value and role of diversity in school culture and promoting student achievement. [2,3,4B]
- Explain the importance of disaggregated data in helping to identify barriers to student learning for the entire school population and for select subgroups within the school. [1B,C,D,E,2E,I,3A,4A,5A]
- Suggest professional development for teachers that promotes individual professional growth and improvement, and that promotes teaching and learning for diverse populations. [1C,D,E,2A,D,F,I,3D,E,5B]
- Explain the diverse needs, backgrounds, and learning styles of the student population when planning and delivering instruction. [5A.6A,B,C]
- Identify possible roadblocks to improving practice as it relates to the ISLLC Standards, and identify strategies for dealing with these roadblocks. [6A,B,C]
- Identify sources of data, and develop strategies for obtaining the appropriate data. [1A,B]
- Make connections between management decisions and their impact on teaching and learning. [3]
- Identify critical teaching and learning issues in selected schools. [2]
- Describe Project Based Learning and Authentic Assessment. [2]
- Develop a Teaching and Learning Improvement Plan. [2]

VIII. Materials

Textbook

- Module 1: Marzano, Robert. School Leadership That Works
- Module 2: Schlechty, Phil. Engaging Students
- Module 3: Chavous, Kevin. Building a Learning Culture in America
- Module 4: Danielson, Charlotte. Enhancing Professional Practice
- Module 5: Marzano, Robert. The New Art & Science of Teaching
- Module 6: Littky, Dennis. The Big Picture: Education is Everybody's Business
- Module 7: Schurr, Sandra. Authentic Assessment

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 Video and Article Links are active in the assignment for each.

IX. Course Outline and Expectations

- Module 1: Vision, Mission, & Culture: School Leadership That Works
- Module 2: Vision, Mission, & Culture: Engaging Students
- Module 3: Vision, Mission, & Culture: Building a Learning Culture in America
- Module 4: Instructional Leadership: Enhancing Professional Practice
- Module 5: Instructional Leadership: The New Art & Science of Teaching
- Module 6: Instructional Leadership: The Big Picture: Education-Everyone's Business
- Module 7: Instructional Leadership: Authentic Assessment

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 Video Reviews	2.5% each = 17.5%
7 Article Reviews	2.5% each = 17.5%
7 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 Video, Article, 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 Yourself
Module 1	ELLC Standards & School Leadership That Works
Module 2	Diversity & Learning through Engaging Students
Module 3	Vision & Leadership for Building a Learning Culture in America
Module 4	Adult Learning & Enhancing Professional Practice
Module 5	Data & Decision-Making in Context : The Art & Science of Teaching
Module 6	Community Engagement & Project-Based Learning: The Big Picture
Module 7	Monitoring & Measuring Learning: Authentic Assessment

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.