EDAD 742: Leading School Improvement
Syllabus

Division of Education Leadership, School of Education

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<tr>
<th>Instructor:</th>
<th>Susan Curtin, Ed.D.</th>
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<th><a href="mailto:Susan.curtin@usd.edu">Susan.curtin@usd.edu</a></th>
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<tr>
<td>Course Number:</td>
<td>EDAD 742-U820T</td>
<td>Phone:</td>
<td>(605) 677-5800</td>
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<td>Class Meetings:</td>
<td>Online</td>
<td>Office:</td>
<td>214B Delzell Education Center</td>
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Course Description

This course is designed to prepare educational leaders with the knowledge and practical skills needed to lead school-level improvement initiatives within the unique context of the school.

Rationale

The USD Reflective Decision-Making model for preparing educators provides the framework supporting the School of Education professional programs. Reflective leaders are skilled educators whose practices and decisions draw upon the best available theory, research, and experiential wisdom. Reflective decision-making engages administrators in cycles of thought and action based on theoretical, ethical, and professional knowledge. The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

Textbooks & Required Web Site Registration

The textbooks adopted for this course are:


The books listed above for this course can be purchased from Barnes and Noble at the University of South Dakota: call 605-677-6291 or email bn@usd.edu.
### Course Objectives/Outcomes – Standards – Assessment

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<th>Objectives/Outcomes</th>
<th>Standards/Codes</th>
<th>Assessment</th>
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<tr>
<td>Develop and articulate collaborative process for creating a data-informed mission and vision for a school</td>
<td>NELP 1.1</td>
<td>Class discussion posts, mid-term exam</td>
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<td>Articulate, advocate, model, and cultivate a set of core values that define the school’s culture</td>
<td>NELP 1.2</td>
<td>Examination of examples of achievement data reflection paper</td>
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<td>Identify school goals and determine whether school goals are aligned with the school vision and mission</td>
<td>NELP 1.2</td>
<td>Critical examination of school goals, vision, mission reflection paper Class discussion posts</td>
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<td>Evaluate how well vision, mission, goals reflect an understanding of social, cultural, and intellectual needs of all students within the school community based upon a core set of values</td>
<td>NELP 1.2, 2.3</td>
<td>Critical examination of school vision, mission, goals reflection paper Class discussion posts</td>
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<tr>
<td>Examine multiple measures of data to assess school’s capacity for continual and sustainable school improvement</td>
<td>NELP 1.4</td>
<td>Activities, discussion posts</td>
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<td>Create a school improvement plan based upon analysis of multiple measures of data which ensures that the collective and individual needs of all students inform all aspects of schooling and creates a culture of continuous, responsive, sustainable, data-based school improvement</td>
<td>NELP 1.4</td>
<td>School improvement plan project including review of literature, data analysis, and development of a school-based improvement plan</td>
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<tr>
<td>Demonstrate integrity, fairness, transparency, trust, collaboration,</td>
<td>NELP 2.1, 2.4</td>
<td>PLC peer review discussions</td>
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Instructional Methods and Activities

Online Instruction
This course will be presented over the Internet using the D2L program as provided by the University of South Dakota. If this is your first online course at the University, I would suggest that you review the new CDE Online Orientation Guide for online learning for valuable information to help you be successful as an online learner.

The instructional methods for the course include lecture notes, collaborative discussions, collaborative activities, readings, reflective essays, practice data analysis, a mid-term, and a culminating school improvement plan based upon an authentic “problem” in your own context. This plan will follow the Victoria Bernhardt Continuous Improvement Plan model.

Technology. Desire 2 Learn (D2L) will be the course management software for this course. The University has established minimum hardware and software requirements to ensure the effective delivery of USD online courses. These are outlined under the “Technology Support and Requirements” section in the Online Student Handbook document in the Getting Started widget on the course homepage.

Course Policies

Academic honesty. As stated in the Student Code of Conduct, the integrity of the University community is contingent upon fulfillment of a trust—that the members of the student body will engage in reasonable behaviors to promote and protect the educational environment. Plagiarism is defined as (but not limited to) the following:

1. The use of paraphrase or direct quotation of published or unpublished works of another person without full and clear acknowledgment
2. The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. No credit can be given for a dishonest assignment.

At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

1. Given a zero for that assignment.
2. Asked to rewrite and resubmit the assignment for credit.
3. Assigned a reduced grade for the course.
4. Dropped from the course.
5. Failed in the course.

Freedom in learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under the Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take
reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college offering the class in order to initiate a review of the evaluation. (South Dakota Board of Regents Policy)

Late assignments. Written assignments are part of the learning experience. Therefore, to benefit most from the assignment, it is important to complete the assignment by the due date. Assignments turned in after the due date may have 10% deducted for each day the assignment is late. Please contact me, preferably in advance, about extenuating circumstances that prevent you from completing assignments on time. **Note that a grade of “I” may only remain incomplete for one calendar year, at which time it converts to a grade of “NCI” and the course must be repeated (and repaid) for credit.** An “I” will be assigned as a grade only in the case of extenuating circumstances, such as medical leave or family emergency.

Academic appeals. Students have the right to initiate the Academic Appeals Policy of the University of South Dakota as a means to redress any form of unjust, oppressive, discriminatory, or fundamentally unfair practice affecting a student’s academic performance and progress. This includes a decision to terminate a student. Further instructions for filing an academic appeal can be located under the links [https://www.sdbor.edu/policy/Documents/3-4.pdf](https://www.sdbor.edu/policy/Documents/3-4.pdf), [https://www.sdbor.edu/policy/Documents/2-33.pdf](https://www.sdbor.edu/policy/Documents/2-33.pdf), [https://www.sdbor.edu/policy/documents/2-9.pdf](https://www.sdbor.edu/policy/documents/2-9.pdf)

Student’s rights to assistance or accommodations. Any student who feels s/he/they may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. Ernetta L. Fox, Director, Disability Services, Service Room 119 Service Center (605) 677-6389 www.usd.edu/ds; dservices@usd.edu

USD’s drop or withdrawal from course policy. This course begins on Monday, August 21, 2017 and ends on Wednesday, December 13, 2017. The last day to drop the class and receive a 100% refund is Thursday, August 31, 2017. Again, dropping the course after August 31 means that the student is fully financially responsible for the course in the event of a “drop,” whereby some credits remain for the semester, or are partially responsible for the course in the event of a “withdrawal,” whereby all credits for the semester are dropped. The latter is based on the date of the withdrawal. The last day to drop the class with a grade of “W” is Friday, November 3, 2017. Faculty members have the right and responsibility to drop a student from the course if the student is not responding, progressing, or participating.