Professional Education Unit

Department of Foundational and Graduate Studies in Education

Research Problems of the Instructional Leader

EDIL 685

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Office Hours: By appointment

Course Description:

This course is an independent study providing students opportunities to work independently with a faculty member. The content of the course is dependent upon the student needs and must be approved by the faculty member and department chair.

Required Field Experience Hours: N/A

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs)

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.
2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
3) Demonstrate professional dispositions
4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): Typically, this course is offered for students needing to meet a program requirement when a class is not offered during a particular semester. Therefore, the SLO's mirror the SLO's for which the course is being substituted.

Method of Instruction:

Independent study

Method of Evaluation:

Since this course is offered for students needing to meet a program requirement when a class is not offered during a particular semester, the evaluation plan for the substituted course is followed.

Grading Scale

Since this course is offered for students needing to meet a program requirement when a class is not offered during a particular semester, the grading scale for the substituted course is followed.

Texts and Related Materials:

Since this course is offered for students needing to meet a program requirement when a class is not offered during a particular semester, the texts for the substituted course are required.

Submitting Assignments:

Submission of assignments follow a plan agreed upon by the instructor and student within the first two weeks of the semester.

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Attendance: This is an independent study. Therefore, attendance requirements vary and are agreed upon by the instructor and student within the first two weeks of the semester.

Makeup Work Policy: All work is required.

Portfolio Statement:

ONE exit portfolio is required for all students in all educational leadership courses. The artifacts in the portfolio are a reflection of YOU as an educational leader. For each of your EDIL courses you will see assignments marked with a "***P***" suggesting that the work completed for that assignment be included in the portfolio. As you work your way through MSU's educational leadership programs you should NOT develop a separate portfolio for each program. Rather, the initial portfolio is updated to include work completed in subsequent programs and the updated artifacts should show a growing knowledge and maturity in skills as an educational leader.

Academic Honesty:

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA):

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

Library Resources: In addition to what is available in the campus library, students can access online information sources through the MSU Camden-Carroll Library Services homepage at http://www.morehead-st.edu/units/library. These resources include a variety of full-text databases that provide complete article texts from thousands of journals, magazines, and newspapers. Access to all databases is permitted through: At the top of the Search page, click on “Patron” and enter your Social Security number and Last Name. If your name, address or telephone number listed there are incorrect, please call Access Services at (606) 783-5490.

ISLLC Standards:

This course is designed to reflect primary alignment with the Interstate School Leaders Licensure Consortium Standards one (1), two (2), three (3), five (5) and six (6). There are elements of standard four (4) embedded in class expectations and responsibilities.

Standard One

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

A. Collaboratively develop and implement a shared vision and mission
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C. Create and implement plans to achieve goals
D. Promote continuous and sustainable improvement
E. Monitor and evaluate progress and revise plans

Standard Two

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

Standard Three

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

A. Monitor and evaluate the management and operational systems
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard Four

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

A. Collect and analyze data and information pertinent to the educational environment
B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
C. Build and sustain positive relationships with families and caregivers
D. Build and sustain productive relationships with community partners

Standard Five

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

A. Ensure a system of accountability for every student's academic and social success
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
C. Safeguard the values of democracy, equity, and diversity
D. Consider and evaluate the potential moral and legal consequences of decision-making
E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard Six

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

A. Advocate for children, families, and caregivers
B. Act to influence local, district, state, and national decisions affecting student learning
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Definitions of EPSB Themes:

Diversity - Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Assessment – Strategies used to continuously monitor and modify instruction to meet student needs and support proficient student work.

Literacy includes reading, writing, and the creative and analytical acts involved in producing and comprehending text. (Taken from Read to Succeed: Kentucky's Literacy Plan developed by the Kentucky Literacy Partnership, June 2002)

Closing the Achievement Gap – refers to preparing candidates with instructional strategies that can be used in P-12 school settings to close the achievement. An achievement gap exists when any group of students is not performing at the level of state's standards and expectations.

Technology

School Safety Education

KERA Initiatives:

- Learner Goals and Academic Expectations
- Program of Studies
- Core Content
- Standards and Indicators for School Improvement (SISI)
- MUNIS
- KTIP
- SBDM
- Special Education Laws and Admission and Release Committees (ARCs)

Technology Standards for School Administrators:

1. Leadership and Vision: Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

2. Learning and Teaching: Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

3. Productivity and Professional Practice: Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

4. Support, Management, and Operations: Educational leaders ensure the integration of technology to support productive systems for learning and administration.

5. Assessment and Evaluation: Educational leader use technology to plan and implement comprehensive systems of effective assessment and evaluation.

6. Social, Legal, and Ethical Issues: Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Standards and Indicators for School Improvement (SISI):

I. ACADEMIC PERFORMANCE

1. **Curriculum** – The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
2. **Classroom Evaluation/Assessment** – The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

3. Instruction – The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

II. LEARNING ENVIRONMENT

4. **School Culture** – The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
5. **Student, Family, and Community Support** – The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.
6. **Professional Growth, Development and Evaluation –** The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

III. EFFICIENCY

7. **Leadership** – School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.
8. **Organizational Structure and Resources** – The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performance.
9. **Comprehensive and Effective Planning** – The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.