

Syllabus for  
**GPED 713—Educational Leadership and Supervision**  
3 Credit Hours  
Summer Institute 2013  
June 18-21, 2013

*The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.*

**I. COURSE DESCRIPTION**

This course is a study of basic principles and practices of professional school administration which consist of defining leadership, recognizing and applying professional ethics and integrity, identifying best practices in supervision, assessment and evaluation, developing and working with “learning communities,” and improving teaching and student learning. Included in the study are principles and methods to evaluate and help motivate teachers by learning to utilize current research and data to improve school programs and instruction. Concepts of biblical leadership will be integrated throughout the course of study with discussion on how school leaders who are Christians can make application of their biblical worldview whether they serve in Christian or public schools.

**II. COURSE GOALS**

The course is designed to do the following:

- A. Present the characteristics, the styles, and the strategies of effective school leaders.
- B. Determine if a philosophical educational paradigm defines the actions and dispositions of a school leader; if so what impact does that paradigm have on students, on learning, on the faculty, and on the school?
- C. Introduce leadership and supervision strategies to impact student learning and school improvement.
- D. Identify principles, precepts, and illustrations regarding leadership, supervision, assessment, and evaluation from a Christian worldview.
- E. Discuss the responsibilities of a school leader in requiring professional faculty and staff development plans including understanding the need for a deliberate design in planning for in-service education programs.
- F. Identify and apply concepts of assessment and evaluation; to use data to inform student learning and school improvement.

- G. Present models for teacher review and assessment as well as models for student progress and assessment

### III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

This course meets the competency-based standards for advanced programs in educational leadership as established by the National Policy Board for Educational Administration (2002) for both school-building leadership and school-district leadership.

Each student will prepare those artifacts necessary to indicate that the specific activities identified for this course have been completed in a satisfactory manner. The artifacts will be compiled in a portfolio format as prescribed by the College of Education. Artifacts produced in this course will address candidate competency in relation to the specific Educational Leadership Constituent Council (ELCC) standards specified for this course. Specific instructions for these artifacts will be described in an addendum to the syllabus. This addendum will be given out in class.

These topics will be addressed while students fulfill the following objectives:

- A. School Improvement Through Data Assessment
  - 1. Discuss factors of supervision that will improve teaching and student learning.
  - 2. Discuss how schools use data to improve teacher education.
- B. Create Learning Communities
  - 1. Discuss elements of involving all stakeholders in the educational process.
  - 2. Understand the cultures involved in creating learning communities
  - 3. Develop and demonstrate an understanding of diversity and the value it plays in school leadership.
- C. Educational Leadership and Supervision
  - 1. Examine characteristics, styles, and strategies of school leaders.
  - 2. Discuss principles and purposes of leadership, management, and supervision.
  - 3. Understand and integrate biblical principles of leadership.
- D. Vision and Supervision
  - 1. Explore the functions of a supervisor and the need for competence.
  - 2. Discuss the need for vision and its implications for program improvement.
- E. Teachers: Reflective Thinking, Improvement, and Effectiveness
  - 1. Reflect on factors contributing to teacher effectiveness and student learning.
  - 2. Discuss the need for school leaders to hire, develop, and keep professional, quality teachers, by casting the vision for improved student learning and school improvement.
- F. Teacher and Staff Professional Development
  - 1. Design professional development plans and their implementation in a school as well as outline, by design, professional in-service activities for teacher/staff development.
  - 2. Assess and evaluate a variety of staff development activities.

- G. Assessment, Evaluation, Data, and School Improvement
  - 1. Discuss the needs, time, and resources to be utilized for assessment, data collection, and evaluation.
  - 2. Discuss the evaluation process—its purposes and strategies.

#### IV. TEXTBOOKS

##### Required Textbooks

Blanchard, K., & Hodges, P. (2003). *The servant leader: Transforming your heart, head, hands & habits*. Dallas: Thomas Nelson. ISBN 9780849996597

Smith, S.C. & Piele, P.K. (2006). *School leadership: Handbook for excellence in student learning*. (4<sup>th</sup> ed.). Thousand Oaks, CA: Corwin Press. ISBN 9781412936545

It is suggested that you get the paperback copy of the book unless you want the hardback – the paperback is about half the price.

#### V. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
- 2. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
- 3. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the Summer Institute.

##### B. School and/or Department Policies and Procedures

- 1. The Education Department Policy Statement is posted on the bulletin board outside the Education Office.
- 2. Tardies—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, tardies will be included as part of the absences when determining the course grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.

3. Incompletes—As stated in the University catalog, incompletes are granted only for “good cause,” such as extended hospitalization, long-term illness, or death in the family. Students must petition for an incomplete grade, using the form available in the School of Education. Very few incompletes will be granted.
4. Late Work—The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. One letter grade will be deducted for every school day the assignment is late. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Any test taken late will incur a \$10 late-test fee. These responsibilities will assist the student in professional development.
5. Attendance—Class attendance is an absolute **must** for the student to gain full benefit from his or her enrollment. Absences will affect the student’s grade. Any student leaving class before dismissal or coming late is marked absent. Extended illnesses are handled on an individual basis and require verification from a doctor.
6. Administratively Excused Absences—Students who miss class for University-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student is not permitted to do makeup work nor complete an exam missed.
7. Extra Credit — Students should not expect extra credit to help raise a grade.
8. Plagiarism — Cheating in any form, including plagiarism, is not tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. Plagiarism is defined as the use without proper acknowledgement of the ideas, phrases, sentences, or larger units of discourse taken from the work of another writer or speaker. The American Heritage Dictionary defines plagiarism as “to steal and use (the ideas or writings of another) as one’s own.” In standard academic practice, **this means if you copy any more than three consecutive words** written or spoken by another, you must acknowledge the **source** of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.

#### C. Course Policies and Procedures

##### 1. Evaluation Procedures

- a. The grade is a composite of performance based on the following:

Class Participation	20%
Final Examination	40%
Final Project	40%

- b. Grading Scale  
A=90-100%

B=80-89%  
C=70-79%  
D=60-69%  
F=Below 60%

- c. All graduate students are expected to make an A or B. A grade of C will result in a student being placed on probation. Two or more grades of C or below will result in a student being suspended from graduate school.

## 2. Portfolio Requirements

Each student will prepare those artifacts necessary to indicate that the specific activities identified for this course have been completed in a satisfactory manner. The artifacts will be compiled in a portfolio format as prescribed by the College of Education.

## 3. Other Policies and/or Procedures

- a. The student is responsible for:
- (1) Completing all reading assignments.
  - (2) Attending all regular class meetings and examination periods.
  - (3) Completing all special assignments and submitting them on due dates.
  - (4) Making positive contributions during class discussions.

## D. Pre-Assignment

The student should complete the following assignment. Please note that the Pre-Assignment is for your benefit as an adult learner and will provide you the knowledge base to participate in scholarly dialogue and contribute to colleagues in the classroom who are part of the “learning community”.

Prior to the first class, students are required to have read the identified chapters listed below and be prepared to discuss the following chapters in *Smith & Piele. (2006). School Leadership: Handbook for excellence in student learning. 4<sup>th</sup> ed.*

- Chapter 1 The Landscape of School Leadership
- Chapter 2 The Effects of Leadership
- Chapter 3 Portrait of a Leader
- Chapter 4 Leadership Styles and Strategies
- Chapter 5 Developing School Leaders
- Chapter 6 Ethical Leadership
- Chapter 7 Visionary Leadership
- Chapter 8 Cultural Leadership
- Chapter 9 Accountable Leadership
- Chapter 11 Distributed Leadership
- Chapter 13 Instructional Leadership: Supporting the Learning Process
- Chapter 14 Instructional Leadership: Progress Monitoring
- Chapter 15 Instructional Leadership: Cultivating

- Chapter 18 Managing Data for Decision Making: Creating Knowledge

E. Post-Assignment:

The Post-Assignment will be discussed and instructions given during the module course. An outline as well as detailed instructions will be given. The project is designed to be research oriented and based in “real world experience” in order to benefit the adult learner in his/her leadership skills and to be practical in leading teacher effectiveness, student learning, and school improvement.

The Post-Assignment must be **e-mailed by Tuesday, July 23, 2013.**

1. If the project is e-mailed one day late, there is one letter grade penalty for the course.
2. If the project is e-mailed two days late, there is a two letter grade penalty for the course.
3. If the project is e-mailed and received three days late, the student will FAIL THE COURSE.
4. **Be sure you keep your own electronic copy as well as a hard copy of your post-assignment.**

VI. COURSE CALENDAR

<u>DATE/TIME</u>	<u>SESSION</u>	<u>TOPIC/ASSIGNMENT</u>
<b><u>Tuesday</u></b> <b>8:00 – 11:45 a.m.</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• Orientation &amp; Overview of Course Objectives</li> <li>• Introduction to Educational Leadership</li> <li>• Educational Philosophy</li> </ul>
<b>1:15 – 5:00 p.m.</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• Defining School Leadership</li> <li>• The Landscape</li> <li>• Effects of a Leader</li> </ul>
<b><u>Wednesday</u></b> <b>8:00 – 10:15 a.m.</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• Characteristics of a Leader</li> <li>• Leadership Styles and Strategies</li> <li>• A Leader's Values</li> </ul>
<b>1:15 – 5:00 p.m.</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• Creating Learning Communities</li> <li>• Using Data to Inform Leadership Decisions (Guest Lecturer)</li> </ul>
<b><u>Thursday</u></b> <b>8:00 – 11:45 a.m.</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• Cultural Leadership</li> <li>• Professional Development</li> </ul>

**1:15 – 5:00 p.m.**

**6**

- Supervision of Instruction
- Developing as a Leader

**Friday**

**7**

**8:00 – 11:45 a.m.**

- Student Presentations

1:15 – 5:00 p.m.

**8**

- **90 Minute Comprehensive Final Exam**

**Course Inventory for ORU's Student Learning Outcomes  
GCSE 713—Educational Leadership and Supervision  
Summer Institute 2013**

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

<b>OUTCOMES &amp; Proficiencies/Capacities</b>		<b>Significant Contribution</b>	<b>Moderate Contribution</b>	<b>Minimal Contribution</b>	<b>No Contribution</b>
<b>1</b>	<b>Outcome #1 – Spiritually Alive Proficiencies/Capacities</b>				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability		X		
1D	Ethical behavior	X			
<b>2</b>	<b>Outcome #2 – Intellectually Alert Proficiencies/Capacities</b>				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	X			
<b>3</b>	<b>Outcome #3 – Physically Disciplined Proficiencies/Capacities</b>				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle			X	
<b>4</b>	<b>Outcome #4 – Socially Adept Proficiencies/Capacities</b>				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship	X			
4E	Leadership capacity	X			