



***LDR 750 Internship and Seminar I**

Term: Fall 2019

Dates: August 21- October 131, 2019

Location: Arranged

Professor Contact Information

Dr. Nancy Miller

School of Education – Graduate Studies

Director of Graduate Studies; Associate Professor

nmiller@oak.edu

(812) 749-1378

Course Description

LDR 750 Internship and Seminar I – (3 credit hours)

The LDR 750 seminar will specifically involve the candidate in understanding intern expectations, establishing the intern location, analysis of required readings, in-class activities geared to help understand the internship experience, and development of a personal leadership philosophy. Courses LDR 750, LDR 751, and LDR 752 make up a 3 semester-long internship that is designed to assist the candidate in gaining a practical understanding of and experience in the variety of responsibilities held by a district superintendent, higher education administrator, or chief executive officer. The University supervisor, mentor, and candidate will work together to focus on an action research project related to a specific need in the organization. This research experience provides the candidate with a better understanding of the organization as a system by defining processes for gathering, analyzing, and processing data for decision making.

Prerequisite Studies

None.

Diversity in the Oakland City School of Education

The School of Education (SoE) is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifestations;
- Respect for the individual and deviating perspectives that challenge us;
- Collaboration; and
- Creativity in thought and action.

To further the mission of diversity in the School of Education, SOE has a primary goal that:

Encourages and supports an environment which presents and values diversity defined in accordance with CAEP Professional Standards as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

The SoE is dedicated to preparing educators who value diversity in all its forms, differentiate instruction to accommodate diverse student populations, and interact with others in a professional and ethical manner. The SoE utilizes multiple indicators on clinical evaluations, dispositions assessments, and alumni and employer surveys to evaluate performance related to diversity.

Course Objectives

Through the internship and seminar experience the candidate will:

1. Identify and demonstrate an understanding of job expectations held by a leader in the field of study and identify concepts associated with the culture and environment surrounding work in an Internship

Instructional Design

Students will explore leadership through course readings, lectures and presentations, group discussions, independent research, and small group projects.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html.

Required Course Materials

The following resources are required in the completion of course learning activities.

Textbooks

Sinek, Simon 2009. *Start with Why: How Great Leaders Inspire Everyone to Take Action*, Penguin books: ISBN: 9781591846444

Rath, Tom 2007. *StrengthsFinder 2.0*. Gallup Press: ISBN: 9781595620156

Note: Complete the on-line assessment prior to class. www.strengthsfinder.com

StrengthsFinder 2.0 book must be new and it will include a unique password code in the back pocket of the book. You will use this access code to take the online StrengthsFinder Assessment.

Assignments and Assessments	Grade Value
Assignment 1: Participation	25 points
Assignment 2: Annotated Reviews of Textbooks	25points
Assignment 3: Annotated Article Review	25 points
Assignment 4: Leadership/Diversity Paper	25 points
Total	100 points

Assignments

Assignment 1: Participation and Attendance (25 points)

Be prepared to discuss the textbook reading assignments as indicated in the syllabus as well as contribute to the overall daily class discussions. Regular class attendance is expected. Because of the nature of class sessions and required interactions, there are no excused absences. In case of an emergency, make-up work will be required.

Applicable Standards for Assignment

Conceptual Framework: 1.1, 2.2, 3.1, and 3.3

IDOE: 2.1, 2.4, 2.5, 3.1, 3.4, 4.4, 5.3, and 6.1

ELCC: 1.1, 4.1, 4.2, 4.4, 5.1, 5.4, 5.5, and 7.2

Assignment 2: Annotated Reviews of Textbooks (25 points)

Complete an annotated review of two (2) chapters of the textbooks (500 words each)

Include in **each** review the following information: (With the exception of the citation, use each bullet as a heading)

- Use a title page
- Explanation of textbook (Key concepts of text)
- Analysis and evaluation of strengths
- Identification, analysis, and evaluation of weaknesses
- How information can contribute to your leadership praxis
- Quotes Placed at end of Review (Minimum of 5 quotes you deem important to remember). Example of how to format the quotes:

Aristotle was a major figure in many areas of human thought and knowledge (p. 34).

(Quotation marks are not needed when reviewing only one source and the page number is put in parentheses)

Note: An annotated review is a critical reflection of the reading. It is more than just a book review or a “I like the entire book.” You must show reflection, critical thinking, and interaction with the contents of the book.

Applicable Standards for Assignment

Conceptual Framework: 1.1, 2.2, 2.3, 3.1, 3.2, and 3.3

IDOE: 1.1, 2.1, 2.4, 2.5, 3.1, 4.4, 5.3, and 5.4

ELCC: 1.1, 4.1, 5.1, 5.4, and 5.5

Assignment 3: Article Review (25 points)

Read and be prepared to discuss three scholarly articles on diversity, community relations, and assessment as it relates to school-level administration. Diversity incorporates language, gender, race/ethnicity, and socio-economics.

Guidelines:

- Use a title page (see *APA Manual*)
- Explanation of article (Key concepts)
 - o Identification, analysis and evaluation of strengths and weaknesses
 - o How information can contribute to building level leadership

Applicable Standards for Assignment

Conceptual Framework: 1.2, 2.2, 3.1, 3.2, and 3.3

IDOE: 2.1, 2.4, 2.5, 3.1, 3.4, 4.4, 5.3, and 6.1

ELCC: 1.1, 4.1, 4.2, 4.4, 5.1, 5.4, and 5.5

Assignment 4: Leadership and Diversity Paper (25 points)

Write an eight (8) page research paper on your personal philosophy of leadership and diversity in the workplace. Guidelines:

1. Use a minimum of **ten scholarly** resources. Note: only two resources can be websites
2. Include a properly formatted title page (See *Dissertation Manual*)
3. Use headings as appropriate
4. Follow the APA style manual
5. Note: Critical thinking should be found throughout the paper
6. Avoid overusing the personal pronouns “I” and “We”

Applicable Standards for Assignment

Conceptual Framework: 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, and 4.2

IDOE: 2.4, 2.5, 4.1, 4.3, 4.4, 5.3, 5.4, and 5.8

ELCC: 2.2, 3.2, 3.5, 4.1, 4.2, 4.3, 4.4, 5.1, 5.3, and 5.4

Grading Scale

The University grading system consists of letter grades and grade points. The grading system for undergraduate and graduate programs is as follows:

A = 97-100%	B+=89-92%	C+=77-80%
A- =93-96%	B=85-88%	C=73-76%
	B- 81-84%	

Graduate Grading System			
Points	Grade	Value	Definition
97-100	A	4.0	Superior
93-96	A-	3.7	Excellent
89-92	B+	3.3	High Average
85-88	B	3.0	Average
81-84	B-	2.7	Low Average
77-80	C+	2.3	Below Average, Counting as Graduate Credit
73-76	C	2.0	Below Average, Counting as Graduate Credit
0-72	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	AU		Audit

Graduate Grading System

Points	Grade	Value	Definition
	EC		Education Continuing, Ed D
	WP		Work in Progress 3-years limit, Ed. D
	W		Withdrawal Official Approval

Bibliography

Candidates wishing to explore the course content further may consider the following sources. Several of these readings are historic standards in understanding key principles and best practices in the course subject matter.

Branche, Jerome, John Mullennix, and Ellen Cohn, Eds. 2007. *Diversity Across the Curriculum: A Guide for Faculty in Higher Education*. Jossey-Bass.

Bray, J. N., Lee, J., Smith, L. L., & Yorks, L. (2000). *Collaborative Inquiry in practice*. Thousand Oaks, CA: Sage Publications, Inc.

Buckingham, M. & Clifton, D. O. (2001). *Now, discover your strengths*. New York: The Free Press.

Donaldson, G. A. Jr. (2001). *Cultivating leadership in schools*. New York: Teachers College

Press.Elmore, R. F. (2000). *Building a new structure for school leadership*. Washington, D.C.: Albert Shanker Institute.

Garden, J. (2001). *The mind of the CEO*. New York: Basic Books.

Goleman, D. (2000). *Working with emotional intelligence*. New York: Bantam Doubleday.

Handy, C. (2000). *21 Ideas for managers*. San Francisco, CA: Jossey-Bass.

Jehn, K. A. "A multimethod examination of the benefits and detriments of intragroup conflict." *Administrative Science Quarterly*, 1995, 40, 256-282.

Katzenbach, J. R. & Smith, D. K. (2001). *The discipline of teams*. New York: John Wiley & Sons, Inc.

Maslow, A.H. (1954). *Motivation and personality*. New York: Harper Collins.

Pascale, R., Millemann, M., & Giojia, L. (2000). *Surfing the edge of chaos*. New York: Crown Business .

Sarason, S. B. (2002). *Educational reform*. New York: Teachers College Press.

Schuler, D. A., Rehbein, K., and Cramer, R.D. "Pursuing strategic advantage through political means: A multivariate approach." *Academy of Management Journal*, 2002, 45(4), 659- 672.

Short, P.M. & Greer, J.T. (2002). *Leadership in empowered schools*. Upper Saddle River, New Jersey: Pearson Education, Inc.

Stack,J., and Burlingham,B. (2002). *A stake in the outcome: Building a culture of ownership for the long-term success of your business*. New York: Doubleday.

Staw, B. M. & Epstein. "What bandwagons bring: Effects of popular management techniques on corporate performance, reputation, and CEO pay." *Administrative Science Quarterly*, 2000,45, (3), 523-556.

Sweitzer, H. Frederick and Mary A. King. 2013. *The Successful Internship*. 4th ed. Brooks Cole. ISBN: 978-1285077192. Tanner, Tyrone. 2013. *Culturally Responsive Educational Theories: A Practical Guide with Case Studies for Improving the Academic Performance*. Educational Concepts.

Yukl, G.P. *Leadership in organizations*. (5th ed.) Upper Saddle River, New Jersey: Prentice Hall, 2001.

ASSIGNMENT 1: ATTENDANCE AND PARTICPATION (25 points)

Be prepared to discuss the textbook reading assignments as indicated in the syllabus as well as contribute to the overall daily class discussions.

Assessment Scales	MINIMAL There is little or no evidence of addressing the Learning Outcomes.	BASIC The evidence addresses the Learning Outcome at an acceptable level	PROFICIENT The evidence addresses the Learning Outcomes at a high level.	MASTERY The evidence addresses the indicator at a consistently high level.
Rating Range:	.25, .50, .75, 1.00	1.25, 1.50, 1.75, 2.00	2.25, 2.50, 2.75, 3.00	3.25, 3.50, 3.75, 4.00
Point Range:	0 - 10	11-15	16-20	21-25
Grade Range:	F to C	C+ to B-	B to B+	A- to A

Applicable Program, State and Professional Standards	
Conceptual Framework	Professional Standards and Sub-Sections
1 Skill 2 Knowledge 3 Disposition 4 Cultural Engagement	IDOE – Indiana Dept. Education ELCC – Ed. Leadership Constituent Council
CF Standards: 1, 2, 3, 4	IDOE: 2.1, 2.4, 2.5, 3.1, 3.5, 4.4, 5.3, 6.1 ELCC: 1.1, 4.1, 4.2, 4.4, 5.1, 5.4, 5.5, 7.2

Assignment Criteria	Rating
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Explain the SOE Conceptual Framework and its role in the internship experience.

Specific Standards: IDOE 2.1, 6.1. ELCC 1.1, 4.1

Explain the IDOE and ELCC applicable standards, as well as other professional standards associated with his/her field of study.

Specific Standards: IDOE 2.1, 6.1. ELCC 1.1, 4.1

Identify concepts associated with the culture and environment surrounding work in an Internship.

Specific Standards: IDOE 2.4, 5.4. ELCC 4.1, 5.1

Demonstrate an understanding of the roles of leadership, diversity, fairness, and ethics in management, communication, and collaboration play in leadership.

Specific Standards: IDOE 2.4, 2.5, 4.4, 5.3. ELCC 4.1, 5.4, 5.5

General Assignment Requirements	Rating
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The candidate demonstrated the value of modeling personal and professional behavior.

Specific Standards: IDOE 3.1 ELCC 4.1

The candidate attended all class sessions.

Specific Standards: IDOE 3.1 ELCC 4.1

The candidate took an active part in all class discussions and activities.

Specific Standards: IDOE 3.1, 3.5 ELCC 2.2, 7.2

The candidate submitted all assignments as required.

Specific Standards: IDOE 3.1 ELCC 4.1

Average of All Ratings:	Points:	Grade:
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Additional Comments:

ASSIGNMENT 2: ANNOTATED REVIEW OF TEXTBOOKS (25 points)

Complete an annotated review of each of the required textbooks. (500 words each)

Assessment Scales	MINIMAL There is little to no evidence of addressing the Learning Outcome.	BASIC The evidence addresses the Learning Outcome at an acceptable level.	PROFICIENT The evidence addresses the Learning Outcomes at a high level.	MASTERY The evidence addresses the indicator at a consistently high level.
Rating Range:	.25, .50, .75, 1.00	1.25, 1.50, 1.75, 2.00	2.25, 2.50, 2.75, 3.00	3.25, 3.50, 3.75, 4.00
Point Range:	0 - 8	9 - 12	13 - 16	17-20
Grade Range:	F to C	C+ to B-	B to B+	A- to A

Applicable Program, State and Professional Standards

Applicable Conceptual Framework	Applicable Professional Standards and Sub-Sections	
1 –Skills 3 - Knowledge 2 – Disposition 4– Cultural Engagement	IDOE – Indiana Dept. Education ELCC - Ed. Leadership Constituent Council	
CF Standards: 1., 2, 3, 4	IDOE Standards: 1.1, 2.1, 2.4, 2.5, 3.1, 4.4, 5.3, 5.4	ELCC Standards: 1.1, 4.1, 5.1, 5.4, 5.5

Assignment Criteria

Rating

Identify and demonstrate an understanding of job expectations held by a leader in his/her field of study.

Specific Standards: IDOE 1.1, 2.1 ELCC 1.1

Identify concepts associated with the culture and environment surrounding work in an Internship.

Specific Standards: IDOE 2.4, 5.4. ELCC 4.1, 5.1

Demonstrate an understanding of the roles of leadership, diversity, fairness, and ethics in management, communication, and collaboration play in leadership

Specific Standards: IDOE 2.4, 2.5, 4.4, 5.3. ELCC 4.1, 5.4, 5.5

General Assignment Requirements

Rating

The candidate demonstrated the value of modeling personal and professional behavior.

Specific Standards: IDOE 3.1. ELCC 4.1

The candidate submitted all assignments as required.

Specific Standards: IDOE 3.1. ELCC 4.1

Average of All Ratings:	Points:	Grade:
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Additional Comments:

ASSIGNMENT 3: Article Review (25 points)

Review and discuss three articles

	MINIMAL There is little to no evidence of addressing the Learning Outcome.	BASIC The evidence addresses the Learning Outcome at an acceptable level.	PROFICIENT The evidence addresses the Learning Outcomes at a high level.	MASTERY The evidence addresses the indicator at a consistently high level.
Assessment Scales				
Rating Range:	.25, .50, .75, 1.00	1.25, 1.50, 1.75, 2.00	2.25, 2.50, 2.75, 3.00	3.25, 3.50, 3.75, 4.00
Point Range:	0 - 5	6-7	8-11	12-15
Grade Range:	F to C	C+ to B-	B to B+	A- to A
Applicable Program, State and Professional Standards				
Applicable Conceptual Framework	Applicable Professional Standards and Sub-Sections			
1 –Skills 3 - Knowledge 2 – Disposition 4 Cultural Engagement	IDOE – Indiana Dept. Education ELCC - Ed. Leadership Constituent Council			
CF Standards: 1, 2, 3, 4	IDOE Standards: 2.1, 2.4, 2.5, 3.1, 3.4, 4.4, 5.3, 6.1		ELCC Standards: 1.1, 4.1, 4.2, 4.4, 5.1, 5.4, 5.5	
Assignment Criteria				Rating
Identify key skills needed in managing and leading a school. Specific Standards: IDOE 2.5 ELCC 5.4				
Identify and explain needed competencies in dealing with diversity, assessment, and in building community relationships. Specific Standards: IDOE 2.5 ELCC 5.4				
Analyze, discuss, and evaluate the special skills and responsibilities needed to be a building level administrator. Specific Standards: IDOE 2.5 ELCC 5.4				
General Assignment Requirements				Rating
The candidate provided comprehensive and in-depth coverage of all assigned topics. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate demonstrated the value of modeling personal and professional behavior. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate attended all class sessions. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate took an active part in all class discussions and activities. Specific Standards: . IDOE 3.1, 3.4. ELCC 2.2, 7.2				
The candidate submitted all assignments as required. Specific Standards: IDOE 3.1. ELCC 4.1				
Average of All Ratings:		Points:		Grade:
Additional Comments				

ASSIGNMENT 4: Leadership and Diversity Paper (25 points)

Write an eight to ten research paper on your personal philosophy of leadership and diversity in the workplace.

Assessment Scales	MINIMAL There is little to no evidence of addressing the Learning Outcome.	BASIC The evidence addresses the Learning Outcome at an acceptable level.	PROFICIENT The evidence addresses the Learning Outcomes at a high level.	MASTERY The evidence addresses the indicator at a consistently high level.
Rating Range:	.25, .50, .75, 1.00	1.25, 1.50, 1.75, 2.00	2.25, 2.50, 2.75, 3.00	3.25, 3.5, 3.75, 4.0
Point Range:	0 - 10	11-15	16-20	21-- 25
Grade Range:	F to C	C+ to B-	B to B+	A- to A

Applicable Program, State and Professional Standards	
Applicable Conceptual Framework	Applicable Professional Standards and Sub-Sections
1 – Skills 3 - Knowledge	IDOE – Indiana Dept. Education ELCC - Ed. Leadership Constituent Council
2 – Disposition 4– Cultural Engagement	
CF Standards: 1,2, 3, 4	IDOE Standards: 2.4, 2.5, 4.1, 4.3, 4.4, 5.1, 5.3, 5.4, 5.8 ELCC Standards: 2.2, 3.2, 3.5, 4.1, 4.2, 4.3, 4.4, 5.1, 5.3, 5.4
Assignment Criteria Rating	

Identify concepts associated with the culture and environment surrounding work in an Internship.

Specific Standards: IDOE 2.4, 5.4. ELCC 4.1, 5.1

Demonstrate an understanding of the roles of leadership, diversity, fairness, and ethics in management, communication, and collaboration play in leadership.

Specific Standards: IDOE 2.4, 2.5, 4.4, 5.3. ELCC 4.1, 5.4, 5.5

Develop, explain, and evaluate his/her philosophy of leadership and diversity.

Specific Standards: IDOE 2.4, 2.5, 4.1, 4.3, 4.4, 5.1, 5.3, 5.4, 5.8 ELCC 2.2, 3.2, 3.5, 4.1, 4.2, 4.3, 4.4, 5.2, 5.3, 5.4

General Assignment Requirements	Rating
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The candidate submitted all assignments as required

Specific Standards: IDOE 3.1. ELCC 4.1

Average of All Ratings:	Points:	Grade:
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Additional Comments:

Course Policies

The following policies apply to anyone participating in this course.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person’s work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.
- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for **class**, he/she should contact Karen Nasserri, the 504 coordinator at 812-749-1483 or by email: knasserri@oak.edu. Her office is located in the Kennedy Center, room 203. If unavailable, Academic Affairs can be reached at (812) 749-1238. All **other** accommodations, please contact Student Life at (812) 749-1421.
- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancellations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter at [@OaklandCityU](https://twitter.com/OaklandCityU). Students may also check the following radio stations: WBIW-13.40 AM, WQRK-105.5 FM, or WPHZ-102.5 FM.

Document Formatting – Assignments must be formatted according to the current edition of the style manual used in the program of study. Basic formatting protocols that should be followed include:

- * Use correct spelling and grammar.
- * Some assignments require a specific form or format—use as directed.
- * Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.
- * Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.
- * Use your name, course number, and assignment name as the file name of a document when submitted electronically.
- * Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.

- **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.
- **Standards for Student Behavior** – As a denomination- affiliated university, the policies and guidelines of Oakland City University mandate student behavior to be consistent with Christian principles. Some behavior that is acceptable by the general public may not be acceptable on the Oakland City University campus.

Students at Oakland City University are expected to conduct themselves in an appropriate adult manner on and off campus and to conform to standards of propriety at all times. They should act with consideration for the rights of other students and for the reputation of the school and the community.

Inappropriate actions or activities occurring on or off-campus which may reflect upon the integrity or character of Oakland City University will be addressed based on the guidelines and policies of disciplinary action found in this handbook. The University reserves the right to dismiss a student whose conduct is detrimental to the general welfare of the school or community.

For a further explanation concerning the Christian principles which Oakland City University follows as well as the General Baptist Concepts of Morality, a copy of the General Baptist Social Principles Handbook may be obtained through the University Bookstore, or you may ask for the desk copy from any Resident Hall Director, Resident Assistant, or the Office for Campus Life.

- **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

Targeted Standards of Course Learning

The following standards are applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

OCU Vision Statement

To become a leading faith-based university that provides a Christian learning environment preparing students for service.

OCU Mission Statement

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

OCU School of Education Mission Statement

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values

- The enhancement of each student practitioner’s intellectual, physical, spiritual, and social development
- Community service through positive leadership

School of Education – Graduate Programs Conceptual Framework and Objectives

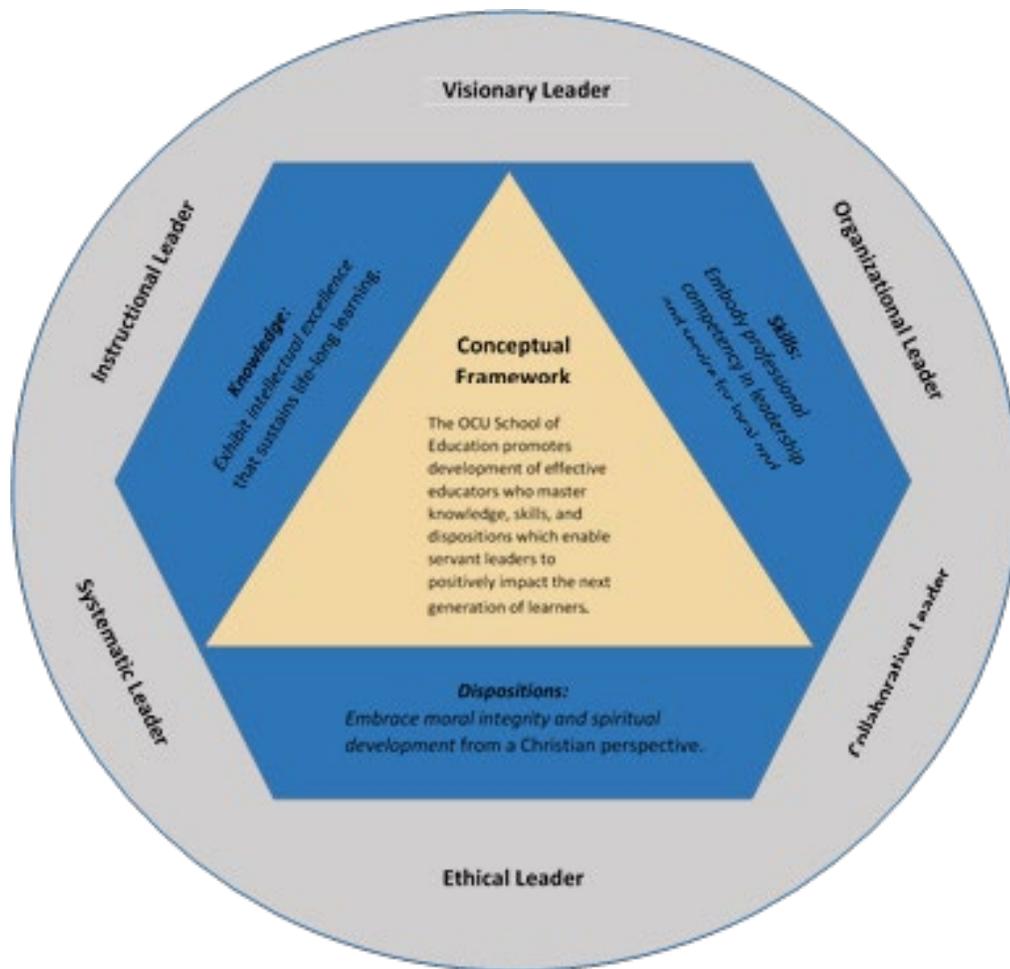
The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one’s specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students; (1.1)
- has advanced knowledge of human development and uses the information to support the advancement of humankind’s intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;
- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.

Conceptual Framework OCU School of Education Advanced Programs



School Leader-District Level Educator Standards

(Adapted from Indiana Department of Education, Indiana Content Standards for Educators, and School Leader-District Level)

Standard 1: Human Capital Management

School district leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement.

Standard 2: Instructional Leadership

School district leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.

Standard 3: Personal Behavior

School district leaders model personal behavior that sets the tone for all student and adult relationships in the district.

Standard 4: Building Relationships

School district leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

Standard 5: Culture of Achievement

School district leaders develop a district wide culture of achievement aligned to the district's vision of success for every student.

Standard 6: Organizational, Operational, and Resource Management

School district leaders leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes.

Below is a complete list of the Educational Leadership Constituent Council (ELCC):

Educational Leadership Constituent Council (ELCC) Standards

- *Educational Vision* – An educational leader who guides, facilitates, and supports the success of all learners by developing, articulating, implementing, and evaluating an educational vision that is shared and supported by the greater school community.
- *School Culture* – An educational leader who guides, facilitates, and supports the success of all learners by advocating, nurturing, and sustain a school culture that is shared and supported b the greater school community.
- *Management* – An educational leader who guides, facilitates, and supports the success of all learners by managing operations and resources to provide a safe, efficient, and effective learning environment.
- *Communication and Collaboration with Communities* – An educational leader who guides, facilitates, and supports the success of learners by practicing open, two-way communication and using collaborative strategies that respond to diverse community interests and needs.
- *Acting with Honesty, Fairness, and Professional Ethics* – An educational leader who guides, facilitates, and supports the success of all learners by personally demonstrating and promoting honesty, fairness, and professional ethics.
- *The Political, Social, Legal, Economic, and Cultural Environments* – An educational leader who guides, facilitates, and supports the success of all learners by understanding, responding to, and influencing larger political, social, legal, economic, and cultural environments and by recommending and implementing policy that guides district operations.
- *Internship Practicum (Field Experience) of Standards-based Work in Real Settings* – An educational leader synthesizes and applies the knowledge and practice to develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work that is planned and guided cooperatively by the institution and school district personnel (or university, college, or business personnel as appropriate).

ELCC District Level Standards

Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals;

promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders

ELCC STANDARD ELEMENTS:

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.

ELCC 1.2: Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable district improvement.

ELCC 1.4: Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.

ELCC Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

ELCC STANDARD ELEMENTS:

ELCC 2.1: Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity across the district.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.

ELCC Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

ELCC STANDARD ELEMENTS:

ELCC 3.1: Candidates understand and can monitor and evaluate district management and operational systems.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district.

ELCC 3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.

ELCC 3.4: Candidates understand and can develop district capacity for distributed leadership.

ELCC 3.5: Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.

ELCC Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information

pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

ELCC STANDARD ELEMENTS:

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.

ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.

ELCC Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

ELCC STANDARD ELEMENTS:

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.

ELCC 5.5: Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social,

economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

ELCC STANDARD ELEMENTS:

ELCC 6.1: Candidates understand and can advocate for district students, families, and caregivers.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

ELCC Standard 7.0: A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.

ELCC STANDARD ELEMENTS:

ELCC 7.1: Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other *Educational Leadership District-Level Program Standards* through authentic, district-based leadership experiences.

ELCC 7.2: Sustained Experience: Candidates are provided a six-month concentrated (9–12 hours per week) internship that includes field experiences within a district environment.

ELCC 7.3: Qualified On-site Mentor: An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution.

IDOE STANDARDS specifically applied in this course:

Standard 1: Human Capital Management

Note: Option II and option III candidates should substitute the term “school district level leader” with “Deanship” and Manager/CEO” respectively for their program goals as applied to this course.

School district leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement, including:

- 1.1 recruiting, hiring, assigning, retaining, and supporting effective building leaders who share the district’s vision/mission.
- 1.6 delegating tasks and responsibilities appropriately to competent staff members, monitoring their progress, and providing support as needed.

Standard 2: Instructional Leadership

School district leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students, including:

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- 2.1 cultivating commitment to and ownership of the district’s instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision.
 - 2.2 planning, organizing, supervising, and supporting a rigorous district instructional program based on research-supported best practices regarding curriculum, instruction, and assessment.
 - 2.3 using student performance data to evaluate instructional quality and regularly providing school leaders and staff with prompt, high-quality feedback aimed at improving student outcomes.
 - 2.4 establishing a culture of collaboration in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities.
 - 2.5 ensuring the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students.
 - 2.6 promoting the sanctity of instructional time, and ensuring that every minute is maximized in the service of student learning and achievement.

Standard 5: Culture of Achievement

School district leaders develop a district-wide culture of achievement aligned to the district’s vision of success for every student, including:

- 5.1 empowering building leaders, teachers, and staff to set high and demanding academic and behavior expectations for every student, and ensuring that students are consistently learning.
- 5.2 establishing rigorous academic goals and priorities that are accepted as fixed and immovable.
- 5.3 orchestrating high-quality team collaboration to analyze interim assessment results and formulate action plans for immediate implementation.
- 5.4 implementing systems to promote and enforce individual accountability for results.
- 5.5 ensuring all students full and equitable access to educational programs, curricula, and available supports.
- 5.6 ensuring the use of positive and equitable behavior management systems and the consistent implementation of rules and routines.
- 5.7 guiding building-level staff to build productive and respectful relationship with parents/guardians and engage them in their children’s learning.
- 5.8 developing family and community partnerships that increase access to resources (e.g., classroom volunteers, funds, equipment), as long as they clearly align with and do not distract from the district’s goals for student growth and achievement.

SPA (ELCC) STANDARDS specifically applied in this course:

An educational leader who guides, facilitates, and supports the success of all learners by:

- understanding, responding to, and influencing larger political, social, legal, economic, and

cultural environments and by recommending and implementing policy that guides district operations. ELCC Standard 1: The Political, Social, Legal, Economic, and Cultural Environments

- advocating, nurturing, and sustain a school culture that is shared and supported by the greater school community. ELCC Standard 2: School Culture
- managing operations and resources to provide a safe, efficient, and effective learning environment.

ELCC Standard 3: Management

- practicing open, two-way communication and using collaborative strategies that respond to diverse community interests and needs. ELCC Standard 4: Communication and Collaboration with Communities
- personally demonstrating and promoting honesty, fairness, and professional ethics. ELCC Standard 5: Acting with Honesty, Fairness, and Professional Ethics
- understanding, responding to, and influencing larger political, social, legal, economic, and cultural environments and by recommending and implementing policy that guides district operations. Standard 6: The Political, Social, Legal, Economic, and Cultural Environments
- An educational leader synthesizes and applies the knowledge and practice to develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work that is planned and guided cooperatively by the institution and school district personnel (or university, college, or business personnel as appropriate). ELCC Standard 7: Internship Practicum (Field Experience) of Standards-based Work in Real Settings

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138 North Lucretia Street
Oakland City, Indiana 47660
(800) 737-5125