



LDR 740 Policies and Procedures

Term: Fall 2019

Time Period: October 14 – December 1

Location: Online

Professor Contact Information

Instructor: Karen Weiss, Ed.D.

School of Education – Graduate Studies

E-mail: kweiss@oak.edu

Phone: (618) 599-8371 (c)

Office Hours: By appointments Monday – Friday, after 5 p.m., and Saturdays 8 a – 12 p

Preferred Method of Contact: by e-mail or phone/text

Course Description

LDR 740 Policies and Procedures in Administration (3 hours)

The importance of policies and procedures as tools for communication, the development of policies and procedures, the role of collaboration within the workforce in developing policies and procedures, the interpretation and misinterpretation of these policies by employees, and the relationship between policies and the organization's mission is explored in this course. Legal issues and federal and state mandates as they apply to school districts will also be examined.

Prerequisite Studies

Prerequisites: LDR 730, LDR 745, and LDR 751.

Diversity in the Oakland City University School of Education

The School of Education 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 manifests
- Respect for the individual and deviating perspectives that challenge us
- Collaboration
- 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 NCATE Professional Standard 4 as differences among groups of people and

individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

Course Objectives

The student will develop and/or demonstrate knowledge and understanding of the skills outlined in the objectives and outcomes below and develop a positive attitude and values regarding the following as they apply to the specific objective and student outcome:

1. School district policies and administrative guidelines (regulations) as they comply with federal and state law, State Board of Education rules, and negotiated agreements and align with the school district's mission; due process procedures in relation to law and policy; case law as related to policies and procedures;
2. Legal and professional guidelines addressing teacher rights and responsibilities and interrelationships among the changing legal foundations, politics, and social climate;
3. Legal guidelines for curriculum and instruction;
4. Legal guidelines related to personnel administration including tort liability, collective bargaining, employee rights, teacher organizations, and contracts;
5. Involvement of staff in policy development; communication of policies to staff and community; and, ethical and moral implications as related to policy decisions.

LEARNER OUTCOMES: Outcomes listed above will provide development in:

1. Recruiting, hiring, assigning, retaining, and supporting effective building leaders who share the district's vision/mission. Designing and implementing succession plans (career ladders for every position in the district), and providing formal and informal opportunities to mentor emerging leaders and promote leadership and growth. Delegating tasks and responsibilities appropriately to competent staff members, monitoring their progress, and providing support as needed.
2. Using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change.
3. Leveraging organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes, including using data to identify needs and priorities within the organization and to address organizational barriers to attaining candidate achievement goals. (ELCC, 2011)

Alignment to Standards:

- Use their role as human capital managers to drive improvements in leader effectiveness and student achievement. (ELCC 3, 7)
- Are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best practices, and continuously promote activities that contribute to the academic success of all students. (ELCC 2, 7)
- Model personal behavior that sets the tone for all student and adult relationships in the institution. (ELCC 5, 7)
- Build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results. (ELCC 4, 6, 7)
- Develop an institutional-wide culture of achievement aligned to the district's vision of success for every person. (ELCC 1, 2, 7)
- Leverage organizational, operational, and resource management skills to support institutional improvement and achieve desired educational outcomes. (ELCC 3, 7)

Instructional Design

Students will explore Policies and Procedures through course readings, online lectures and presentations, group discussions (online forum), 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 oak.oak.edu/ 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 oak.oak.edu/ask.htm.

Required Course Materials

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

Textbooks

Cooper, Bruce S., Fusarelli, Lance D., & Randall, E. Vance. (2004). *Better Policies, Better Schools: Theories and Applications*. Boston, MA: Allyn and Bacon. ISBN 0205321526

Kowalski, T. J. (2012). *Case Studies on Educational Administration* (6th ed.). Boston, MA: Allyn & Bacon. ISBN 978-0-13-707130-2

Suggested Readings/Additional Resources

Cambron-McCabe, N., McCarthy, M., & Thomas, S. (2004). *Public school law: Teachers' and students' rights*. Boston: Pearson.

Emmert, D. (2005). *Leading schools legally: A practical anthology of school law*. Indianapolis: Power Publishing.

Short, P & Paredes Schribner, J. (2000). *Case studies of the superintendency*. Lanham, MA: Scarecrow Press.

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 the Office for Campus Life at (812) 749-1421 or visit www.oak.edu/campus-life/student-services.php.
- **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 ([@ocu47660](https://twitter.com/ocu47660)). 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** – Students and faculty are to show appropriate respect for each other even when divergent viewpoints are 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.

Course Assignments and Assessments

The following assignments and assessments must be completed to pass the course.

Participation and Attendance (40 points)

Regular class **participation**/attendance is expected. Because of the nature of the class and required interactions, there are no excused absences. In case of an emergency, make-up work will be required and a penalty **may be** deducted from the **assignment and/or** final grade for absence.

Discussion Forums (included in Participation and Attendance)

Students must participate in the current online Discussion Forum(s) each week of the course—discussion participation cannot be made-up during a later week. A grade will be assigned each week reflecting the quality of participation in the online Discussion Forum(s) during the week the topic or question was posted.

- Initial postings should be *concise* and evidence interaction with course content as appropriate to the topic or question—long rambling posts are discouraged. Therefore, please follow the *4x4 Rule for Online Discussions* in creating messages as much as possible: each message should be no more than 4 paragraphs long, with no more than 4 sentences per paragraph. Messages should not span multiple consecutive posts.
- Responses to others' postings should also follow the *4x4 Rule*, show respect for alternate view points, and include course content as appropriate. Do not simply post statements of personal opinion or a simple sentence of agreement or disagreement with a message posted. Instead, tell specifically why you agree or disagree with a post and support your statement with an example from the course content when appropriate.
- Discussion points can only be earned in a Unit when it is the current Unit—proactive or retroactive posts do not count toward the minimum points required

Learner Outcomes:

- a. research the context of policy and procedural issues;
- b. consider current issues in political, social, cultural, economic, and moral/ethical terms;
- c. evaluate diverse aspects of a policy issue and defend one's conclusions.

Assignments

I. Weekly Activity Assignments (80 points total/10 points each)

Students will complete a weekly activity assignment which consists of reviewing a case study in the Kowalski text and provide a response accordingly. The instructor will assign the case study to review each week. Responses will be in the format of a short, one-page format, at minimum, responses should average 3 to 4 paragraphs in length. External sources may be used in the review, and should be cited appropriately. The paper will be e-mailed to the instructor by the due date listed.

Paper formatting: Be sure to use correct formatting, spelling, punctuation and grammar, and appropriate citations. Students will NOT be penalized for exceeding page length.

Learner Outcomes:

- a. develop a working knowledge of case law as related to policies and procedures;
- b. develop a working knowledge of essentials of policy development.

II. Case Law review (100 points total/10 points each)

Prepare a case law notebook of a least 10 newspaper articles and/or case law reviews found in professional journals. Be prepared to discuss these with the class as directed by your professor. Link these cases and reports to your policy manual. This notebook is due the last day of class.

Analyze case law briefs and link your findings to your district policy manual. Provide written critiques and reflections as required by your professor. Be prepared to discuss these critiques and reflections in class. Place these documents in your case law notebook. These papers are due the last day of class.

Since this is an online class, I would suggest creating an electronic folder for the case law briefs. The folder can then be submitted to the professor.

Paper formatting: Case law briefs should be 1 to 2 pages in length, typewritten using Times New Roman 12 pt font and double-spaced lines. Be sure to use correct formatting, spelling, punctuation and grammar, and appropriate citations. Students will NOT be penalized for exceeding page length.

Learner Outcomes:

- a. evaluate media coverage of current educational issues, and
- b. become familiar with the positions of various stakeholders associated with a critical educational issue.

III. Capstone Project (100 points total)

Following basic class discussions regarding the Cooper text, an overview of the Indiana School Laws and Rules and using these documents as a resource, analyze your school district's Policies and Administrative Guidelines (procedures/regulations) manuals.

Do an in-depth analysis of the by-laws, Administration, Community relations, Programs, Professional Staff, Support Staff, Students, Finances, Property, Operations, and Curriculum/Instruction sections.

Compare and contrast these sections of the manuals with the ISBA recommended policies/guidelines. Your district may already be using ISBA or NEOLA policies and guidelines. If so, compare the differences and look for vagueness, wording that could be misinterpreted, gaps, inconsistencies in and between policies and guidelines, equity, equality, consistency in diversity, ethical and moral issues, compliance with federal and state mandates, and so forth.

Be sure to use federal and state law and case law examples to substantiate your work.

In conjunction with your internship objective regarding policy, provide a written report on your recommendations to your superintendent mentor and your professor. You should make written recommended revisions in your school district policy in other sections beyond the one/s that you have researched in depth as you become involved in the discussions of other parts of the manual through presentations by other class members. *This document is to be placed in your portfolio.*

Paper formatting: Capstone project should be a minimum of 3 to 5 pages in length, typewritten using Times New Roman 12 pt. font, and double-spaced lines. Be sure to use correct formatting, spelling, punctuation and grammar, and appropriate citations. Students will NOT be penalized for exceeding page length.

Learner Outcomes:

- a. develop a working knowledge of school district policies and administrative guidelines (regulations) as they comply with federal and state law, State Board of Education rules, and negotiated agreements and align with the school district's mission;
- b. develop a working knowledge of due process procedures in relation to law and policy;
- c. develop a working knowledge of case law as related to policies and procedures;
- d. develop a working knowledge of legal guidelines related to personnel administration including tort liability, collective bargaining, employee rights, teacher organizations, and contracts; and
- e. develop a working knowledge of essentials of policy development.

Assessment Rubrics and Scoring Guides

The following rubrics and scoring guides are followed in the assessment of candidate performance with course learning activities. (See attached)

Assignments and assessments are calculated toward the final course grade as follows.

Assignments and Assessments	Grade Value
Participation and Attendance (DQ's)	40 points
Weekly Activity Assignments	80 points
Assignment #1 (Case Law Review)	100 points
Assignment #2 (Capstone Project)	100 points
Total	320

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
310+	A	4.0	Superior
297-309	A-	3.7	Excellent
284-296	B+	3.3	High Average
272-283	B	3.0	Average
259-271	B-	2.7	Low Average
246-258	C+	2.3	Below Average, Counting as Graduate Credit
233-245	C	2.0	Below Average, Counting as Graduate Credit
0-232	F	0.0	Failure
	I		Incomplete

Graduate Grading System

Points	Grade	Value	Definition
	WE		Instructor Withdrawal Excessive Absences
	AU		Audit
	EC		Education Continuing, Ed. D
	GP		Graduate in Progress 3-years limit, Ed. D
	W		Withdrawal Official Approval

Course Outline

The topics in this course will be explored according to the following learning schedule.*

Unit	Lesson Title and Learning Activities	Topics Covered
1	Cooper: Better policies: Better schools Chapter 1 Chapter 2 Online Lecture Notes Activity Assignment – Kowalski text Discussion Forum	Education Policy: Theories & Concepts Theories of Education Policymaking From your perspective, what is the largest policy – procedure issue facing <u>current</u> educational administrators?
2	Cooper: Better policies: Better schools Chapter 3 Chapter 4 Online Lecture Notes Activity Assignment – Kowalski text Discussion Forum	The Birth of Policy Education Policy Implementation Research the progress of ESEA reauthorization. What are the short-term and long-term implications of ESSA?
3	Cooper: Better policies: Better schools Chapter 5 Chapter 6 Online Lecture Notes Activity Assignment – Kowalski text Discussion Forum	Using Evaluation to Improve Education Better Governance, Better Schools Review the Four Dimensions Framework. How could you use the framework to analyze policy and procedure issues at your educational institution? What revisions would you make to the framework?
4	Cooper: Better policies: Better schools Chapter 7 Chapter 8 Online Lecture Notes Activity Assignment – Kowalski text Discussion Forum	Better Policies for Improved Curriculum Accountability & School Improvement Review federal, state, and local policies addressing curriculum in your district. Which groups and individuals in your district are the major constituents (stakeholders) in the

Unit	Lesson Title and Learning Activities	Topics Covered
		setting of standards, creation of standards, and assessing of results, and how do they influence the process and policies, or not?
5	Cooper: Better policies: Better schools Chapter 9 Online Lecture Notes Activity Assignment – Kowalski text Discussion Forum	Improving Teacher Personnel Policies How has your state’s policies changed the policy and procedures of teacher evaluation in your district? What are some of the technical and/or practical problems that make implementation of these policies difficult?
6	Cooper: Better policies: Better schools Chapter 10 Online Lecture Notes Activity Assignment – Kowalski text Discussion Forum	School Finance & Equity What impact has changes in funding had on your district: teachers, general students, students with special needs, ELL students, professional development, etc.?
7	Cooper: Better policies: Better schools Chapter 11 Online Lecture Notes Activity Assignment – Kowalski text Discussion Forum	Charter School Policy Download your state’s charter school statute. What policies are strong; what policies should be revised?
8	Cooper: Better policies: Better schools Chapter 12 Online Lecture Notes Activity Assignment – Kowalski text Discussion Forum	Future Policies, Better Schools What other policy areas do you predict will be impactful to education reform in the future? Provide a rationale as to why you feel these will be areas of focus.

Assessment Rubrics and Scoring Guides

The following rubrics and scoring guides are followed in the assessment of student performance with course learning activities.

WEEKLY PARTICIPATION RUBRIC (120 points) (includes DQ’s and Weekly Assignments)

Evaluation Rubric:

Candidate Name _____ Date _____

Assessment Scales	Minimal	Basic	Proficient	Mastery
	There is little to no evidence of addressing the	The evidence addresses the Learning Outcome at	The evidence addresses the Learning Outcomes	The evidence addresses the indicator at a

	Learning Outcome	an acceptable level.	at a high level.	consistently high level.
Rating Range:	1 to 1.75	2 to 2.75	3 to 3.5	3.75 to 4.0
Applicable Program, State and Professional Standards				
OCU Conceptual Framework		Professional Standards and Sub-Sections		
1 Skills 2 Disposition 3 Knowledge 4 Cultural Engagement		IDOE – Indiana Department of Education ELCC – Education Leadership Constituent Council		
Standards: 1, 2, 3, 4		IDOE:	ELCC:	
Assignment Criteria			Rating	
The candidate provided comprehensive and in-depth coverage of the course. Specific Standards: IDOE 1.4, 3.1 ELCC 1,2,4,6				
The Candidate demonstrated an understanding of the roles of leadership in regards to diversity, fairness, ethics, and collaboration Specific Standards: IDOE 2.4, 2.5, 4.4, 5.3. ELCC 4.1, 5.4, 5.5				
The candidate took an active role in all class discussions and activities. 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 submitted all discussions and assignments as required. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate’s discussions and assignments were organized, coherent, and well planned. The student’s comments flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6				

<p>The candidate cited professional, scholarly sources in the discussion forum as references. The in-text citations and reference page adhered to standard APA documentation style. The format was professional in appearance.</p> <p>Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7</p>	
<p>Total Points</p>	<p>Final Rating:</p>

ASSIGNMENT 1: Case Law and/or Article Review (100 points)

Evaluation Rubric:

Candidate Name _____ Date _____

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:	1 to 1.75	2 to 2.75	3 to 3.5	3.75 to 4.0
Grade Range:	C	C+ to B-	B to B +	A- to A
Applicable Program, State and Professional Standards				
OCU Conceptual Framework		Professional Standards and Sub-Sections		
1 Skills 2 Disposition 3 Knowledge 4 Cultural Engagement		IDOE – Indiana Department of Education ELCC – Education Leadership Constituent Council		
Standards: 1, 2, 3, 4		IDOE:	ELCC:	
Assignment Criteria			Rating	
The candidate provided comprehensive and in-depth coverage of the assigned topic of a leader’s role in organizational change. Specific Standards: IDOE 1.4, 3.1 ELCC 1,2,4,6				
The Candidate demonstrated an understanding of the roles of leadership in regards to diversity, fairness, ethics, and collaboration				
General Assignment Requirements				

<p>The candidate demonstrated the value of modeling personal and professional behavior.</p> <p>Specific Standards: IDOE 3.1. ELCC 4.1</p>	
<p>The candidate submitted all assignments as required.</p> <p>Specific Standards: IDOE 3.1. ELCC 4.1</p>	
<p>The candidate took an active part in all discussions and activities.</p> <p>Specific Standards: IDOE 3.1, 3.5 ELCC 2.2, 7.2</p>	
<p>The candidate's paper was organized, coherent, and well planned. The student's paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate.</p> <p>Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6</p>	
<p>The candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance.</p> <p>Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7</p>	
<p>Total Points</p>	<p>Final Rating:</p>

ASSIGNMENT 2: CAPSTONE PROJECT (100 points)

Evaluation Rubric:

Candidate Name _____ Date _____

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:	1 to 1.75	2 to 2.75	3 to 3.5	3.75 to 4
Applicable Program, State and Professional Standards				
OCU Conceptual Framework		Professional Standards and Sub-Sections		
1 Skills 2 Disposition 3 Knowledge 4 Cultural Engagement		IDOE – Indiana Department of Education ELCC – Education Leadership Constituent Council		
Standards: 1, 2, 3, 4		IDOE:	ELCC:	
Assignment Criteria			Rating	
The candidate provided comprehensive and in-depth coverage of the assigned topic of a leader’s role in organizational change. Specific Standards: IDOE 1.4, 3.1 ELCC 1,2,4,6				
The Candidate demonstrated an understanding of the roles of leadership in regards to diversity, fairness, ethics, and collaboration				
General Assignment Requirements				
The candidate demonstrated the value of modeling personal and				

<p>professional behavior.</p> <p>Specific Standards: IDOE 3.1. ELCC 4.1</p>	
<p>The candidate submitted all assignments as required.</p> <p>Specific Standards: IDOE 3.1. ELCC 4.1</p>	
<p>The candidate's paper was organized, coherent, and well planned. The student's paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate.</p> <p>Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6</p>	
<p>The candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance.</p> <p>Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7</p>	
<p>Total Points</p>	<p>Final Rating:</p>

Bibliography

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

Alexander, K., & Alexander, D. (2011). *American public school law* (8th ed.) Belmont, CA: Wadsworth.

Bjork, L., & Kowalski, T. (2005). *The contemporary superintendent*. Thousand Oaks, CA: Sage.

Bracey, G. W. (2000). *Bail me out!: Handling difficult data and tough questions about public schools*. Thousand Oaks, CA: Corwin Press.

Bracey, G.W. & Smith, W. (2009). *Restoring honor to public schools*. Thousand Oaks, CA: Corwin Press.

Callan, M. & Levinson, W. (2011). *Achieving success for new and aspiring superintendents: A practical guide*. Thousand Oaks, CA: Corwin.

Castallo, R. T. (2003). *Focus leadership: School boards and superintendents working together*. Lanham, MD: Scarecrow Press.

Dipaola, M. F., Stronge, J. H., & Tillman Lowery, S. L. (2003). *Superintendent evaluation handbook*. Lanham, MD: Scarecrow Press.

Edgerly, G. A., Espinoza, E., & Mills, S. R. *Focus on administration: A handbook for leaders*. Springfield, MO: Gospel Publishing House.

Emmert, D. (2005). *Leading schools legally: A practical anthology of school law*. Indianapolis: Power Publishing.

Emmert, D. (2006). *Leading schools logically, IN supplement: The ABCs of school law*. Indianapolis, Power Publishing.

Fiore, D. (2010). *School-community relations* (3rd ed.). New York: Eye on Education.

Fowler, F. C. (2000). *Policy studies for educational leaders: An introduction*. Upper Saddle River, NJ: Merrill.

Houston, P., Eadie, D., & Eadie, D. C. (2003). *The board-savvy superintendent*. Lanham, MD: Scarecrow Press.

Hoyle, J. (2005). *The superintendent as CEO*. Thousand Oaks, CA: Corwin.

- Kehoe, J. F. (Ed.). (2000). *Managing selection in changing organizations*. San Francisco, CA: Jossey-Bass.
- Kowalski, T. J. (2002). *The school superintendent: Theory, practice, and cases*. Des Moines, IA: Prentice Hall.
- LaMorte, M. (2011). *School law: Cases and concepts* (10th ed.). Boston, MA: Allyn & Bacon.
- Lewis, E. H. (1974). *An introduction to legal reasoning*. Chicago: University of Chicago Press.
- Macroff, G. (2010). *School boards in America: A flawed exercise in democracy*. San Francisco: Palgrave Macmillan.
- Marzano, D., & Waqters, T. (2009). *District leadership that works*. Bloomington, IN: Solution Tree Press.
- McCarthy, M., Cambron-McCabe, N. & Thomas, S. (2008). *Public school law: Teacher's and student's rights*. Boston: Allyn & Bacon.
- Myrick, P. & Scribner, J. P. (2000). *Case studies of the superintendency*. Lanham, MA: Scarecrow Press.
- Owen, J. C. & Ovando, M. N. (2000). *A superintendent's guide to creating community*. Lanham, MD: Scarecrow Press.
- Page, S. (1998). *Establishing a system of policies and procedures*. New York: Bookmasters.
- Reller, T. (2011). *The development of the city superintendency of schools in the United States*. Thousand Oaks, CA: Sage.
- Schimmel, D., et.al. (2007). *School law: What every educator should know*. Boston, MA: Allyn & Bacon.
- Sharp, W., & Walker, J. (2004). *The school superintendent: The profession and the person*. (2nd ed.). Lanham, MA: Rowan & Littlefield.
- Smoley, E. R, Jr. (1999). *Effective school boards: Strategies for improving board performance*. San Francisco, CA: Jossey-Bass.
- Stadler, D. (2006). *Law and ethics in educational leadership*. New York: Prentice-Hall.
- Van Clay, M. (2008). *The school board fieldbook*. Bloomington, IN: The Solution Tree.

Wagner, L. (2010). *The savvy superintendent: Leading instruction to the top of the class*. Lanham, MA: Rowan & Littlefield.

Walser, N. (2009). *The essential school board book: Better governance in the age of accountability*. Cambridge, MA: Harvard Education Press.

Wilmore, E. (2008). *Superintendent leadership*. Thousand Oaks, CA: Corwin.

Worner, K. (2010). *Success in the superintendency: Tips and advice*. Lanham, MA: Rowan & Littlefield.

Yell, M. (1998). *The law and special education*. Upper Saddle River, NJ: Merrill.

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 Mission Statements

Mission of the School of Education

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 learner outcomes that flow out of the primary objective are to develop a student that:

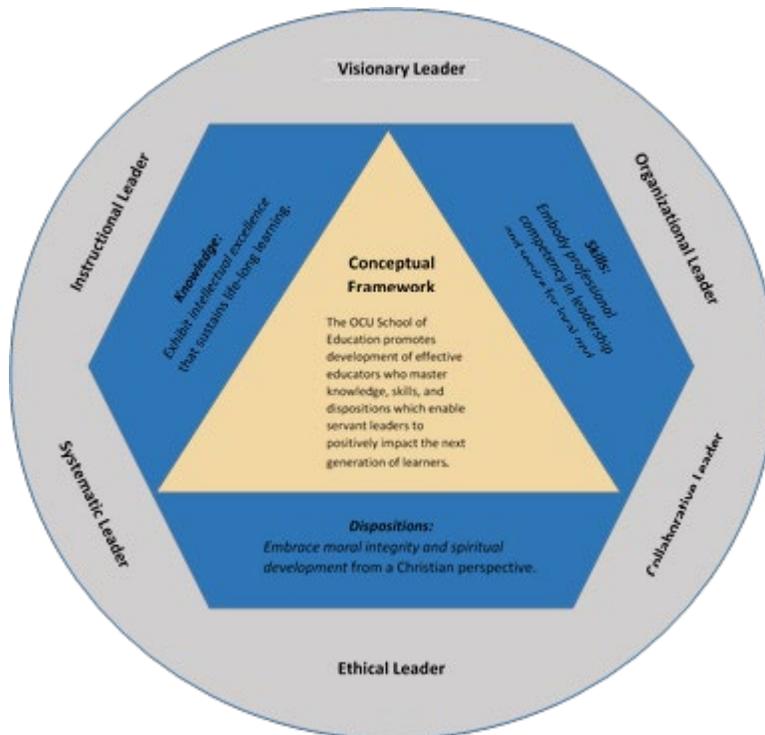
- has advanced skills in one’s specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge 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/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/she is employed.

Conceptual Framework OCU School of Education Advanced Programs

SOE Conceptual Framework Components

1. Skills
 - 1.1 Technological Skills
 - 1.2 Pedagogical proficiency
2. Disposition
 - 2.1 Promotion of ethical and moral values

- 2.2 Community service through positive leadership
- 2.3 Lifelong learning and Collaboration
- 3. Knowledge
 - 3.1 Knowledge of Student
 - 3.2 Knowledge of Content



Content Standards

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.

- 1.2 prioritizing systems that credibly differentiate the performance of building leaders.
- 1.3 ensuring that principals prioritize teacher evaluations over competing commitments and use teacher evaluation systems that credibly differentiate the performance of teachers.
- 1.4 orchestrating aligned, high-quality coaching; workshops; team meetings; and other professional learning opportunities tuned to staff needs based on student performance.
- 1.5 designing and implementing succession plans (e.g., career ladders for every position in the district, and providing formal and informal opportunities to mentor emerging leaders and promote leadership and growth.
- 1.6 delegating tasks and responsibilities appropriately to competent staff members, monitoring their progress, and providing support as needed.
- 1.7 counseling out or recommending the dismissal of ineffective building leaders, and ensuring that building leaders counsel out or recommend the dismissal of ineffective teachers, carefully following contractual requirements.
- 1.8 strategically assigning building leaders and other staff to support district goals and maximize achievement for all students.

Standard 3: Personal Behavior

- 3.3 School district leaders model personal behavior that sets the tone for all student and adult relationships in the district, including actively soliciting and using feedback and help from all key stakeholders in order to drive student achievement.

Standard 4: Building Relationships

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

- 4.1 establishing an organizational culture of urgency in which building leaders, students, parents/guardians, teachers, staff, and other key stakeholders relentlessly pursue academic and behavioral excellence.
- 4.3 using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change.

Standard 5: Culture of Achievement

- 5.4 School district leaders develop a district-wide culture of achievement aligned to the district's vision of success for every student, including implementing systems to promote and enforce individual accountability for results.

Standard 6: Organizational, Operational, and Resource Management

6.1 School district leaders leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes, including using data to identify needs and priorities within the organization and to address organizational barriers to attaining student achievement goals.

SPA (ELCC) standards specifically applied in this course:

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. ELCC Standard 1: Educational Vision
- advocating, nurturing, and sustain a school culture that is shared and supported b 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. ELCC 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

Below is a complete list of the School Leader-District Level Educator Standards:

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).

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

No part of this course, including the syllabus, lessons, handouts, presentations, web pages, audio or video media, etc., may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Oakland City University, except when used for instructional purposes during which Oakland City University and the professor is acknowledged as the source of the material.

Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

No part of this course, including the syllabus, lessons, handouts, presentations, web pages, audio or video media, etc., may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of

Oakland City University, except when used for instructional purposes during which Oakland City University and the professor is acknowledged as the source of the material.

Diversity in the Oakland City University School of Education

The School of Education 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 manifests
- Respect for the individual and deviating perspectives that challenge us
- Collaboration
- 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 the CAEP cross-cutting theme 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.

Copyright

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