Course Description:
The most promising strategy for sustained, substantive school improvement is the development of future school administrators to function as leaders of collaborative capacity building communities. If schools are to be significantly more effective, they must break from the industrial model upon which they were created and embrace a new model that enables them to function as learning organizations. These learning organizations, characterized as professional learning communities, suggest placing greater emphasis on relationships, shared ideals, data driven action plans, and a strong culture – all factors that are critical to significant school improvement and improved student achievement. The challenge for aspiring, as well as, veteran school leaders is to create a community of shared commitment, responsibility and accountability designed to serve the learning of the adults and the children in the school – a sustainable, professional learning community.

Introduction:
Mission is the life-blood of any Catholic organization, especially schools. This course explores how mission must be central to leadership and how all activities must align with that mission. Students will explore inputs, transformation processes and outputs as they relate to the workings of educational leadership and school improvement. Candidates will apply theoretical concepts and administrative strategies to their current work in schools.

In particular, candidates will gain an understanding of:
- Mission driven leadership
- Systems’ leadership theory
- Change leadership theory
- Adult learning theory and how it affects professional practice
- Creating and Working with Problem Solving Team

Conceptual Framework:
In particular, the following School of Education Conceptual Framework Standards will be addressed in this class:

In particular, the following School of Education conceptual framework standards will be directly assessed using LIVE-TEXT:

Candidates demonstrate an understanding of issues of social justice and inequity. (CF3)
Candidates demonstrate skills that will enable them to work effectively with diverse clients. (CF4)
INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM (ISLLC) STANDARDS (2008):

ISLLC 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders (Functions A-E).

ISLLC 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Functions A-I).

ISLLC 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner (A-E).

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE) (2011):

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

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

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

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

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

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.

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

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

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

NATIONAL STANDARDS AND BENCHMARKS FOR EFFECTIVE CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS (2011)

This class addresses the following standards:

Standard 1
An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.

Standard 4
An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice.

Standard 5
An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school’s fidelity to mission, academic excellence, and operational vitality.

Standard 6
An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school’s mission and vision.
Standard 7
An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Standard 8
An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

UNIVERISTY POLICIES
Diversity:
In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

Technology:
The information pertinent to school organizations and instructional leadership constantly changes. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to these topics. All students MUST register their LIVETEXT account. Students must use their Loyola University Chicago email to register this account. Failure to register one’s LIVETEXT account will result in a student not being able to receive a final grade.

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to:
http://www.luc.edu/education/academics_policies_main.shtml

Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at:
http://www.luc.edu/sswd/

Harassment (Bias Reporting)
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias. In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/
Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

DISPOSITIONS

Each course in the School of Education seeks to foster professional dispositions. The dispositions (Professionalism, Fairness and he Belief that all Students can Learn) will be assessed in each course, using the Disposition Rubrics found in LiveText and in the Program Handbook.

IDEA OBJECTIVES

In order to continue to improve this course, an online-course evaluation system will be utilized. Feedback from students is critical in the continuous improvement process. It is crucial that students return this form. The following objectives will used to frame the course:

- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Acquiring skills in working with others as a member of a team
- Learning how to find and use resources for answering questions or solving problems
- Learning to analyze and critically evaluate ideas, arguments, and points of view

COURSE POLICIES

Required Texts:


Ozar, L. A., & Weitzel-O’Neill, P. (Eds.). (2012). National standards and benchmarks for effective Catholic elementary and secondary schools. Chicago, IL: Loyola University Chicago, Center for Catholic School Effectiveness. (This will be handed out in class)

Robey, P. (2012) A practitioner’s guide to Catholic school leadership: Expert advice on practical topics from those in the field. Arlington VA: NCEA.


Embedded Field Experiences:

Candidate becomes a member of a problem-solving team. This membership will provide opportunities for the candidate to apply theory to practice through the following activities & assessments listed in the evaluation section below.

- Perform a School Improvement Plan analysis, on either literacy or numeracy, and present data findings and recommendations for increased student performance to Local School Council. (NCATE Core Assessment)
- Work on a school team to prioritize Common Core Curriculum standards and map curriculum in at least one content area across all grade levels of the school.
- Work with faculty to implement curriculum that produces gains in student achievement as defined by the mission of school.

Class Participation and Attendance: 100 points
Students will participate in discussions based on assigned readings and hand-outs as well as extemporaneous role play, debate, and simulations. It is expected that students will attend class every day. There will be either entrance or exit slips that will measure daily preparedness. Your participation score will be based on your attendance pattern as well as on your contributions to class discussions and activities.

Membership on Leadership Team 200 points
Due: No later than 9/12/14
The candidate is expected to join a leadership team within the school. This team could be a Problem-Solving Team, a grade-level team, a leadership team, a curriculum revision team, etc. It is the expectation that the candidate is a member that begins to take a leadership role within the team with the intention of leading the team no later than the second year of the program.

Leadership Paper 100 points
Using the various checklists in Northhouse and on Sakai, assess the development of your leadership skills. Identify your strengths and look for areas of development. Discuss the difference in your current role and what will be asked of you as your move to become an instructional leader in a Catholic School. Use the various leadership theories presented in class to frame your discussion. It is advisable for you to maintain a journal for personal reflection throughout the semester to help you formulate these insights.

Leadership Interview 100 points
Your coach is a former, successful school leader. Take this opportunity to meet with them and find out the “life lessons” of a school leader. What are the joys? What are the sorrows? What
strategies do they use to build resilience? The interview can go in a variety of directions. Your write up will include a summary of the interview and your reflections on what you learned about yourself as a future school leader. What challenges do you see in making the transition to school leadership? What are the strengths that you possess that will help you overcome these obstacles?

Forum Discussions 50 points apiece

There are various leadership videos that are posted on Sakai. Throughout the semester, you will be asked to view them and respond on the forum. These videos will serve as a foundation for further discussions in class. It is expected that you will have viewed and posted and be ready to discuss in class.

National Standards and Benchmarks Presentation 100 points

On the second class period, you will be divided into four groups. Each group will assigned one of the four major areas of the NSBECS. Your group’s responsibility is to develop a 15-20 minute presentation to teach that area to the class. You only have a maximum of 20 minutes! Make sure that you are able to introduce the major elements of the standard, discuss the benchmarks and review the rubrics.

School Improvement Plan Parts (Leading to Culminating Assessment)

Part One: Overview of the SIP

Narrative Description of School 50 points
Develop a 4-5 page narrative description of your school. Include the history of the school and any shifts in demographics, community and other relevant events in the life of the school. Discuss the charism of the school and its roots in any congregations that have been associated with the school. Also, using the Cook text as a starting point, assess the Catholic Identity of your school.

“Monitoring the Mission” 50 points
Using the “Monitoring the Mission” templates found in Sakai, analyze the mission of your school. Determine the areas where you are meeting your mission and identify the areas where the mission could be met in a more comprehensive manner.

Part Two: Analysis of Student Data

School Data Portfolio 50 points
Using the three pillars (Academic, Social/Emotional/Behavioral, and Spiritual), create a data portfolio listing the sources of data the document these pillars. Create a plan to collect the data that is missing.

Gap Analysis 50 points
Reviewing the data and the mission, where are the areas in your school that require further development. How does the data inform this decision? What are the benchmarks requires that would suggest that improvement is on its way? Develop a 2-3 page paper discussing your findings.
Part Three: Involving the Community

Assessing Readiness  
50 points
Using the *SPIRO Readiness Rubric template* (pgs. 31-42) collect these data from the appropriate stakeholders within the problem-solving team that you currently are a member of within your practicum school site. Report these data from all stakeholders on the *SPIRO Readiness Rubric template*. Based on these aforementioned data, answer the reflection questions (pg. 42) following the *SPIRO Readiness Rubric template*. Based on these aforementioned data and relevant leadership literature describe the strategies to consider for each major stakeholder group (pg. 43). The narrative for this paper should be between 2-3 pages long containing appropriate in-text citations and a reference list.

Resistance Reduction  
50 points
Describe the change strategy under consideration and detail how it is aligned with the school mission. Using the *SPIRO Resistance Reducer template* (pgs. 78 – 82), collect these data from the appropriate stakeholders within the problem-solving team that you currently are a member of within your practicum school site. Report these data on the *SPIRO Resistance Reducer template*. Based on these aforementioned data and relevant leadership literature, describe the implications for going forward for each subsection: prevention, reducing, and tolerance (pg. 82-83). The narrative for this paper should be between 3-4 pages long containing appropriate in-text citations and a reference list.

Stakeholder Assessment  
50 points
Create a narrative that identifies the various stakeholder groups (students, staff, parish, community and others). Discuss how the proposed change strategies will impact each of the various identified groups.

Part Four Professional Development Needs

Professional Development Plan and Timeline  
50 points
Using the templates found on Sakai, develop a professional development plan to provide the necessary support/training to implement the identified changes for the goals of the school improvement plan. Use the template to develop a timeline that is “publishable” to staff to inform of the professional development sequence. Indicate that benchmarks of success of implementation.

Culminating Assessment:

You will use the assignments that you have completed throughout the semester for the creation of the culminating assessment.

ELCC SPA Assessment #2 - LIVETEXT
Analysis of a School Improvement Plan (SIPPA/CIWP) – A case study  
200 points
As an instructional leader, it is your responsibility to analyze student data and create recommendations, based upon these data, to improve student outcomes. This data-based decision making process is reported annually through the School Improvement Plan Analysis. This core assessment will ask you to apply the knowledge gained in this class to the creation of a School Improvement Plan within your current school building.
Part 1: An overview of the School Improvement Plan (SIPPA/CIWP)
   a. Describe the context of your school.
   b. Describe the challenges that your school is currently facing.
   c. State your school’s mission.
   d. Now, name a major school improvement plan (SIPPA or CIWP) goals that are stated within your school’s current school improvement plan. For each goal describe how each SIPPA/CIWP goal is:
      • Aligned with the school mission; (ELCC 1.1)
      • Reflects the current school context (ELCC 6.1) – Loyola CF 3
      • Addresses the need to improve student outcomes. (ELCC 1.4)

Part 2: Analysis of Student Data and Subsequent Recommendations for Interventions
Select one of the two goals from the SIPPA/CIWP. For that goal area, analyze the current data that has informed the creation of this goal. These data can be student achievement data, student social/emotional outcome data or community needs assessment data.
   a. Display and analyze these data in a user-friendly manner.
   b. From this analysis, hypothesize whether or not the identified intervention in the current school improvement plan will be effective. Give reasons as to why you agree or disagree with the intervention.
   c. Based on these data, include your recommendations for change, additions, and/or deletions to the plan. Provide a rationale for these changes, additions, and deletions. If you determine that the already identified intervention is appropriate for the goal area, provide the rationale for the current intervention. (ELCC 3.2)

Part 3: Involving the Community and the Needs of Diverse Learners
1. For the intervention process you have identified in Part 2, make recommendations regarding the design and implementation processes that provide opportunities for families and community members to collaborate with the school. (ELCC 4.1) – Loyola CF 4
2. For the intervention process you have identified in Part 2, make recommendations regarding the design and implementation processes that respond to the diverse needs of students and therefore respond to community interests and needs. (ELCC 4.2)
3. Discuss funding needs for resources necessary for implementation that you may be able to secure from the school community. Describe how you will begin to mobilize these community resources. (ELCC 4.3)

Part 4: Professional Development Needs
   a. For the intervention process you have identified in Part 2, describe the professional development needs that may need to be instituted in order to bring about successful teaching and learning.
   b. These professional development plans may be the one’s currently listed within the SIP or maybe different from what is currently stated.
   c. Justify why you believe the current, or the suggested new, professional development plans must be addressed to bring about successful teaching and learning. (ELCC 2.3)

Part 5: Oral Presentation
As an instructional leader, you will be required to present your ideas and decisions based on data to your colleagues and superiors. To simulate this experience, you will be provided 20 minutes to present this aforementioned work to the class through a power-point presentation. This
presentation should highlight data collected and recommendations made within each section.
You should bring enough hard copies of your presentation for each classroom participant and the
instructor.

**Assessment**
A= 93% of total points and above
A-=90-92% of total points
B+= 87-89% of total points
B= 84-86% of total points
B-= 80-85% of total points
C=70-79% of total points
F= Below 69% of total points

**Course Evaluations**
In order to gain your feedback about the course in a spirit of continuous improvement, an online
course evaluation will be administered toward the end of the semester. Your feedback is greatly
valued and you are highly encouraged to share areas of strength as well as identify areas of
development for this course and instructor. Your feedback will be kept anonymous. The
specific objectives that will guide this evaluation are as follows:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in
   the field most closely related to this course
<table>
<thead>
<tr>
<th>Date</th>
<th>TOPICS</th>
<th>READINGS</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>8/28</td>
<td>Introduction to the Course</td>
<td>Northhouse Chapter 1-2 Benedict XVI's Address to Catholic Educators</td>
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<td>What is a Leader?</td>
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<td>What defines an effective leader?</td>
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<td>9/4</td>
<td>Leadership Theory-continued</td>
<td>Robey vol 2 Chapters 1-3 Caruso Chapter 1 Northhouse Chapter 3-4</td>
<td>First Follower: Leadership Lessons from Dancing Guy Forum posting</td>
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<td>9/11</td>
<td>Leadership Styles</td>
<td>Caruso Chapter 2-3 Northhouse Chapters 5-6 Cook Chapter 1-5 CHEC Conference Proceedings</td>
<td>Membership on the Leadership TEAM</td>
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<td>Who am I as a leader?</td>
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<td>What are the strengths that I possess?</td>
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<td>Are there areas in need of improvement?</td>
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<td>How do I transition from teacher to leader?</td>
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<td>9/18</td>
<td>What is a Catholic School?</td>
<td>Caruso Chapter 4-5 Cook Chapter 6-10 To Teach As Jesus Did Renewing Our Commitment to Catholic Schools Sacred Congregation for Catholic Education</td>
<td>Narrative Description of School</td>
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<td>What makes a Catholic School “Catholic”?</td>
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<td>How is Catholic Identity evidenced in schools?</td>
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<td>9/25</td>
<td>What is the Mission?</td>
<td>Robey vol 1 Chapter 6-7 Caruso Chapter 6-7 Miller Sections 1-3 National Standards and Benchmarks</td>
<td>Don’t Write a Mission Statement, Write A Mantra Forum Posting NSBECS Group 1 and 2 Presentations in class</td>
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<td>What is a core value and how does it shape an organization?</td>
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<td>What is an effective “mission statement”?</td>
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<td>What is the mission of Catholic Schools?</td>
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<td>How is mission transmitted?</td>
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<td>Are Charism and Mission related?</td>
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<td>10/2</td>
<td>Where’s the Data?</td>
<td>Caruso Chapter 8-9 Spiro Introduction and Steps 1-3</td>
<td>Monitoring the Mission NSBECS Group 3 and 4 Presentations in Class</td>
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<td>How do you create a data portfolio-including academic, behavioral and spiritual development?</td>
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<td>How do you balance quantitative and qualitative data?</td>
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<td>10/9</td>
<td>Mission Effectiveness</td>
<td>Caruso Chapter 10-111 Spiro Steps 4-5</td>
<td>School Data Portfolio How great leaders inspire</td>
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<td>10/16</td>
<td><strong>Mission Effectiveness</strong></td>
<td>How do you determine if the mission is being achieved?</td>
<td>Gap Analysis</td>
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<td>What are the data sources that can be used in this process?</td>
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<td>Robey vol 1 3,9</td>
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<td>Lowney Chapters 1-2</td>
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<td>10/23</td>
<td><strong>Principal as Change Agent</strong></td>
<td>How do I assess my school for readiness for change?</td>
<td>Assessing Readiness</td>
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<td>How do I react to change?</td>
<td>Resistance Reduction</td>
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<td>What are the structures and supports needed to implement effective change?</td>
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<td>What are the obstacles to systemic change?</td>
<td>Learning from Failure forum Posting</td>
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<td>Robey vol 2 Chapters 6,8,9</td>
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<td>Northhouse 9-10</td>
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<td>Lowney Chapters 5-6</td>
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<td>10/30</td>
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<td>11/6</td>
<td><strong>Principal as Change Agent continued</strong></td>
<td>Northhouse Chapter 111</td>
<td>Stakeholder Assessment</td>
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<td>Lowney Chapter 7-9</td>
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<td>11/13</td>
<td><strong>Formation-Professionally AND Spiritually</strong></td>
<td>How is the principal “the pastor of the school”?</td>
<td>Professional Development Plan</td>
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<td>Lowney Chapters 10-12</td>
<td>Lead Like great conductors forum posting</td>
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<td>11/20</td>
<td><strong>NO CLASS- UCEA</strong></td>
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<td>Leadership Paper</td>
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<td>11/27</td>
<td><strong>No CLASS Thanksgiving</strong></td>
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<td>Leadership Interview</td>
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<tr>
<td>12/4</td>
<td>In class presentations</td>
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*This schedule is tentative and is subject to change based on the instructor’s assessment of the needs of the class. Any changes will be posted on Sakai.*