Course Description:
The job of an educational administrator is very challenging, as well as, very rewarding. Administrators must use their knowledge of theory, research, current educational best practices, and their own good sense and ethical compass to provide the leadership needed to move schools and educational institutions forward. This course will provide the basis for school counseling candidates to make sound theoretical, ethical, and practical administrative decisions that support students, their fellow administrators, schools, and school communities.

Conceptual Framework:
This course is designed for school counseling candidates whose goals are to support school systems and school leader positions. "Professionalism in Service of Social Justice" represents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development, we will begin to understand the diversity and complexity of educational organizations. Most importantly, we will simulate and create opportunities to practice what is "best practice," with respect to instructional leadership, regardless of the circumstances of the day. In particular, the following School of Education conceptual framework standards will be directly assessed using LIVE-TEXT:

- Candidates demonstrate an understanding of current body of literature and are able to critically evaluate new practices and research in their field. (CF1)
- 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)

Introduction:
This course explores the various aspects of school organizational theory and is designed as a survey of various facets of educational administration. Topics covered in this course will be grouped into a system's framework. 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
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/

EthicsLine Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. www.luc.edu/ethicsline

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

COURSE OBJECTIVES & STANDARDS:
IDEA Objectives essential to this course:
#3 Learning to apply course material to improve thinking, problem solving, and decisions
#4 Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
#5 Acquiring skills in working with others as a member of a team
#8 Developing skills in expressing oneself orally or in writing

Loyola University Chicago’s School of Education Conceptual Framework Standards:
CF1: Candidates demonstrate an understanding of current body of literature and are able to critically evaluate new practices and research in their field.
CF3: Candidates demonstrate an understanding of issues of social justice and inequity.
CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE):
- Frame, analyze, and resolve problems using appropriate problem solving techniques and decision-making skills. (NCATE 1.3)
- Identify and critique several theories of leadership and their application to various school environments. (NCATE 1.5)
- Manifest a professional code of ethics and values. (NCATE 1.7)
- Engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement. (NCATE 2.3)
- Create with teachers, parents, and students a positive school culture that promotes learning. (NCATE 3.1)
- Apply a systems perspective, viewing schools as interactive internal systems operating within external environments. (NCATE 6.2)
- Use appropriate interpersonal skills. (NCATE 7.1)
- Use appropriate written, verbal, and nonverbal communication in a variety of situations. (NCATE 7.2)
- Use technology, telecommunications and information systems to enrich curriculum and instruction. (NCATE 9.1)
- Make decisions based on the moral and ethical implications of policy options and political strategies. (NCATE 11.5)

ISLLC STANDARDS:
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.

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.

ISLLC 3: An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

ISLLC 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

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

ISLLC 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social economic, legal and cultural context.


Required Texts:


The following will be provided to you in class:

- The syllabus and additional readings/documents can be found on SAKAI.

Things you need to find and bring to class:

- You will need a copy of your school/district mission and your school's SIP or SIPPA plan.

- If you are not already, you should become a member (if not a leader) of a problem-solving team at your school-internship site.

- Cases and additional readings will be placed on Sakai throughout the semester. Candidates are required to print, read, and bring these cases to the assigned class as indicated by the syllabus or instructor.

- You should become familiar with the American School Counseling Association's website, in particular the position statements as you complete your SIP analysis paper. The website address is: www.schoolcounselor.org

- You will need to have access to, and be familiar with, SAKAI – Loyola University Chicago’s electronic classroom.

- You must register your LIVE TEXT account.
Embedded Field Experiences:

- School analysis plan (NCATE core assessment)
- 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.

ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher level thinking skills. All assignments should include APA citation style. A rubric for each assignment will be distributed if not included in this syllabus. If a student is not satisfied with his or her grade on assignments (except for the group project and final), they may be rewritten and resubmitted for reevaluation.

Class Participation and Attendance: 10 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 week. Your participation score will be based on your attendance pattern as well as on your contributions to class discussions and activities.

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness, and the belief that all students can learn. The specific dispositions for this course are listed in this syllabus and the descriptions for the expected behaviors for the dispositions can be found on the rubric in this syllabus and in LiveText for this course.

“My Leadership” Assignment
Due: January 26, 2015 10 points
Each student is expected to join a leadership team within the school. This team could be a problem solving team, a grade level team, a building leadership team, a curriculum development team, etc. As the semester progresses, it is expected you are actively contributing in a leadership role within the team. In order to receive full credit for this assignment, students are expected to complete and submit the following:

1. Problem Solving Team Fact Sheet—will be distributed the first night of class.
2. A 1-2 page written description of your leadership style. Share your thoughts, ideas, values, and/or practices as a leader in your current role or previous leadership roles.

Reading Log Assignments
Due: Feb 2nd, Feb 16th, Mar 9th, Apr 13th 10 points
Leaders are readers. Find an article from a creditable source related to a topic or issue currently facing educational leaders. Synthesize the article in one page with a brief overview/summary of the article along with a discussion of the implications for educational leaders. Be prepared to share your article during class in addition to submitting a hard copy of your one page synthesis. Copy of the article must be submitted with the paper along with an APA citation at the end of your paper.
Readiness Rubrics Paper  
Due March 16, 2015  
10 points
Using the SPIRO Readiness Rubric template (pgs. 31 - 42), collect data from the appropriate stakeholders within the problem-solving team of which you are a member of within your internship 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 (Bolman & Deal, Green, Spiro), describe the strategies to consider for each major stakeholder group (pg. 43). The narrative for this paper should be between 3-5 pages long, containing appropriate in-text citations and a reference list.

Resistance Reducer Paper  
Due March 23, 2015  
10 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 of which you are a member of within your internship site. Report these data on the SPIRO Resistance Reducer template. Based on these aforementioned data and relevant leadership literature (Bolman & Deal, Green, Spiro), describe the implications for going forward for each subsection: prevention, reducing, and tolerance (pg. 82-83). The narrative for this paper should be between 3-5 pages long containing appropriate in-text citations and a reference list.

Culminating Assessment  
ELCC SPA Assessment #2 - LiveText
Analysis of a School Improvement Plan (SIPPA/CIWP) – A case study  
Final Compilation  
20 points
Due either April 20, 2015 or April 27, 2015
You will now use all of the assignments you have completed this semester (Parts One through Four, including any revisions/additions you wish to make based upon new learning and instructor feedback) for the creation of the culminating assessment.

As an instructional leader, in the role of a school counselor, 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. This core assessment will ask you to apply the knowledge gained in this class to the analysis of the School Improvement Plan within your current school building.

Part 1: An overview of the School Improvement Plan  
Due February 9, 2015
  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, list one major school improvement plan (SIPPA/CIWP) goal that is stated within your school’s current school improvement plan. For this SIPPA/CIWP goal describe how the 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  
Due Feb 23, 2015
For the goal area selected from the SIPPA/CIWP, analyze the current data that has informed the creation of this goal. Examples of these data can be student achievement data in reading, math or science, social-emotional data, or community needs assessment.

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 Due March 30, 2015

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 Due April 8, 2015 by 10pm.

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)

Oral Presentation: April 20, 2015 or April 27, 2015 15 points

As an instructional leader, you will be required to present your ideas and decisions to your colleagues. This is intended to simulate an experience of presenting to your colleagues, superiors, and school board. You will be provided 30 minutes to present your work to the class through a PowerPoint presentation. This presentation should highlight data collected and recommendations made within each section (parts one through four) of your paper. You should bring enough hard copies of your PowerPoint presentation for each classmate and the instructor.

In-class Final Exam 15 points

Date: April 27, 2015

The final provides the opportunity to reflect upon information from the readings and class discussions. The final exam will consist of answering two essay questions. Students will receive the final questions on 4/18/2012 affording them the opportunity to ask clarifying questions on 4/25/2012. The questions will be “comprehensive” in nature, and will allow students to respond in a simulated form to issues surrounding
decision-making and instructional leadership. Answers to questions posed will be graded for thoughtful treatment of the topics with demonstration of understanding of equitable and ethical considerations.

**Evaluation:**

- Class Participation and Attendance: 10 points
- My Leadership Assignment: 10 points
- Reading Logs: 10 points
- Readiness Rubrics Paper: 10 points
- Resistance Reducer Paper: 10 points
- School Analysis Paper: 20 points
- Oral Presentation: 15 points
- Final: 15 points

Total: 100 points

**Grading Scale:**

- A: 93 points and above
- A-: 90-92 points
- B+: 87-89 points
- B: 83-86 points
- B-: 80-82 points
- C+: 78-79 points
- C: 73-77 points
- C-: 70-72 points
- D+: 68-69 points
- D: 65-67 points
- F: 64 points and below
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING TO BE DONE IN ADVANCE</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>Introduction &amp; Overview</td>
<td>Educational Leadership</td>
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<td>1/19/2015</td>
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<td>READ, READ, READ</td>
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<td>President's Day</td>
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<td>Class 2</td>
<td>Leadership Overview</td>
<td>Bolman &amp; Deal Frames Adult Learning Motivation, Change Theory</td>
<td>“My Leadership” Assignment Membership of PS Team and Fact Sheet</td>
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<td>1/26/2015</td>
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<tr>
<td>Class 3</td>
<td>Systems Theory Authority &amp; Power</td>
<td>Danielson Framework for Teaching</td>
<td>Locate and print your SIPPA/CWEP plan Reading Log #1</td>
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<td>2/2/2015</td>
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<tr>
<td>Class 4</td>
<td>Supervision &amp; Evaluation</td>
<td>Will/Capacity Ethics &amp; Decision Making</td>
<td>Part One: An Overview of the SIP Paper</td>
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<tr>
<td>Class 5</td>
<td>Communication</td>
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<td>Reading Log #2</td>
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<td>Class 6</td>
<td>Communication</td>
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<td>Part Two: Analysis of Student Data and Recommendations for Interventions Paper</td>
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<td>2/23/2015</td>
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<tr>
<td>3/2/2015</td>
<td>NO CLASS</td>
<td>Loyola Spring Break</td>
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<tr>
<td>Class 7</td>
<td>Enhancing Leadership Goals/Vision</td>
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<td>Reading Log #3</td>
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<td>Class 8</td>
<td>Conflict Management</td>
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<td>3/16/2015</td>
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<tr>
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<td>3/23/2015</td>
<td>Good to Great</td>
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<td>Class 10</td>
<td>Instructional Leadership and Change</td>
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<td>Part 3: Involving the Community and Needs of Diverse Learners</td>
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<td>Class 11</td>
<td>4/13/2015</td>
<td>Special Education Leadership</td>
<td>Reading Log #4</td>
</tr>
<tr>
<td>Class 12</td>
<td>4/20/2015</td>
<td>School, Family, &amp; Community Engagement</td>
<td>SIP Presentations • Hard copy, power point presentation, and loaded into LIVETEXT</td>
</tr>
<tr>
<td>Class 13</td>
<td>4/27/2015</td>
<td>Final Exam Presentations</td>
<td>SIP Presentation • Hard copy, powerpoint presentation, and loaded into LIVETEXT</td>
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Rubric: Attendance, Participation, and Professional Dispositions

Revised 1/26/2015
<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target (1)</th>
<th>Acceptable (0.5)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student meets all deadlines.</td>
<td>Meets all deadlines consistently</td>
<td>Meets deadlines with a few exceptions</td>
<td>Frequently does not meet deadlines</td>
</tr>
<tr>
<td>Student is able to work with peers on assignments.</td>
<td>Consistently works with peers in a positive and productive manner</td>
<td>Works with peers in a positive manner most of the time</td>
<td>Is unable to work with peers on assignments causing disruption to the group process</td>
</tr>
<tr>
<td>Student cites other's work honestly and accurately.</td>
<td>Cites other's work honestly and accurately in a consistent manner</td>
<td>Cites other's work honestly, but at times is not accurate with the exact citation</td>
<td>Misrepresents other's work as his/her own</td>
</tr>
<tr>
<td>Student communicates promptly with faculty.</td>
<td>Consistently communicates in a prompt manner with faculty</td>
<td>Usually communicates with faculty in a prompt manner</td>
<td>Does not communicate with faculty in a prompt manner, causing much disruption to the implementation of the candidate's program</td>
</tr>
<tr>
<td>Student uses technology in the classroom only for academic purposes.</td>
<td>Consistently uses technology in the classroom only for academic purposes</td>
<td>Uses technology in the classroom for academic purposes with a few exceptions</td>
<td>Uses technology inappropriately often checking personal email or on web in the classroom</td>
</tr>
<tr>
<td>Student demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC Standards.</td>
<td>Consistently demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards</td>
<td>Demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards with few exceptions</td>
<td>Demonstrate unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fairness</th>
<th>Target (1)</th>
<th>Acceptable (0.5)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is able to reflect and respect other points of view within the university setting.</td>
<td>Consistently reflects and respects other points of view within the university setting</td>
<td>Respects other points of view with few exceptions but is able to reflect on unfair behavior and attempt to remedy situation</td>
<td>Does not respect other points of view and does not reflect upon his/her unfair behavior or attempt to remedy the situation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Students Can Learn</th>
<th>Target (1)</th>
<th>Acceptable (0.5)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates a</td>
<td>Consistently</td>
<td>Demonstrates a belief</td>
<td>Does not demonstrate a</td>
</tr>
<tr>
<td>belief that all students can learn within the university setting.</td>
<td>demonstrates a belief that all students can learn within the university setting</td>
<td>that all students can learn within the university setting with few exceptions</td>
<td>belief that all students can learn within the university setting</td>
</tr>
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<td>---------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Student demonstrates respect for cultural differences within the university setting.</td>
<td>Consistently demonstrates respect for cultural differences within the university setting and continually seeks to gain greater inter-cultural competence</td>
<td>Demonstrates respect for cultural differences within the university setting with few exceptions; seeks to gain greater inter-cultural competence</td>
<td>Does not demonstrate respect for cultural differences within the university setting; does not seek to gain inter-cultural competence</td>
</tr>
<tr>
<td>Student demonstrates social justice within the university setting.</td>
<td>Advocates strongly for social justice within the university setting in both word and deed</td>
<td>Supports social justice within the university setting in both word and deed</td>
<td>Words and deeds within the university setting do not support the principles of social justice</td>
</tr>
</tbody>
</table>
Selected References


