

Syllabus

Course Overview

This course presents an overview of principles of P–12 education leadership theory and practice aligned with six National Educational Leadership Preparation (NELP) program standards. The course incorporates multimedia, including embedded simulations, to enhance presentation and understanding of concepts and issues in school or district leadership and administration. In this course, you will also examine business and public administration models and explore theoretical constructs from various disciplines.

This course requires interaction with practicing school or district administrators and access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Cannot be fulfilled by transfer.

Field Experiences

You will be required to carry out field experiences to complete this course successfully. These provide you with field-based opportunities to observe and participate in learning experiences that strengthen your understanding of course content. Field experiences for this program occur in school and district settings; for example, public, private, charter, and online. You are required to secure an appropriate site to complete field experiences. There are 14 hours of field experiences in this course:

- **Unit 5 School or District Safety and Security:** Case Study: A Bully's Threat. You are required to examine a case study regarding an imminent threat by a student. You will meet with a school or district leader to discuss their analysis and problem-solving strategies. The meeting and the written discussion will take approximately three hours.
- **Unit 5 School or District Safety Resources:** You will locate the statutes and resources that are available in the area in relation to school safety. You will meet with a school or district leader to share what you have found and compare the school's safety, security, or crisis plan to the federal legislation. The meeting and the written discussion will take approximately two hours.
- **Unit 8 Data to Inform School or District Improvement Decisions:** You will review learning success resources and templates for using data to inform decision making in a school or school district and develop a school profile and numeracy improvement action plan. You will meet with a school or district leader to share the action plan you developed and discuss with the leader how it could be used to improve learning outcomes. The meeting and the written discussion will take approximately six hours.
- **Unit 8 School or District Improvement:** Reform Initiative Interview. You are required to prepare a list of at least five questions regarding the implementation of reform initiatives. You will interview a school or district leader who has had experience in leading at least one school or district through one or more reform initiatives. Develop interview questions regarding the reasons behind the reform, data used to plan the reform, and the process that was used to lead the staff, as well as questions about successes and challenges. The meeting and the written discussion will take approximately three hours.

Important Note About assignments and Discussion Options

- Leadership in Educational Administration (LEA) specialization learners must select either the **School Level** or **District Level** leadership track to complete this course.
- Learners in each track will complete only the assignments and discussion options for their track. Where noted, discussion Option 1 will be for School Level, and Option 2 will be for District Level.
- Curriculum and Instruction (C&I) and Special Education Leadership (SEL) specialization learners will complete the School Level assignments and, where noted, the Option 1 discussions.

LEA learners who select the School Level track, C&I learners, and SEL learners will complete only the following assignments:

- Unit 1 assignment 1.
- Unit 3 assignment 1.
- Unit 5 assignment 1.
- Unit 6 assignment 1.
- Unit 8 assignment 1.
- Unit 9 assignment 1.
- Unit 10 assignment 1.
- Unit 10 assignment 3.

LEA learners who select the District Level track will complete only the following assignments:

- Unit 1 assignment 1.
- Unit 3 assignment 2.
- Unit 5 assignment 2.
- Unit 6 assignment 2.
- Unit 8 assignment 2.

- Unit 9 assignment 1.
- Unit 10 assignment 2.
- Unit 10 assignment 3.

Proficiency on Principles of Educational Administration Final Paper

The Principles of Educational Administration Paper (School and District Leader) is an assessment that measures the candidate's proficiency related to select specialization outcomes and the NELP standards. It is imperative that candidates demonstrate their proficiency on this project to successfully complete this course. As such, candidates will need to score at least an 80 on the Principles of Educational Administration Paper. Candidates who score below an 80 on the Principles of Educational Administration Paper will receive an incomplete (I) for the course until the final paper has been revised to meet the minimum requirement. It is important for candidates to understand that an incomplete in this course may impact their ability to enroll next quarter if future courses have this course as a prerequisite. Thus, candidates who have to revise the final paper will need to do so as soon as possible to avoid hindering their progress in the program.

Alignment to Standards for LEA Learners in the **District Level** Track

Course Competency	Specialization Outcome	Educator Preparation Provider (EPP) Outcome	International Society for Technology in Education (ISTE) for Administrators	National Educational Leadership Preparation (NELP) District Level Standards	Minnesota Board of School Administrators (MN BOSA)	Professional Standards for Educational Leaders (PSEL)	CAEP Key Areas
C1: Assess methods for facilitating the process of the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.	SO: 1	EPPO: 15	ISTE SA: 2.A	NELP DL: 1.1, 1.2, 6.3	MN BOSA: Sub1.A.2, Sub 1.A.5, Sub2.E	PSEL: 1.A, 1.D	CAEP AP: A1.1
C2: Evaluate key strategies for promoting a positive school or district culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.	SO: 3	EPPO: 2	ISTA SA: 3.C	NELP DL: 3.1, 4.1, 4.2, 4.4, 6.2	MN BOSA: Sub1.A.1	PSEL: 4.A, 4.B, 4.C, 4.D, 4.E, 4.F, 4.G	CAEP AP: A1.1
C3: Delineate processes for managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	SO: 4	EPPO: 15	ISTE SA: 4.A, 4.B, 4.C, 4.D	NELP DL: 6.1, 6.2, 6.3, 7.4	MN BOSA: Sub1.M.1, Sub1.M.2, Sub1.M.3, Sub1.M.4, Sub1.M.5	PSEL: 9.A, 9.B, 9.C, 9.D, 9.E, 9.F, 9.G, 9.H, 9.I, 9.J, 9.K	CAEP AP: A1.1

Course Competency	Specialization Outcome	Educator Preparation Provider (EPP) Outcome	International Society for Technology in Education (ISTE) for Administrators	National Educational Leadership Preparation (NELP) District Level Standards	Minnesota Board of School Administrators (MN BOSA)	Professional Standards for Educational Leaders (PSEL)	CAEP Key Areas
C4: Assess strategies for collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	SO: 2, 5	EPPO: 6, 6.1, 6.2, 6.3, 13, 14.4	ISTE SA: 1.C, 1.D	NELP DL: 1.2, 5.1, 5.2, 5.3	MN BOSA: Sub1.A.5, Sub1.C.4, Sub2.B.3, Sub2.C.4	PSEL: 8.A, 8.B, 8.C, 8.D, 8.E, 8.F, 8.G, 8.H, 8.I, 8.J	CAEP AP: A1.1
C5: Evaluate processes for acting ethically and with integrity and fairness.	SO: 6	EPPO: 14.5		NELP DL: 1.1, 2.1, 2.2	MN BOSA: Sub1.K.1, Sub1.K.2, Sub1.K.3, Sub1.K.4, Sub1.K.5	PSEL: 2.A, 2.B, 2.C, 2.D, 2.E, 2.F	CAEP AP: A1.1
C6: Write clear, logically constructed descriptions, analyses, and evaluations of P–12 education topics, themes, theories, and programs.		EPPO: 7			MN BOSA: Sub1.F.8		CAEP AP: A1.1

Alignment to Standards for LEA Learners in the **School Level** Track

Course Competency	Specialization Outcome	Educator Preparation Provider (EPP) Outcome	Educator Preparation Provider (EPP) Outcome	National Educational Leadership Preparation (NELP) Building Level Standards	Minnesota Board of School Administrators (MN BOSA)	Professional Standards for Educational Leaders (PSEL)	Council for Exceptional Children (CEC) Advanced Specialty Set: Special Education Administration	CAEP Key Areas
C1: Assess methods for facilitating the process of the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the	SO: 1	EPPO: 15	ISTE SA: 2.A	NELP BL: 1.1, 1.2, 4.4	MN BOSA: Sub1.A.2, Sub 1.A.5	PSEL: 1.A, 1.D	SEA: 2.S1	CAEP AP: A1.1

Course Competency	Specialization Outcome	Educator Preparation Provider (EPP) Outcome	Educator Preparation Provider (EPP) Outcome	National Educational Leadership Preparation (NELP) Building Level Standards	Minnesota Board of School Administrators (MN BOSA)	Professional Standards for Educational Leaders (PSEL)	Council for Exceptional Children (CEC) Advanced Specialty Set: Special Education Administration	CAEP Key Areas
school community.								
C2: Evaluate key strategies for promoting a positive school or district culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.	SO: 3	EPPO: 2	ISTE SA: 3.C	NELP BL: 2.1, 3.1, 4.1, 4.2	MN BOSA: Sub1.A.1	PSEL: 4.A, 4.B, 4.C, 4.D, 4.E, 4.F, 4.G	SEA: 3.K1, 3.K2, 3.S1, 3.S2, 3.S3	CAEP AP: A1.1
C3: Delineate processes for managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	SO: 4	EPPO: 15	ISTE SA: 4.A, 4.B, 4.C, 4.D	NELP BL: 3.2, 4.4, 6.1, 6.2	MN BOSA: Sub1.M.1, Sub1.M.2, Sub1.M.3, Sub1.M.4, Sub1.M.5	PSEL: 9.A, 9.B, 9.C, 9.D, 9.E, 9.F, 9.G, 9.H, 9.I, 9.J, 9.K	SEA: 2.K1, 2.K2, 2.S1, 2.S2, 2.S3	CAEP AP: A1.1
C4: Assess strategies for collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	SO: 2, 5	EPPO: 6, 6.1, 6.2, 6.3, 13, 14.4	ISTE SA: 1.C, 1.D	NELP BL: 1.2, 5.1, 5.2, 6.1	MN BOSA: Sub1.A.5, Sub1.C.4	PSEL: 8.A, 8.B, 8.C, 8.D, 8.E, 8.F, 8.G, 8.H, 8.I, 8.J	SEA: 7.K1, 7.K2, 7.K3, 7.S2, 7.S3	CAEP AP: A1.1
C5: Evaluate processes for acting ethically and with integrity and fairness.	SO: 6	EPPO: 14.5		NELP BL: 1.1, 2.1, 2.2	MN BOSA: Sub1.K.1, Sub1.K.2, Sub1.K.3, Sub1.K.4, Sub1.K.5	PSEL: 2.A, 2.B, 2.C, 2.D, 2.E, 2.F	SEA: 6.K1, 6.K2, 6.K3, 6.K4, 6.K5, 6.S1, 6.S2	CAEP AP: A1.1

Course Competency	Specialization Outcome	Educator Preparation Provider (EPP) Outcome	Educator Preparation Provider (EPP) Outcome	National Educational Leadership Preparation (NELP) Building Level Standards	Minnesota Board of School Administrators (MN BOSA)	Professional Standards for Educational Leaders (PSEL)	Council for Exceptional Children (CEC) Advanced Specialty Set: Special Education Administration	CAEP Key Areas
C6: Write clear, logically constructed descriptions, analyses, and evaluations of P–12 education topics, themes, theories, and programs.		EPPO: 7			MN BOSA: Sub1.F.8			CAEP AP: A1.1

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Assess methods for facilitating the process of the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
- 2 Evaluate key strategies for promoting a positive school or district culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
- 3 Delineate processes for managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
- 4 Assess strategies for collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- 5 Evaluate processes for acting ethically and with integrity and fairness.
- 6 Write clear, logically constructed descriptions, analyses, and evaluations of P–12 education topics, themes, theories, and programs.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Grading

Grading Context

Course requirements include the following major independent measures of learner competency. Refer to the Grading Table that corresponds to your track: School Leaders or District Leaders.

Grading Summary

Course requirements include the following etc...

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Gorton, R. A., & Alston, J. A. (2019). *School leadership and administration: Important concepts, case studies, and simulations* (10th ed.). New York, NY: McGraw-Hill. ISBN: 9780078110351.

Owens, R. G., & Valesky, T. C. (2015). *Organizational behavior in education: Leadership and school reform* (11th ed.). Boston, MA: Pearson Education. ISBN: 9780133489003.

Miscellaneous Item

Kowalski, T. J. (2012). Case 3: A bully's threat. In *Case studies on educational administration* (6th ed., pp. 15–20). Boston, MA: Pearson/Allyn and Bacon.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Allen, D. B., & Allen, D. W. (1996). *2+2 equals better performance: Alternative performance appraisal with feedback and encouragement* (Unpublished manuscript) [PDF]. Denver, CO: University of Denver, Old Dominion University.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Brown University. (n.d.). [Annenberg Institute for School Reform](http://annenberginstitute.org/). Retrieved from <http://annenberginstitute.org/>
- [Center for Collaborative Education](http://cce.org/#atlas). (n.d.). Retrieved from <http://cce.org/#atlas>

- [Coalition of Essential Schools](http://www.essentialschools.org/). (n.d.). Retrieved from <http://www.essentialschools.org/>
- [Core Knowledge](https://www.coreknowledge.org). (n.d.). Retrieved from <https://www.coreknowledge.org>
- [ETS](http://www.ets.org/). (n.d.). Retrieved from <http://www.ets.org/>
- Harvard Graduate School of Education. (n.d.). [Project zero](http://www.pz.harvard.edu/). Retrieved from <http://www.pz.harvard.edu/>
- Minnesota Department of Public Safety. (n.d.). [Minnesota School Safety Center](https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Pages/default.aspx). Retrieved from <https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Pages/default.aspx>
- National Association of Secondary School Principals. (n.d.). [Module 2: Using data to assess and inform school change](https://www.nassp.org/professional-learning/online-professional-development/leading-success/module-2/). Retrieved from <https://www.nassp.org/professional-learning/online-professional-development/leading-success/module-2/>
- National Education Commission on Time and Learning. (2005). [*Prisoners of time*](http://www.ecs.org/clearinghouse/64/52/6452.pdf) [PDF]. Retrieved from <http://www.ecs.org/clearinghouse/64/52/6452.pdf>
- Richardson, J., & Mero, D. (2011). [*Analyzing data for schoolwide and individual student improvement*](https://www.principalsmonth.org/igx_temp/nassp_leading_success/Mod_5_Act_3_reading_mathCurriculumCount.pdf) [PDF]. In *Making the mathematics curriculum count: A guide for middle and high school principals* (pp. 35–55). Reston, VA: National Association of Secondary School Principals. Retrieved from https://www.principalsmonth.org/igx_temp/nassp_leading_success/Mod_5_Act_3_reading_mathCurriculumCount.pdf
- Richardson, J., & Mero, D. (2011). [*Numeracy across the curriculum: Information gathering template*](https://www.principalsmonth.org/igx_temp/nassp_leading_success/11-022_math_app4.pdf) [PDF]. In *Making the Mathematics Curriculum Count: A Guide for Middle and High School Principals* (pp. 117–118). Reston, VA: National Association of Secondary School Principals. Retrieved from https://www.principalsmonth.org/igx_temp/nassp_leading_success/11-022_math_app4.pdf
- Richardson, J., & Mero, D. (2011). [*Numeracy improvement action plan template*](https://www.principalsmonth.org/igx_temp/nassp_leading_success/11-022_math_app5.pdf) [PDF]. In *Making the Mathematics Curriculum Count: A Guide for Middle and High School Principals* (pp. 119). Reston, VA: National Association of Secondary School Principals. Retrieved from https://www.principalsmonth.org/igx_temp/nassp_leading_success/11-022_math_app5.pdf
- [Success for All Foundation](http://www.successforall.org/). (n.d.). Retrieved from <http://www.successforall.org/>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Edutopia. (2007, November 19). [*Educating hearts: A districtwide initiative to teach how to care*](https://www.edutopia.org/anchorage-social-emotional-learning-video) [Video]. Retrieved from <https://www.edutopia.org/anchorage-social-emotional-learning-video>
- Edutopia. (201, March 15). [*Principal Mike McCarthy sustains a culture of collaboration*](https://www.edutopia.org/stw-maine-project-based-learning-leadership-collaboration-video) [Video]. Retrieved from <https://www.edutopia.org/stw-maine-project-based-learning-leadership-collaboration-video>
- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](https://www.ed.gov/). <https://www.ed.gov/>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](https://www.hhs.gov/). <https://www.hhs.gov/>

Projects

Project >> Final Paper (School Leaders)

Project Overview

Note: This description of the course project is for learners in the *School Leaders* track only.

Complete a project that demonstrates your understanding of the objectives of this course. In this paper, you will also demonstrate the ability to analyze the literature relevant to this project. The project must reflect the subject matter of this course and must address all course objectives.

The course project is broken into four components. Elements of the first three components—Annotated Bibliography; Culture and Effective Instruction; and Organization, Operations, and Resource Management—will be scored individually. You will modify the Culture and Effective Instruction assignment and Organization, Operations, and Resource Management assignment to fit with last course project component to create a cohesive overall presentation

of the final course project. In other words, it is not sufficient to just combine the two assignments and add them to the final course project. The various components must fit together in an organized, logical manner that meets the standards of scholarly writing.

Note: The final course project should reflect instructor feedback from the Culture and Effective Instruction assignment and Organization, Operations, and Resource Management assignment.

For the last component of your course project, you will write a paper about school leadership and apply management theories, concepts, and strategies learned in this course. You will ensure that each component described below is a part of the course project. Each should have its own section. As you develop the paper, ensure that each area is clearly addressed. You must support your narrative with citations from the readings and outside sources.

You will address the first eight components listed below in the Culture and Effective Instruction assignment and the Organization, Operations, and Resource Management assignment. In your final course project, you will also address components 9–12. Divide the course project into 12 sections that address each of these components, with smooth transitions from one section to the next.

- 1. School Vision:** Discuss the steps a school leader should use to facilitate the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community. (NELP 1.1)
- 2. School Culture:** Discuss what will be done to assess and sustain a positive school culture and instructional program that supports student learning by fostering collaboration, trust, and a personalized learning environment with high expectations for students. Incorporate theories on human development, personalized learning environment, and motivation. (NELP 2.1, 3.1)
- 3. Instructional Program:**
 - Describe the process a school leader should use to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. Incorporate curriculum development and instructional delivery theories. Incorporate how the school leader measures teacher performance. Consider multiple methods of evaluation, accountability systems, data collection, and analysis of evidence. Explain how the school leader should use school technology and information systems to support and monitor student learning. (NELP 4.1)
 - Describe the process a school leader should use to develop and supervise the instructional and leadership capacity of the school staff. Incorporate high-quality professional development for school staff. Incorporate best instructional leadership practices. Incorporate leadership theory, change processes, and evaluation. (NELP 4.2)
 - Describe the process a school leader should use to promote the most effective and appropriate technologies to support teaching and learning in a school-level environment. Incorporate how technology should be used for instruction within the school. (NELP 4.2)
- 4. School Management and Operational Systems:** Describe the process a school leader should use to understand, monitor, and evaluate school management and operational systems, including resources, marketing, and public relations functions. Incorporate how you will manage the marketing and public relations functions. (NELP 6.1)
- 5. Resource Management:** Describe the methods and procedures a school leader should utilize to analyze the needs and efficiently employ human, material, fiscal, and technological resources in managing school operations. Explain how the school leader will ensure that resources are aligned to school priorities and forecasting requirements. (NELP 6.2)
- 6. Policies and Procedures:** Describe the process a school leader should use to understand and promote school-based policies and procedures that foster a safe and secure learning environment including discipline management policies and plans, prevention, crisis management, and public relations. (NELP 3.2).
- 7. Distributed Leadership:** Describe the process a school leader should use to develop school capacity for distributed leadership. Explain the meaning of distributed leadership in a school environment, and how to create and sustain it. (NELP 7.3)
- 8. Supervision Strategies:** Describe the supervision strategies a school leader should use to ensure that teachers maximize time spent on high-quality instruction and student learning. Include a discussion of pertinent management theories related to effective school time, priorities, and schedules. (NELP 4.4)
- 9. Integrity and Fairness:** Describe how a school leader demonstrates integrity and fairness to ensure accountability for each student's academic and social success. Explain the practices demonstrating the principles of integrity and fairness. Explain the moral and legal consequences of the leader's decision making in schools. (NELP 2.1)
- 10. Ethical Leadership:**
 - Describe how a school leader can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his or her role within the school. Explain the basic principles of ethical behavior established by the legal and professional organizations. Explain the effect of ethical behavior on the school leader's leadership. (NELP 2.1)
 - Identify ethical issues related to leadership and school change practices that ensure a school leader can safeguard the values of democracy, equity, and diversity within the school. Provide examples illustrating this principle. (NELP 2.1)
- 11. Decision Making:** Considering the topics addressed in our course, explain the potential moral and legal consequence of decision making in a school and proactive strategies a school leader can use to minimize issues. (NELP 5.2)
- 12. Social Justice:** Describe how you, as a school leader, will promote social justice within a school to ensure that individual student needs inform all aspects of schooling. Consider the theories of efficacy. (NELP 1.1).

In developing your course project, complete the following:

- Examine personal and professional perspectives relevant to educational leadership, and reflect on their implications for practice.
- Critically reflect on professional learning experiences in educational administration and plan for further growth.
- Document the use of educational resources to support your thoughts.

To meet the requirements for the final course project, you should modify, and possibly improve or strengthen, the components of previous assignments to create a cohesive overall presentation.

Submission Requirements

Your final project should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** The paper should include a title page with the title *Leading the School*, proper justification, running headers, proper pagination, introduction, appropriate sections, in-text citations, a conclusion, and a reference section in APA format. Resources and citations are formatted according to current [APA Style and Format](#).
- **Number of resources:**
 - Culture and Effective Instruction assignment, due in Unit 6: A minimum of four scholarly resources.
 - Organization, Operations, and Resource Management assignment, due in Unit 8: A minimum of four scholarly resources.
 - Course project: A minimum of eight scholarly resources.
- **Length of paper:**
 - Culture and Effective Instruction assignment: 5–10 typed, double-spaced pages.
 - Organization, Operations, and Resource Management assignment: 5–10 typed, double-spaced pages.
 - Course project: 15–25 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Course Project Assessment

Your course project will also be assessed to determine your mastery of the specialization outcomes for the LEA program. Your completed final paper will be assessed in Unit 10.

Project >> Final Paper (District Leaders)

Project Overview

Note: This description of the course project is for learners in the *District Leaders* track only.

Complete a project that demonstrates your understanding of the objectives of this course. In this project, you will also demonstrate the ability to analyze the literature relevant to this project. The project must reflect the subject matter of this course and must address all course objectives.

The course project is broken into four components. Elements of the first three components—Annotated Bibliography; Culture and Effective Instruction; and Organization, Operations, and Resource Management—will be scored individually. You will modify the Culture and Effective Instruction assignment and Organization, Operations, and Resource Management assignment to fit with the last course project component to create a cohesive overall presentation of the final course project. In other words, it is not sufficient to just combine the two assignments and add them to the course project. The various components must fit together in an organized, logical manner that meets the standards of scholarly writing.

For the last component of your course project, you will write a paper about district leadership and apply organizational and management theories, concepts, and strategies learned in this course. You will ensure that each component described in the following list is a part of the course project. Each should have its own section. As you develop the project, ensure that each area is clearly addressed. You must support your narrative with citations from the readings and outside sources.

You will address the first eight components listed below in the Culture and Effective Instruction assignment and the Organization, Operations, and Resource Management assignment. In your final course project, you will also address components 9–12. Divide the course project into 12 sections that address each of these components, with smooth transitions from one section to the next.

1. **District Vision:** Discuss the steps a district leader should use to facilitate the development, articulation, implementation, and stewardship of a district vision of learning supported by the community. (NELP 1.1)
2. **District Culture:** Discuss what will be done to assess and sustain a positive district culture and instructional program that supports student learning by fostering collaboration, trust, and a personalized learning environment with high expectations for students. Incorporate theories on human development, personalized learning environment, and motivation. (NELP 3.1)
3. **Instruction:**
 - **Instructional Program:** Describe the process a district leader should use to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. Incorporate curriculum development and instructional delivery theories. Incorporate how the district leader measures teacher performance. Consider multiple methods of evaluation, accountability systems, data collection, and analysis of evidence. Explain how the district leader should use technology and information systems to support and monitor student learning. (NELP 4.1, 4.4)
 - **Instructional Leadership:** Describe the process a district leader should use to develop and supervise the instructional and leadership capacity of district staff. Incorporate discussion of high-quality professional development for school staff and leaders, best instructional leadership practices, leadership theories, change processes, and evaluation. (NELP 4.2)
 - **Technology Integration:** Describe the process a district leader should use to promote the most effective and appropriate technologies to support teaching and learning throughout the district. Incorporate how technology should be used for instruction within the district. (NELP 6.2)
4. **District Management:** Describe the process a district leader should use to understand, monitor, and evaluate district management of organizational, operational, and legal resources. Incorporate how you will manage the marketing and public relations functions. (NELP 6.1)
5. **Resource Management:** Describe the methods and procedures a district leader should utilize to analyze the needs and efficiently manage district resources including human, material, fiscal, and technological. Explain how the district leader will ensure that resources are aligned to school priorities and forecasting requirements. (NELP 6.2)
6. **District Policies and Procedures:** Describe the process a district leader should use to understand and promote district-based policies and procedures that foster a safe and secure learning environment including district-based discipline management policies and plans, prevention, crisis management, and public relations. (NELP 6.2)
7. **Distributed Leadership:** Describe the process a district leader should use to develop district capacity for distributed leadership. Explain the meaning of distributed leadership in a district environment and how to create and sustain it. (NELP 6.3)
8. **Supervision Strategies:** Describe the supervision strategies a district leader should use to ensure that teachers maximize time spent on high-quality instruction and student learning. Include a discussion of pertinent management theories related to effective school time, priorities, and schedules. (NELP 6.3)
9. **Integrity and Fairness:** Describe how a district leader demonstrates integrity and fairness to ensure accountability for each student's academic and social success. Explain the practices demonstrating the principles of integrity and fairness. Explain the moral and legal consequences of the leader's decision making in the district. (NELP 2.1)
10. **Ethical Leadership:**
 - Describe how a district leader can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to his or her role within the district. Explain the basic principles of ethical behavior established by the legal and professional organizations. Explain the effect of ethical behavior on the district leader's leadership. (NELP 2.1)
 - Identify ethical issues related to leadership and district change practices that ensure a district leader can safeguard the values of democracy, equity, and diversity within the district. Provide examples illustrating this principle. (NELP 2.1)
11. **Decision Making:** Considering the topics addressed in our course, explain the potential moral and legal consequence of decision making in a school district and proactive strategies a district leader can use to minimize issues. (NELP 2.2)
12. **Social Justice:** Describe how you, as a district leader, will promote social justice within a district to ensure that individual student needs inform all aspects of schooling. Consider the theories of efficacy. (NELP 1.1)

In developing the course project, complete the following:

- Examine personal and professional perspectives relevant to educational leadership and reflect on their implications for practice.
- Critically reflect on professional learning experiences in educational administration and plan for further growth.
- Document the use of educational resources to support your thoughts.

To meet the requirements for the course project, you should modify, and possibly improve or strengthen, the components of the Culture and Effective Instruction assignment and the Organization, Operations, and Resource Management assignment to create a cohesive overall presentation of the final course project.

Submission Requirements

Your final project should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** The paper should include a title page with the title Leading the School District, proper justification, running headers, proper pagination, introduction, appropriate sections, in-text citations, a conclusion, and a reference section. Resources and citations are formatted according to current [APA Style and Format](#).
- **Number of resources:**

- Culture and Effective Instruction assignment, due in Unit 6: A minimum of four scholarly resources.
- Organization, Operations, and Resource Management assignment, due in Unit 8: A minimum of four scholarly resources.
- Course project, due in Unit 10: A minimum of seven scholarly resources.
- **Length of paper:**
 - Culture and Effective Instruction assignment and the Organization, Operations, and Resource Management assignment: 5–10 typed, double-spaced pages.
 - Organization, Operations, and Resource Management assignment: 5–10 typed, double-spaced pages.
 - Course project: 15–25 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Course Project Assessment

Your course project will also be assessed to determine your mastery of the specialization outcomes for the LEA program. Your completed paper will be assessed in Unit 10.

Unit 1 >> Organizational Thought and Theory

Introduction

Welcome to the first unit of the course. There are many different ways to describe and think about organizations and to examine leadership roles. The various and sometimes conflicting ways of thinking about organizations have led to the development of different theories of organizations and organizational behavior. In this first unit, you will explore organizational theory, specifically, the juxtaposed philosophies of leadership and organizational structure generally described as the traditional, bureaucratic model and the more progressive, collaborative model.

Your study and understanding of organizational theory are essential to the development of your personal philosophy of leadership. Your philosophy of leadership will guide you as a school or district administrator whose charge is continuous school or district improvement and which will ultimately determine the degree of your success as an educational leader.

Essential Questions

When thinking about organizations and organizational theory, consider these essential questions:

- What is an organization?
- How have organizations evolved over time?
- What makes a group of individuals an organization?
- How do you put theory into practice?

As noted by several authors, including Owens and Valesky (2015), one key factor that continues to prove controversial within educational practice is the dichotomy between a traditional, conservative, and rationally developed view of schools with an emphasis on structural issues and a progressive, liberal view of schools with an emphasis on human resource development. A belief in one view or the other leads to different kinds of practices and actions in educational organizations. A second point of disagreement is about the goals of education and the nature of education itself.

In general, there has been a broad trend toward participatory leadership and the empowerment of members of organizations at all levels. In education, this means more leadership responsibility for teachers, parents, community members, and students. Increasingly, we look to parents and the community as crucial stakeholders in education; however, in educational institutions, autocratic leadership still exists. Some cognitive dissonance is evident here.

Because of the confusion brought about by multiple theories and perspectives on education and educational organizations, a firm grounding in the underlying beliefs and theories from which different organizational practices flow increases the capacity of the school leader to act effectively. Understanding organizational theories and how they have developed enables school leaders to develop a clear and cogent theory of practice that is

consistent with their beliefs and values. In this unit, you will examine a wide range of theories and practices that will provide the context for the entire course.

Reference

Owens, R. G., & Valesky, T. C. (2015). *Organizational behavior in education: Leadership and school reform* (11th ed.). Boston, MA: Pearson Education.

Learning Activities

u01s1 - Studies

Readings

Read the introduction to this unit.

Use your *Organizational Behavior in Education* text to read the following:

- Chapter 1, "Organizational and Critical Theory," pages 1–40.
 - This chapter describes the history of schools as educative organizations and includes the primary theories that have informed educational leadership.
- Chapter 3, "Mainstreams of Organizational Thought," pages 74–96.
 - This chapter outlines the history of organizational behavior and theory as it applies to education.
- Chapter 4, "A Systems Approach to Organization," pages 97–120.
 - This chapter covers six theoretical frameworks that build on and extend the organizational theories described in Chapter 1.

Read the following:

- Allen, D. B., & Allen, D. W. (1996). *2+2 equals better performance: Alternative performance appraisal with feedback and encouragement* (Unpublished manuscript) [PDF]. Denver, CO: University of Denver, Old Dominion University.
 - This article describes the 2+2 method of providing feedback that you will use throughout the course discussions.

Optional Readings

You may choose to read the following for a background and foundation to school leadership:

- Chapter 2, "Guiding Concepts for a Theory of Practice," pages 41–73, in your *Organizational Behavior in Education* text.
 - This chapter describes the primary sources of conflict in the debate between those who hold a traditional conservative view of education and those who hold a progressive view.

u01s2 - Project Preparation

Read the course project description for your leadership track, either School Leader or District Leader, to learn the requirements for your course project.

u01s3 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time, you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom for storage, as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio, visit the Campus [ePortfolio](#) page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01a1 - Self-Assessment of Specialization Outcomes

It is important that you gain insights into the requirements of your educational program in the School of Education. To do that, you will review the program information in the EPP Conceptual Framework document linked in the resources. If you have completed ED5010, you would have reviewed this information during that course. The EPP Conceptual Framework includes the outcomes you are expected to demonstrate and develop as part of your academic program. So, take some time and explore this document.

Planning

After you have reviewed the EPP document, complete the self-assessment for your program to gain an understanding of your current skill level in relation to the specialization outcomes and competencies for your program. Your completed self-assessment is an important tool to use for planning purposes during your program and you will complete the self-assessment again during the clinical process. It is important that you keep a copy of your self-assessment and refer to it after the completion of each of your courses. Consider how your skills have changed as a result of the course and make note of this on the self-assessment. This will help you to determine which skills have been developed and strengthened during the program.

Self-Assessment

Access the EPP Conceptual Framework, manual for your specialization, and self-assessment for your specialization using the links are provided in the resources.

Note: For the program outcomes for LEA, you will need to determine if you are in the School Level or District Level leadership track prior to choosing the appropriate self-assessment. Both of these self-assessments will also address the EPP professional dispositions.

1. To complete the self-assessment:
 - Save a copy of the blank self-assessment to your computer.

- Complete the self-assessment.
 - Save a copy of the completed self-assessment for your records.
2. To submit the self-assessment, e-mail a completed copy to the appropriate e-mail address listed below. **Important:** When you submit your self-assessment to your school's program e-mail, you will receive a response. Copy and paste this response in the assignment area when you submit the completed self-assessment to this assignment.
 - Curriculum and Instruction: CurriculumandInstructionassessments@capella.edu
 - K-12 Studies: K12studiesassessments@capella.edu
 - Special Education Leadership: SpedLeaderassessment@capella.edu
 - Leadership in Educational Administration: LEAssessments@capella.edu
 3. Submit a copy of the completed self-assessment to this assignment.
 - **Note:** If you have completed the self-assessment in ED5007, you can submit that assessment to this assignment.

Course Resources

EPP Conceptual Framework [PDF]

Curriculum and Instruction EdS PhD Manual [PDF]

LEA EdS PhD Principal Manual [PDF]

LEA EdS PhD Superintendent Manual [PDF]

LEA MS Principal Manual [PDF]

SEL PhD Manual [PDF]

Curriculum and Instruction EdS PhD Self-assessment [DOCX]

LEA Principal Self-Assessment [DOC]

LEA Superintendent Self-Assessment [DOC]

SEL Special Education Director Self-Assessment [DOC]

CurriculumandInstructionassessments@capella.edu

K12studiesassessments@capella.edu

SpedLeaderassessment@capella.edu

LEAssessments@capella.edu

u01d1 - Getting Acquainted

To help you get acquainted with your fellow learners and begin building a learning community, in your initial post to this discussion, please respond to the following questions. Include a brief rationale for your responses to the first two questions. There are no right or wrong answers.

1. As you consider your current professional setting, what strikes you as the three biggest challenges facing educational administrators today?
2. What do you believe are the most important qualities of an exemplary educational administrator or leader?
3. What are your goals as a current or aspiring administrator?

Response Guidelines

Provide 2+2 feedback on the initial posts of at least two other learners.

Course Resources

u01d2 - Theory to Practice

One way to check your understanding of organizational theory is to apply theoretical or practical models to real-life situations. What type of leadership is modeled in your professional setting? Describe how the leadership in your organization reflects elements of theory X, theory Y, or both. Is the practice of other theories demonstrated in your professional setting? Use examples to illustrate your points.

Response Guidelines

Provide 2+2 feedback to the initial posts of at least two other learners.

Portfolio Prompt: You may choose to save this discussion to your ePortfolio.

Course Resources

Graduate Discussion Participation Scoring Guide

[ePortfolio](#)

[2+2 Equals Better Performance \[PDF\]](#)

2+2 Feedback Guidelines [PDF]

u01d3 - Reflecting on Personal Philosophy and Beliefs: EPP

As a learner in a program that falls under the EPP, you are expected to develop the professional attitudes, values, and beliefs that support student learning and development. You are also expected to demonstrate the professional dispositions in your interactions with students, families, colleagues, and communities. The dispositions include the following:

1. **Fosters a sense of community by modeling effective, fair and ethical interpersonal behaviors.** Provides positive reinforcement when appropriate; seeks to solve problems; is involved beyond minimum expectations; encourages others to share ideas; participates in group/team collaboration; accepts consensus; offers assistance where possible.
2. **Maintains a high level of competence and integrity in one's practice.** Engages in ongoing self-reflection while seeking constructive criticism to improve interactions with students; identifies his or her strengths and needs while working to update skills and knowledge and adjust dispositions accordingly; organizes information and materials to facilitate all students' success.
3. **Demonstrates flexibility, comfort with uncertainty, and willingness to take risks.** Adapts to changes in the workplace (such as schedules, school closures, safety drills, et cetera); takes advantage of the teachable moment; tries unfamiliar technology and techniques; and encourages students and peers to take appropriate risks.
4. **Recognizes one's own biases and respects the diversity of others.** Incorporates diverse perspectives; uses practices that respectfully reflect the diversity of both the community and beyond; responds respectfully to diverse opinions and lifestyles; provides participants opportunities to share cultures; and creates a climate of inclusivity.
5. **Exhibits professional demeanor and professional behavior.** Exhibits personal integrity; is punctual; dresses professionally; respects personal boundaries with regard to sharing or seeking information of a personal/intimate nature; uses correct language and avoids slang/colloquialisms when interacting with students; sensitive and professional use of social media.
6. **Takes responsibility for one's own actions.** Follows through on responsibilities and tasks in a timely manner; accepts and acts on constructive suggestions; follows policy, protocols, and utilizing appropriate methods for change; and accepts blame when responsible for outcomes.

As you have learned from the initial readings, educational administration and leadership is rooted in one's understanding of organizational theory. Beyond an understanding of organizational models, aspiring school leaders must develop their own personal philosophies to translate theory into practice. Knowledge of organizational and leadership theory provides a basis for the careful and informed reflection needed when developing a personal philosophy of educational leadership. Reflect on the following concepts from the assigned readings in your *Organizational Behavior in Education* text:

- Theory X and theory Y.
- Sociotechnical systems theory.

In your initial post to this discussion, address the following (adapted from your *Organizational Behavior in Education* text):

1. How would you describe your personal position with regard to theory X and theory Y? How does either theory X or theory Y fit your beliefs about the nature of people? What would be some of the implications for your leadership style and behavior in an educational setting?
2. Consider your response to the previous question and your personal perspective on the two divergent strands of organizational theory—bureaucratic and human relations. What would be a good personal strategy for exercising leadership and influence in the organizational system?
3. How does your personal position align with each of the EPP dispositions?

Response Guidelines

Provide 2+2 feedback to the initial posts of at least two other learners.

Portfolio Prompt: You may choose to save this discussion to your ePortfolio.

Reference

Owens, R. G., & Valesky, T. C. (2015). *Organizational behavior in education: Leadership and school reform* (11th ed.). Boston, MA: Pearson Education.

Course Resources

Graduate Discussion Participation Scoring Guide

[ePortfolio](#)

[2+2 Equals Better Performance \[PDF\]](#)

[2+2 Feedback Guidelines \[PDF\]](#)

Unit 2 >> Authority, Power, and Leadership

Introduction

In this unit, you will examine various perspectives on authority, power, and leadership. You will also explore the concept of transformational leadership, the thin line between manipulation and empowerment, and the power that beliefs have in determining actions and behaviors. Here, your beliefs regarding the most effective stance for leaders will shape your understandings, your responses, and your developing philosophy of educational leadership.

Essential Questions

When thinking about authority, power, and leadership, consider these essential questions:

- What is the source of a leader's influence and authority?
- What is collaborative or shared leadership?
- How do leadership behaviors and group dynamics help define an organization?

John Gardner (1993) wrote in his preface to *On Leadership*:

Most leaders today accomplish their purposes through (or in spite of) large-scale organized systems . . . such systems simply cannot function effectively unless leaders are dispersed throughout all segments and down through all levels. There must be—in every segment and at every level—individuals capable of taking leader-like action to make their piece of the system work, individuals prepared to accommodate system-wide policy to ground-level realities, men and women who are not afraid to send word back up the line that newly-announced policies need amendment or reversal. (p. ix)

Gardner was not writing specifically about school systems, but his premise that leaders are needed at all points in an organization fits educational organizations well. Shared leadership is not easy to achieve in practice. In many cases, even when shared leadership becomes a formal part of the system and multiple viewpoints are actively sought, traditional exercise of authority, power, and control remains nearly intact. Furthermore, working together as a team involves understanding group processes and behaviors that comprise a relatively new skill set for many people. Leaders have traditionally been accustomed to success as individual, competitive achievers. There is much to learn.

Reference

Gardner, J. W. (1993). *On leadership*. New York, NY: The Free Press.

Learning Activities

u02s1 - Studies

Readings

Read the introduction to this unit.

Use your *Organizational Behavior in Education* text to read the following:

- Chapter 9, "Leadership," pages 250–279.
 - This chapter discusses the differences between leadership and command as they relate to educational leadership.

Use your *School Leadership and Administration* text to read the following:

- Chapter 3, "Authority, Power, and Influence."
 - This chapter discusses the differences between and the uses of authority, power, and influence.
- Chapter 4, "Communication."
 - This chapter describes ways that educational administrators can send and receive communication effectively.
- Case Study 31, "Collaboration Woes."
 - You will use this case study in the first discussion in this unit.

u02d1 - Collaboration Woes

As you continue your examination of organizational theory, consider the critical importance of collaboration for effective leadership. As noted by Gorton and Alston (2019) in the *School Leadership and Administration* text:

Successful leaders keep their promises, align their actions to be consistent with the wishes of the people they lead, believe in the inherent self-worth of others . . . admit their mistakes, arouse optimism about success, and create a climate for learning that is characterized by trust and openness. (p. 17)

Review Case Study 31, "Collaboration Woes," from your *School Leadership and Administration* text. Through your discussion of this case study, you will find opportunities to apply the concepts of effectual collaboration to your leadership style.

In your initial post to this discussion, address the following sections from the case study:

- Analyze the Case.
- Discuss the Larger Issues.
- Be a Problem Solver.

Response Guidelines

Provide 2+2 feedback to at least one other learner.

Portfolio Prompt: You may choose to save this discussion to your ePortfolio.

Reference

Gorton, R. A., & Alston, J. A. (2019). *School leadership and administration: Important concepts, case studies, and simulations* (10th ed.). New York, NY: McGraw-Hill.

Course Resources

Graduate Discussion Participation Scoring Guide

[ePortfolio](#)

[2+2 Equals Better Performance \[PDF\]](#)

[2+2 Feedback Guidelines \[PDF\]](#)

u02d2 - Empowerment Behaviors

Current literature on learning organizations has identified a tendency for school administrators to practice a type of participative leadership that is more manipulative than empowering. The vocabulary of empowerment is employed, but power is not shared.

For your initial post to this discussion, address the following:

- State if you agree that *empowerment* has been little more than a buzzword in educational reform circles. Why or why not?
- Consider the responsibility of the school leader to act with integrity, fairness, and in an ethical manner. Then, discuss what types of moral or ethical considerations are involved when leaders engage in soft theory X behaviors rather than authentic shared leadership.

Response Guidelines

Provide 2+2 feedback to at least one other learner.

Portfolio Prompt: You may choose to save this discussion to your ePortfolio.

Course Resources

Graduate Discussion Participation Scoring Guide

[ePortfolio](#)

[2+2 Equals Better Performance \[PDF\]](#)

[2+2 Feedback Guidelines \[PDF\]](#)

Unit 3 >> Leadership Processes: Decision Making and Communication

Introduction

By now, you should begin to recognize that education is about people, not simply about the transfer of information. Additionally, it should come to your attention that decision making involves people, participation, and unstructured, complex problems. Decision making is, then, not necessarily a completely rational, logical, systematized, or scientific process applied to simple, structured, and rational problems. Decision making and communication are central to administration and leadership. This unit will provide you with opportunities to examine decision making and communication, components of leadership that ultimately will determine the success or failure of the educational administrator.

Essential Questions

When thinking about decision making and communication, consider these essential questions:

- How are communication skills and decision making interrelated?
- How can the most pressing problems in a school be identified?
- Who should be part of the decision-making process?
- What is the best decision and how is that determined?

Griffiths (as cited in Owens & Valesky, 2015) "proposed a theory that administration was decision making" (p. 281). Griffiths was operating within the framework of the rational, bureaucratic, and classical theory of organizations. The passage of time has revealed that, like many organizations, educational institutions are full of complexities that are not easily defined or measured quantitatively.

Many problems and issues in education have multiple, ill-defined variables that resist straightforward, one-sided, or linear solutions. Because of the inadequacy of bureaucratic perspectives to improve our understanding of problems in educational as well as other types of organizations, more sophisticated approaches have evolved through the human resources paradigm. These approaches "emphasize tapping the inner motivations and abilities of participants while recognizing that disorder and illogic are often ordinary characteristics of effective organizations" (Owens & Valesky, 2015, p. 297). The result is that many techniques of rational decision making have a place in the administrator's toolbox, but they are most useful when applied within the human resources paradigm of change, ambiguity, and participative decision making.

The human resources perspective of increasing empowerment and participation makes possessing excellent communication skills a high priority. Discussion, dialogue, dissemination, consultation, consensus building, collaboration, cooperation, decision making, and leadership are all about the communication of ideas, visions, expectations, encouragement, and feedback. Human resources management is only just at the horizon of our thinking in educational administration.

In this unit, you will examine more closely the administrator's dual roles of decision maker and communicator, and the knowledge and practice associated with each role.

Reference

Owens, R. G., & Valesky, T. C. (2015). *Organizational behavior in education: Leadership and school reform* (11th ed.). Boston, MA: Pearson Education.

Learning Activities

u03s1 - Studies

Readings

Read the introduction to this unit.

Use your *Organizational Behavior in Education* text to read the following:

- Chapter 10, "Decision Making," pages 280–318.
 - This chapter describes theories of decision making and the role of the educational leader in the decision-making process.

Use your *School Leadership and Administration* text to read the following:

- Chapter 1, "Leadership."
 - This chapter discusses the seminal studies in leadership, describes different types of leadership, and provides insight into effective leadership of groups.
- Chapter 2, "Decision Making."
 - This chapter describes a decision-making process and discusses considerations to keep in mind during the process.

u03a1 - Annotated Bibliography (School Leaders)

Note: Complete this assignment only if you have chosen the *School Level* leadership track.

Remember that the requirements of this course go beyond participation in the online discussions. To finish the course in the allotted 10 weeks, you should begin working steadily on your course project. For this assignment, you will develop an annotated bibliography of sources. These are sources you will use as references for your course project.

Complete an annotated bibliography that meets the following requirements:

- List resources that will be used as references for the course project: Provide sources relevant to the following topics:
 - **School Culture.**
 - How school leaders assess and sustain a positive school culture and instructional program that supports student learning by fostering collaboration, trust, and a personalized learning environment with high expectations for students. (NELP 2.1, 3.1)
 - Incorporate theories on human development, personalized learning environment, and motivation. (NELP 2.1)
 - **Instructional Program.**
 - Processes a school leader should use to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. (NELP 4.1)
 - Incorporate:
 - Curriculum development and instructional delivery theories.
 - Measures of teacher performance.
 - Methods of evaluation, accountability systems, data collection, and analysis of evidence.
 - School technology and information systems to support and monitor student learning.
 - Processes a school leader should use to develop and supervise the instructional and leadership capacity of the school staff. (NELP 4.2)
 - Incorporate:
 - High-quality professional development for school staff.
 - Best instructional leadership practices.
 - Leadership theory, change processes, and evaluation.
 - Processes a school leader should use to promote the most effective and appropriate technologies to support teaching and learning in a school-level environment. (NELP 4.2)
 - Incorporate how technology should be used for instruction within the school.

The sources in this bibliography will become references you will list in your course project.

Submission Requirements

Your assignment should meet the following requirements:

- **Content of entries:** Each entry in your annotated bibliography should include the complete citation for the reference, followed by a brief summary of the article and a statement that describes how the reference will add value to the course project.
- **Format:** Apply current APA style and formatting to the list of references.
- **Number of resources:** A minimum of seven resources.
- **Length of annotated bibliography:** 3–5 typed, double-spaced pages.

Submit your annotated bibliography as a Microsoft Word file in the assignment area. See the Annotated Bibliography handout, linked in the resources, if you need assistance.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Capella Writing Center](#)

[Education PhD Library Research Guide](#)

[ePortfolio](#)

[The Annotated Bibliography](#)

[Writing Feedback Tool](#)

u03a2 - Annotated Bibliography (District Leaders)

Note: Complete this assignment only if you have chosen the *District Level* leadership track.

Remember that the requirements of this course go beyond participation in the online discussions. To finish the course in the allotted 10 weeks, you should begin working steadily on your course project. For this assignment, you will develop an annotated bibliography of sources. These are sources you will use as references for the papers you write for the course project.

Complete an annotated bibliography that includes references for the course project. Locate sources relevant to the following topics:

- **District Culture.**
 - How district leaders assess and sustain a positive district culture and instructional program that supports student learning by fostering collaboration, trust, and a personalized learning environment with high expectations for students. (NELP 3.1)
- **Instruction.**
 - **Instructional Program.**
 - Processes a district leader should use to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. (NELP 4.1, 4.4)
 - Incorporate:
 - Curriculum development and instructional delivery theories.
 - Measures of teacher performance.
 - Methods of evaluation, accountability systems, data collection, and analysis of evidence.
 - School technology and information systems to support and monitor student learning.
 - **Instructional Leadership.**
 - Processes a district leader should use to develop and supervise the instructional and leadership capacity of district staff. (NELP 4.2)
 - Incorporate:
 - High-quality professional development for school staff and leaders.
 - Best instructional leadership practices.
 - Leadership theories, change processes and evaluation.
 - **Technology Integration.**
 - Processes a district leader should use to promote the most effective and appropriate technologies to support teaching and learning throughout the district, including how technology should be used for instruction within the district. (NELP 6.2)

The sources in this bibliography will become references you will list in your course project.

Submission Requirements

Your assignment should meet the following requirements:

- **Content of entries:** Each entry in your annotated bibliography should include the complete citation for the reference, followed by a brief summary of the article and a statement that describes how the reference will add value to the course project.
- **Format:** Apply current APA style and formatting to the list of references.
- **Number of resources:** A minimum of seven resources.
- **Length of annotated bibliography:** 3–5 typed double-spaced pages.

Submit your annotated bibliography as a Microsoft Word file in the assignment area. See the Annotated Bibliography handout, linked in the resources, if you need assistance.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Capella Writing Center](#)

[Education PhD Library Research Guide](#)

[ePortfolio](#)

[The Annotated Bibliography](#)

[Writing Feedback Tool](#)

u03d1 - Skilled Communication

The excellent administrator-as-communicator is characterized by Gorton and Alston (2019) as someone who understands that communication involves more than transmitting information. The administrator has roles as a receiver, a seeker, and a monitor of communication both within the school environment and throughout the community at large.

Think of an example of a decision-making process in your professional setting that required an administrator to be a skilled communicator.

For your initial post to this discussion, formulate your example as a short case study or scenario where the skills of decision making and communication are clearly analyzed. Be sure to note any suggestions for improvement of the decision-making or communication process that were either apparent at the time of the incident or are now apparent in hindsight.

Response Guidelines

Provide 2+2 feedback to at least one other learner.

Portfolio Prompt: You may choose to save this discussion to your ePortfolio.

Reference

Gorton, R. A., & Alston, J. A. (2019). *School leadership and administration: Important concepts, case studies, and simulations* (10th ed.). New York, NY: McGraw-Hill.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[2+2 Equals Better Performance \[PDF\]](#)

[ePortfolio](#)

[2+2 Feedback Guidelines \[PDF\]](#)

u03d2 - Your Case Study

For your initial post to this discussion, you will present your own case study, presenting an issue or challenge that requires school leader intervention (school or district leader), either hypothetical or from your P–12 work setting. As you develop the case study, consider how the scenario would be addressed by an educational leader. Examples of issues or challenges may be selected from those presented by you or your colleagues in response to the first discussion in Unit 1—the three biggest challenges facing educational administrators today—or you may address any other pertinent educational issue or challenge, such as common core, school reform, curriculum and instructional design, safe schools, professional development, teacher evaluation and supervision, or student discipline.

Note: Whenever writing about your school or district in the courseroom, use hypothetical names for the school, district, and personnel, to preserve confidentiality.

In writing your own case study for your initial post, complete the following:

- Present the case.
- Analyze the case.
- Discuss the larger issues.

- Be a problem solver.

Response Guidelines

Provide 2+2 feedback to at least one other learner.

Course Resources

Graduate Discussion Participation Scoring Guide

[2+2 Equals Better Performance \[PDF\]](#)

[2+2 Feedback Guidelines \[PDF\]](#)

Unit 4 >> The Human Dimension of Organizations

Introduction

Leaders who fail to understand and apply principles regarding the human dimension of organizations fail as leaders. Teachers are among the most important participants in educational organizations because their effectiveness ultimately determines the effectiveness of schools.

In this unit, you will focus your study on the human dimension of the school organization, working to develop understanding and strategies we can use to better guide and support those whom we lead through necessary change processes. Changes in behaviors, such as approaches to instruction, may be needed for teachers to become more effective educators. Increases in student achievement and school or district improvement, in general, depend largely on continuous improvement on the part of teachers. The work of improvement and change is difficult and time-consuming. Appropriate support, trust, and collaboration make the difficult work possible and lead to improved outcomes.

Essential Questions

When thinking about the human dimension of educational organizations, consider these essential questions:

- What motivates teachers to improve and excel?
- What are barriers to the professional development of teachers?
- How can leaders develop and maintain a highly motivated faculty and staff?

Behavioral change is possible only with feedback and encouragement, both of which are typically in short supply in all organizations, including educational institutions. Teacher isolation is a major problem. What other organization with the size and breadth of the public school system affords its adult members so few opportunities for interaction, collaboration, and training? More resources need to be invested into the enhancement of performance appraisal, professional learning, and interpersonal support. If human and social dimensions of organizations are keys to understanding organizations, why are they largely neglected in school systems?

A focus on the human side of educational organizations ultimately leads to the study of people as individuals:

- What motivates people to act as they do?
- What inspires some teachers to willingly work to improve their practice?
- What factors conspire to make others resistant to any change in behavior, attitude, or practice?
- What kinds of leadership behavior and organizational support will help change norms, such as teacher isolation, and more fully develop the human capacity of educational organizations?

In addition to addressing the above questions, this unit also touches on the historical perspective of school reform and school reform research. All roads appear to lead toward the need for greater emphasis on the human dimension of educational organizations.

Learning Activities

u04s1 - Studies

Readings

Read the introduction to this unit.

Use your *Organizational Behavior in Education* text to read the following:

- Chapter 5, "Motivation: Understanding Self and Others," pages 121–156.
 - This chapter discusses the theories of motivation as they apply to educational administration with a focus on how responses to motivational techniques vary for different individuals and groups.
- Chapter 6, "The Human Dimension of Organization," pages 157–183.
 - This chapter focuses on the importance of recognizing and attending to the human elements of educational leadership.

Use your *School Leadership and Administration* text to read the following:

- Case Study 22, "Problems of a Beginning Teacher."
 - You will use this case study in the first discussion in this unit.

Multimedia

Complete the following Capella multimedia presentation:

- [Case Study: Problems of a Beginning Teacher](#).
 - This case study, a video depiction of the case study from your *School Leadership and Administration* text, focuses on the factors that can contribute to the struggles a first-year teacher faces.
 - You will use this media in the first discussion in this unit.

u04d1 - Problems of a Beginning Teacher

As you continue to explore the principles of effective leadership, you will realize that successful leaders must work to understand what motivates those they lead and understand they are individuals with unique personalities. Such individuality presents challenges to leaders. According to Owens and Valesky (2015), Jung "used the term attitude to refer to the ways that individuals direct their psychic energy. He described two attitudes: the extraverted and the introverted" (p. 133). They write, "These dimensions—introversion and extraversion—are useful in thinking about motivation because they reveal deep-seated orientations about how one literally perceives the world" (p. 134). You will consider such psychological factors as you formulate your response to the case study for this discussion.

Review Case Study 22, "Problems of a Beginning Teacher," from your *School Leadership and Administration* text and the Case Study: Problems of a Beginning Teacher media. Then, in your initial post to this discussion, address the following sections from the case study:

- Analyze the Case.
- Discuss the Larger Issues.
- Be a Problem Solver.

Response Guidelines

Provide 2+2 feedback to at least two other learners.

Portfolio Prompt: You may choose to save this discussion to your ePortfolio.

Reference

Owens, R. G., & Valesky, T. C. (2015). *Organizational behavior in education: Leadership and school reform* (11th ed.). Boston, MA: Pearson Education.

Course Resources

Graduate Discussion Participation Scoring Guide

[Case Study: Problems of a Beginning Teacher](#) | Transcript

[ePortfolio](#)

[2+2 Equals Better Performance \[PDF\]](#)

[2+2 Feedback Guidelines \[PDF\]](#)

u04d2 - Working on Your Game Plan

Your work in this course is intended to help you develop a game plan to guide you as an educational leader in bringing about school or district improvement. Part of the plan may be derived from this unit as you consider how effective leaders motivate the people in their organization to achieve the goals of the school or district.

In your initial post to this discussion, address the "Working on Your Game Plan" found under Reflective Activities on page 153 of your *Organizational Behavior in Education* text. As part of your post, share an example from your own experience that illustrates a motivating or demotivating action or strategy on the part of a school leader or leaders, demonstrating your understanding of how these theories translate into practice.

Response Guidelines

Provide 2+2 feedback to at least two other learners.

Portfolio Prompt: You may choose to save this discussion to your ePortfolio.

Course Resources

Graduate Discussion Participation Scoring Guide

[ePortfolio](#)

Organizational Behavior in Education

[2+2 Equals Better Performance \[PDF\]](#)

[2+2 Feedback Guidelines \[PDF\]](#)

Unit 5 >> School Violence and Course Reflection

Introduction

In this unit, you will analyze a case study that deals with the threat of violence in a school and determining what action to take when a threat involving a gun is made. Unfortunately, many schools have had to deal with violence that resulted in injury and even death. According to Kowalski (2012), experts who have examined crime-related crises have concluded that many schools remain especially vulnerable to violence for the following reasons:

- Administrators are often unprepared to deal with violence, either because they have not been sufficiently educated or because they lack relevant experience dealing with this type of crisis.
- School or district crisis plans have often been perfunctory documents receiving little or no attention from school personnel. In the past, some administrators feared that such documents would be interpreted as an admission that serious security problems already existed (Moriarty, Maeyama, & Fitzgerald, 1993; as cited in Kowalski, 2012).
- Chaos often occurs during a crisis situation because implementation of the district's or school's plan has not been coordinated with community agencies (for example, police and fire departments; Kowalski, 2011).
- The content of crisis plans may have been influenced by political conditions such as demands that principals reduce expulsions and out-of-school suspensions. Such pressures can dissuade principals from integrating best practices in school safety plans (Trump, 1998; as cited in Kowalski, 2012). As a result, offenders who should have been excluded from school for violent acts received punishment that allowed them to remain active students.

Essential Questions

In responding to the case study for this unit, consider these essential questions:

- What is the difference between safety and security?
- How should a school administrator prioritize the issues in a situation that involves the security of the students and staff in a school?
- How do expediency and communication factor in to appropriately dealing with a crisis?
- What elements must be included in a school's crisis plan?

In this unit, you will also reflect on your experiences in the course thus far and post your reflections in the discussion area. If you wish to communicate privately with your instructor, send an e-mail.

In your reflection, consider these essential questions:

- How can you use different lenses to examine your past as a learner and as an educator?
- How can reflection on your own and others' experiences improve your practice as a learner and as an educator?
- What are your assumptions about professional growth?
- Why examine your own learning habits?

References

Kowalski, T. J. (2011). *Public relations in schools* (5th ed.). Upper Saddle River, NJ: Merrill, Prentice Hall.

Kowalski, T. J. (2012). *Case studies on educational administration* (6th ed.). Boston, MA: Pearson/Allyn and Bacon.

Learning Activities

u05s1 - Studies

Readings

Read the introduction to this unit.

Read the following case study that deals with bullying.

- Kowalski, T. J. (2012). Case 3: A bully's threat. In *Case studies on educational administration* (6th ed.). Boston, MA: Pearson/Allyn and Bacon.
 - **Note:** You can view this case study using an access code available from the bookstore.

Use your *School Leadership and Administration* text to read the following:

- "When Conflict Turns Violent" in Chapter 5, "Conflict Management." This section discusses violence in schools and the impact of a zero tolerance policy.

Use the Internet to read the following state statutes, laws, and rules:

- Minnesota Department of Public Safety. (n.d.). [Minnesota School Safety Center](https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Pages/default.aspx). Retrieved from <https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Pages/default.aspx>
 - Learners who reside outside of Minnesota are also required to find and read the equivalent rulings for their state.

Multimedia

Complete the following Capella multimedia presentations:

- [A Bully's Threat](#).
 - This multimedia presents a dramatic depiction of the case study from the text, which will be discussed for the first discussion of this unit.
- [Blooming Park: Overcoming Parental Apathy](#).
 - In this simulation, learners assume the role of a new assistant principal (School Level track) or a new associate superintendent (District Level track) to examine evidence of parental apathy in the school or district through interviewing stakeholders and reviewing archived documents relevant to parent involvement in the school or district.

Optional Videos

You may choose to watch the following videos:

- Edutopia. (201, March 15). [Principal Mike McCarthy sustains a culture of collaboration \[Video\]](#). Retrieved from <https://www.edutopia.org/stw-maine-project-based-learning-leadership-collaboration-video>

- In this video, Principal McCarthy of King Middle School in Portland, Maine, discusses how his school transformed a culture of divisiveness and violence by committing to cooperation and innovation.
 - **Note:** Transcript is provided on the page.
- Edutopia. (2007, November 19). *Educating hearts: A districtwide initiative to teach how to care* [Video]. Retrieved from <https://www.edutopia.org/anchorage-social-emotional-learning-video>
 - This video describes how in the Anchorage, Alaska School District, investment in social and emotional learning is paying off both socially and academically.
 - **Note:** Transcript is provided on the page.

u05s2 - Reform Initiative Interview Preparation

For the second discussion in Unit 8, Reform Initiative Interview, you will need to complete an interview with a practicing school building principal or district leader in your community or a nearby community. In the interview, you will explore the principal or district leader's experience with leading the implementation of reform initiatives in his or her school building or district.

After you have completed the interview, you will post your interview questions and findings in the Reform Initiative Interview discussion for your peers to read. Review the Unit 8 discussion instructions now for more details on this upcoming discussion.

Arranging an interview can take some time, so you are encouraged to begin making arrangements now by setting the date and time for your interview.

u05a1 - Parental Apathy Case Study Analysis (School Leaders)

Note: Complete this assignment only if you have chosen the *School Level* leadership track.

Effective educational leaders strive to involve their constituencies in the school's operation. Student learning is limited when parents are not active participants in their children's education. Indeed, efforts to bring about school or district improvement are hampered in the absence of the home-school partnership, a cooperative collaboration that begins with home-school communication.

Parental apathy is perhaps one of the greatest obstacles you will encounter as a school leader. The simulation in this unit is designed to stimulate your thinking about how you might work to overcome parental apathy, and thereby create productive home-school relationships. In conjunction with the simulation, consider the following scenario:

Congratulations! You have just been hired as the new assistant principal for Madison Middle School, located in Blooming Park, a socioeconomically and racially diverse outer-ring suburb of a large metro area. The school year is already in session. You finished your advanced degree program in education leadership during the summer and were looking forward to your new job. Now, two months after being on the job, you are not sure about some aspects of the situation.

During your last quarter, you had studied school–community relations and had come away from the course convinced of the need for a comprehensive program of school-community relations, and with some ideas and considerable enthusiasm for getting something started. After only two months on the job, you noted that the school had a very limited program of contact or involvement with the parents and the larger community. For example, there was no Parent-Teacher Association (PTA) or parents' organization, and there was no parent newsletter sent home on a regular basis. There were no advisory committees, although there had been some parents' groups at one time or another.

After completing the simulation, you should:

- Evaluate the feasibility of developing parent involvement initiatives in the district.
- Develop plans for principals to lead new parent involvement initiatives in their schools.

Upon completion of your exploration of the district, to include interviews with teachers and parents, you will complete and submit this assignment, a paper that responds to the following aspects. Use the Unit 5 Assignment Template, linked in the resources, to help guide your work.

- Describe how the assistant principal should collaborate with faculty, families, and other community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. Include a description of how the assistant principal should bring together the resources of family members or community to improve student learning and involve families in the education of their children. (NELP 1.2, 6.1)

- Describe how the assistant principal should mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community. (NELP 5.2)
- Describe how the assistant principal should respond to community interests and needs by building and sustaining positive school relationships with families and caregiver. (NELP 5.1)
- Cite literature and research that supports your position throughout the assignment. Include at least three scholarly, peer-reviewed sources.

Submission Requirements

Your assignment should meet the following requirements:

- **Length of paper:** 5–8 pages. Use the Unit 5 Assignment Template, linked in the resources.
- **Scoring guide:** Be sure to read the scoring guide to understand how you will be graded on this assignment. Submit your analysis as an attachment in the assignments area.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

[APA Style and Format](#)

[Blooming Park: Overcoming Parental Apathy | Transcript](#)

[Capella Writing Center](#)

[Education PhD Library Research Guide](#)

[ePortfolio](#)

[Writing Feedback Tool](#)

[The Writing Process](#)

[Unit 5 Assignment Template \[DOCX\]](#)

u05a2 - Parental Apathy Case Study Analysis (District Leaders)

Note: Complete this assignment only if you have chosen the *District Level* leadership track.

Effective educational leaders strive to involve their constituencies in the school's operation. Student learning is limited when parents are not active participants in their children's education. Indeed, efforts to bring about school and district improvement are hampered in the absence of the home-school partnership, a cooperative collaboration that begins with home-school communication.

Parental apathy is perhaps one of the greatest obstacles you will encounter as a school or district leader. The simulation in this unit is designed to stimulate your thinking about how we might work to overcome parental apathy and thereby create productive home-school relationships. In conjunction with the simulation, consider the following scenario:

Congratulations! You have just been hired as the new assistant superintendent in the Blooming Park School District. Blooming Park is a socioeconomically and racially diverse outer-ring suburb of a large metro area. The school year is already in session. You finished your advanced degree program in education leadership during the summer and were looking forward to your new job. Now, four months after being on the job, you are not sure about some aspects of the situation.

During your last quarter, you had studied school–community relations and had come away from the course convinced of the need for a comprehensive program of school-community relations, and with some ideas and considerable enthusiasm for getting something started. Certainly, it appeared, after only two months on the job, that the schools in the district had a very limited program of contact or involvement with the parents and the larger community. For example, there were no Parent-Teacher Associations (PTA) or parents' organizations, and

there were no parent newsletters sent home on a regular basis. There were also no advisory committees operating, although apparently there had been some parents' groups at one time or another.

After completing the simulation, you should:

- Evaluate the feasibility of developing parent involvement initiatives in the district.
- Develop plans for principals to lead new parent involvement initiatives in their schools.

Upon completion of your exploration of the district, to include interviews with teachers and parents, you will complete and submit this assignment, a paper that responds to the following aspects. Use the Unit 5 Assignment Template, linked in the resources, to help guide your work.

1. Describe how the district leader should collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (NELP 1.2)
2. Describe how the district leader should mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (NELP 5.2)
3. Describe how the district leader should respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (NELP 5.3)
4. Cite literature and research that supports your position throughout the paper. Include at least three scholarly, peer-reviewed sources.

Submission Requirements

Your assignment should meet the following requirements:

- **Length of paper:** 5–8 pages.
- **Scoring guide:** Be sure to read the scoring guide to understand how you will be graded on this assignment. Submit your analysis as an attachment to the assignment area.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

[APA Style and Format](#)

[Blooming Park: Overcoming Parental Apathy](#) | Transcript

[Capella Writing Center](#)

[Education PhD Library Research Guide](#)

[ePortfolio](#)

[Unit 5 Assignment Template \[DOCX\]](#)

[The Writing Process](#)

[Writing Feedback Tool](#)

u05d1 - School Safety Resources

The Minnesota School Safety Center provides an overview of federal legislation related to school safety, with links to the actual regulation. Review the overview of the federal regulations. The document developed by the Minnesota Departments of Public Safety and Education describes school safety resources available to educators in Minnesota.

Option 1 for LEA School Leaders, C&I, and SEL Learners

For this discussion, locate the statutes and resources that are available in your state.

In your initial post:

- Describe the requirements and resources that are available in your area in relation to school safety.
- Meet with a school administrator to share what you have found and compare the school's safety, security, or crisis plan to the federal legislation.

Option 2 for LEA District Leaders

For this discussion, locate the statutes and resources that are available in your state.

In your initial post:

- Describe the requirements and resources that are available in your area in relation to school safety.
- Meet with a district administrator to share what you have found and compare the district's safety, security, or crisis plan to the federal legislation.

Response Guidelines

Respond to at least one other learner's post. Elaborate on the learner's response.

Course Resources

Graduate Discussion Participation Scoring Guide

[Minnesota School Safety Center](#)

[2+2 Equals Better Performance \[PDF\]](#)

2+2 Feedback Guidelines [PDF]

u05d2 - Learning Experiences

In your initial post to this discussion, address the following:

1. What has been your most significant learning experience in this course to date?
2. How would you evaluate your course experience, so far, in terms of increased knowledge and skills as described in the program outcomes?
3. What could the instructor do to help you be more successful in this course?
4. What questions do you have at this point?

Response Guidelines

Provide 2+2 feedback to at least one other learner.

Course Resources

Graduate Discussion Participation Scoring Guide

[2+2 Equals Better Performance \[PDF\]](#)

2+2 Feedback Guidelines [PDF]

Unit 6 >> The Interdependence of Culture, Climate, and Effectiveness

Introduction

What is organizational culture? Schein (as cited in Owens & Valesky, 2015) provides this definition of organizational culture:

Though many definitions of organizational culture are found in the literature, the high degree of agreement between and among them makes it relatively easy to understand what culture is and how it relates to and differs from organizational climate. *Organizational culture* is the body of solutions to external and internal problems that has worked consistently for a group and that is, therefore, taught to new members as the correct way to perceive, think about, and feel in relation to those problems. (p. 190)

Essential Questions

When thinking about organizational culture, consider these essential questions:

- What is organizational culture?
- What are organizational values?
- Why is the culture of a school organization an important tool and focal point for a school leader?

Leaders play an important part in the culture of the school. Owens and Valesky (2015) urge:

But remember that the organization, and therefore its environment, is a socially constructed reality: It is not tangible. Of course, the building is tangible enough, as are the furniture, equipment, files, and other artifacts that make up the physical entity that we often call school. But these are not the organization. The organization exists largely in the eye and the mind of the beholder: It is, in reality, pretty much what people think it is. (p. 183)

In this unit, you will examine the leader's role in assessing the organizational culture of a school.

Reference

Owens, R. G., & Valesky, T. C. (2015). *Organizational behavior in education: Leadership and school reform* (11th ed.). Boston, MA: Pearson Education.

Learning Activities

u06s1 - Studies

Readings

Read the introduction to this unit.

Use your *Organizational Behavior in Education* text to read the following:

- Chapter 7, "Organizational Culture and Organizational Climate," pages 184–212.
 - This chapter defines organizational climate and culture, and discusses ways to develop and maintain them.

Use your *School Leadership and Administration* text to read the following:

- Chapter 6, "Organizational Culture."
 - This chapter identifies the elements of organizational culture and defines the role of the educational administrator in enhancing it.

u06a1 - Culture and Effective Instruction (School Leaders)

Note: Complete this assignment only if you have chosen the *School Level* leadership track.

School culture and instructional programs are foundational elements of school leadership. Effective school leaders must possess requisite skills to assess and sustain positive school culture. Only in a positive school culture and climate is school success possible. Instructional leadership is a high-level charge that school leaders must meet to assure all students achieve academic success.

This assignment requires you to apply organizational and leadership theories that address each of the topics listed below. Provide examples, as appropriate. Your paper should address the following required components. There must be a separate section in your paper for each of the components listed below. Except for the introduction, each section must have its own heading. Use the Unit 6 Assignment Template, linked in the resources, to help guide your work.

1. **Introduction.** This section should not have a heading.
2. **School Vision.** Discuss the steps a school leader should use to facilitate the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community. (NELP 1.1, 1.2)
3. **School Culture.** Discuss the steps a leader should take to assess and sustain a positive school culture and instructional program that supports student learning by fostering collaboration, trust, and a personalized learning environment with high expectations for students. (NELP 2.1, 3.1)
 - Incorporate theories on human development, personalized learning environment, and motivation.
4. **Instructional Program.**
 - Describe the process that should be used to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. (NELP 4.1)
 - Incorporate:
 - Curriculum development and instructional delivery theories.
 - Measures of teacher performance.
 - Methods of evaluation, accountability systems, data collection, and analysis of evidence.
 - Use of school technology and information systems to support and monitor student learning.
 - Describe the process that should be used to develop and supervise the instructional and leadership capacity of the school staff. (NELP 4.2)
 - Incorporate:
 - High-quality professional development for school staff.
 - Best instructional leadership practices.
 - Leadership theory, change processes, and evaluation.
 - Describe the process that should be used to promote the most effective and appropriate technologies to support teaching and learning in a school level environment. (NELP 4.2)
5. **Conclusion.**
6. **References.**

Submission Requirements

Note: Do not include the annotated bibliography in this paper. Instead, include only a references section. You may select articles from the annotated bibliography to include in the References, as appropriate.

Your assignment should meet the following requirements:

- **Written communication:** Throughout your paper, use scholarly communication skills that follow current APA guidelines.
- **Length of paper:** 5–10 double-spaced pages.
- **Font and font size:** Times New Roman font, 12 point.
- **Format:**
 - Title page – Leading the School: Culture and Effective Instruction.
 - Text citations.
 - Appropriate line spacing.
 - Proper justification.
 - Running headers.
 - Proper pagination.
 - Appropriate headings and subheadings.
- **References:** A minimum of four scholarly resources that are also cited in the paper.

The paper you write for this assignment will be incorporated into the course project. It will be scored individually in this unit first.

Be sure to review the scoring guide to understand how you will be graded on this assignment. Submit your paper as an attachment to the assignment area.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Capella Writing Center](#)

u06a2 - Culture and Effective Instruction (District Leaders)

Note: Complete this assignment only if you have chosen the *District Level* leadership track.

School district culture, instructional programs, and technology integration are foundational elements of district leadership. Effective school district leaders must possess requisite skills to assess and sustain positive district culture. Only in a positive culture and climate is district success possible. Effective instruction, to include the district instructional programs, instructional leadership, and appropriate integration of technology, is a high-level charge that district leaders must meet to assure all students achieve academic success.

This assignment requires you to apply organizational and leadership theories that address each of the topics listed below. Provide examples, as appropriate. Your paper should address the following required components. There must be a separate section in your paper for each of the components listed below. Except for the introduction, each section must have its own heading. Use the Unit 6 Assignment Template, linked in the resources, to help guide your work.

1. **Introduction.** This section should not have a heading.
2. **District Vision.** Discuss the steps a district leader should take to facilitate the development, articulation, implementation, and stewardship of a district vision of learning supported by the community. (NELP 1.1)
3. **District Culture.** Discuss what will be done to assess and sustain a positive district culture and instructional program that supports student learning by fostering collaboration, trust, and a personalized learning environment with high expectations for students. (NELP 3.1)
 - Incorporate theories on human development, personalized learning environment, and motivation.
4. **Instruction.**
 - **Instructional Program.** Describe the process a district leader should use to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. (NELP 4.1, 4.4)
 - Incorporate:
 - Curriculum development and instructional delivery theories.
 - Measures of teacher performance.
 - Methods of evaluation, accountability systems, data collection, and analysis of evidence.
 - How the district leader should use technology and information systems to support and monitor student learning.
 - **Instructional Leadership.** Describe the process a district leader should use to develop and supervise the instructional and leadership capacity of district staff. (NELP 4.2)
 - Incorporate:
 - High-quality professional development for school staff and leaders
 - Best instructional leadership practices, leadership theories, change processes, and evaluation
 - **Technology Integration.** Describe the process a district leader should use to promote the most effective and appropriate technologies to support teaching and learning throughout the district. Incorporate how technology should be used for instruction within the district. (NELP 6.2)
5. **Conclusion.**
6. **References.**

Submission Requirements

Note: Do not include the annotated bibliography in this paper. Instead, include only a references section. You may select articles from the annotated bibliography to include in the references, as appropriate.

Your assignment should meet the following requirements:

- **Written communication:** Throughout your paper, use scholarly communication skills that follow current APA guidelines.
- **Length of paper:** 5–10 double-spaced pages.

- **Font and font size:** Times New Roman font, 12 point.
- **Format:**
 - Title page – Leading the District: Culture and Effective Instruction.
 - Text citations.
 - Appropriate line spacing.
 - Proper justification.
 - Running headers.
 - Proper pagination.
 - Appropriate headings and subheadings.
- **References:** A minimum of four scholarly resources that are also cited in the paper.

The paper you write for this assignment will be incorporated into the course project. It will be scored individually in this unit first.

Be sure to read the scoring guide to understand how you will be graded on this assignment. Submit your paper as an attachment in the assignment area.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Capella Writing Center](#)

[Education PhD Library Research Guide](#)

[ePortfolio](#)

[The Writing Process](#)

Unit 6 Assignment Template [DOCX]

[Writing Feedback Tool](#)

u06d1 - Organizational Culture

Smircich (as cited in Gorton & Alston, 2019) writes, "Culture is usually defined as social or normative glue that holds an organization together. It expresses the values or social ideas and beliefs that organizational members come to share" (p. 162). Your reaction to the case study for this discussion should demonstrate your understanding of the importance of the effective school leader in recognizing and responding to the organizational culture of a school.

Review Case Study 23, "Faculty Teamwork," in your *School Leadership and Administration* text, and in your initial post to this discussion, address the following sections from the case study:

- Analyze the Case.
- Discuss the Larger Issues.
- Be a Problem Solver.

Response Guidelines

Provide 2+2 feedback to at least one other learner.

Portfolio Prompt: You may choose to save this discussion to your ePortfolio.

Reference

Gorton, R. A., & Alston, J. A. (2019). *School leadership and administration: Important concepts, case studies, and simulations* (10th ed.). New York, NY: McGraw-Hill.

Course Resources

Graduate Discussion Participation Scoring Guide

[ePortfolio](#)

[2+2 Equals Better Performance \[PDF\]](#)

2+2 Feedback Guidelines [PDF]

u06d2 - Meaning of Culture

Continue to work on your game plan as you develop your personal philosophy of educational leadership. This unit has focused on organizational culture and its implications for the effective school leader. As noted by Owens and Valesky (2015):

Organizational culture is the body of solutions to problems that has worked consistently for a group and is therefore taught to new members as the correct way to perceive, think about, and feel in relation to those problems. Over time, organizational culture takes on meaning so deep that it defines the assumptions, values, beliefs, norms, and even the perceptions of participants in the organization. (p. 207)

In your initial post to this discussion, please address the "Working on Your Game Plan" under Reflective Activities on pages 208–209 in your *Organizational Behavior in Education* text. In your post, include how your game plan aligns with the School of Education's EPP dispositions.

Response Guidelines

Provide 2+2 feedback to at least one other learner.

Portfolio Prompt: You may choose to save this discussion to your ePortfolio.

Reference

Owens, R. G., & Valesky, T. C. (2015). *Organizational behavior in education: Leadership and school reform* (11th ed.). Boston, MA: Pearson Education.

Course Resources

Graduate Discussion Participation Scoring Guide

[ePortfolio](#)

[2+2 Equals Better Performance \[PDF\]](#)

2+2 Feedback Guidelines [PDF]

Unit 7 >> Conflict Management

Introduction

This unit is about how to manage conflict in positive and constructive ways—so that some types of conflict become something to encourage and embrace as a means toward school or district improvement. Is conflict in organizations a negative phenomenon? Some would say it is not. Is the

absence of conflict in an organization a positive sign? Not necessarily! As you continue your study of educational administration in this unit, you will explore the benefits for schools of effectively managed conflict.

Many reasons exist for conflict—reasons that tend to not go away. Some potential causes of conflict in educational organizations are:

- Finite resources.
- Interest groups.
- Differences of opinion.
- Role overlap.
- Ambiguity.

You will examine the ramifications of conflict in organizations and how the effective school leader manages conflict in ways that result in improved schools. Conflict is an inevitable occurrence in schools as well as in all other organizations. The effective leader does not avoid conflict; the effective leader embraces conflict as opportunity for school or district improvement.

An organization without conflict might be:

- Apathetic.
- Unresponsive.
- Stagnant.

An organization with conflict might indicate that:

- New initiatives are being implemented.
- Questions are being asked.
- People care and are committed to an organization's success.

Essential Questions

When thinking about conflict management, consider these essential questions:

- What causes conflict?
- What is the role of conflict in an organization?
- How can apparent organizational harmony undermine effectiveness?
- How is conflict best addressed and resolved?

Open and Thorough Discussion

Open forums for discussion that include disagreement ensure that important ideas or objections are taken into consideration when making a decision. An environment where everyone always agrees should raise concern. An environment conducive to an open exchange of views on issues that may lead to conflict should be developed as an organizational norm. Conflict should be aired before it reaches a point where it is destructive and difficult to resolve or manage.

One approach to an environment that encourages a thorough discussion of the issues, including conflicting points of view, is based on the following principles:

- 1. An idea, once contributed, becomes the property of the group.** Individuals, factions, or subgroups do not own ideas. This encourages ideas, behaviors, and attitudes that serve the interests of the group collectively. Ideas that come from a desire for personal power, building or creating coalitions, or framing issues in adversarial terms are discouraged.
- 2. Participants have an obligation to be frank, to be honest, and to contribute their ideas.** Courtesy and interest in other participants' views are called for. The issues are discussed, not the person. Prejudicial, general, and unsubstantiated statements are to be avoided. Conflict can come both from personal attacks and from conflicting views. The latter is actually desired so that all possible views are considered. One problem at meetings is that people tend to not voice their real views.
- 3. Listening skills, knowledge of group processes, and communication skills are also critical to successful conflict management and to consultative discussions of any kind.**
- 4. When a decision is adopted by majority and not by consensus, it is important that those opposed to the decision adopt and act upon the decision as if it were their own.** A decision has no chance to succeed if some participants undermine it. If the decision is a poor one, that will become evident with time. At that point, everyone will be in an environment conducive to working out another decision rather than a divisive situation where one group says, "I told you so," and the other claims, "How could it work when you undermined it?"

This type of collaborative teamwork is not a perfect process. It takes time and effort, but a commitment to teamwork can effectively help to change attitudes and encourage deeper inquiry and commitment.

Learning Activities

Readings

Read the introduction to this unit.

Use your *Organizational Behavior in Education* text to read the following:

- Chapter 11, "Conflict and Communications in Organizations," pages 319–340.
 - This chapter describes the dynamics of organizational conflict and provides a variety of approaches to manage it.

Use your *School Leadership and Administration* text to read the following:

- Chapter 5, "Conflict Management."
 - This chapter identifies four sources of conflict in schools and describes approaches to conflict management and resolution.

u07s2 - Project Preparation

Read the Organization, Operations, and Resource Management assignment description and scoring guide in Unit 8 for your leadership track, either School Leaders or District Leaders, and begin work on the assignment.

Note: Unit 8 assignment is heavy in content, so it is recommended that you complete a portion of the assignment in this unit.

u07d1 - Conflict Management

Conflict management is yet another key to effective school leadership. You may have concluded through your readings for this unit that conflict is not something to be avoided but is, when properly managed, an opportunity for institutional growth. James MacGregor Burns (as cited in Owens & Valesky, 2015) states:

The potential for conflict permeates the relations of humankind, and that potential is a force for health and growth as well as destruction . . .
No group can be totally harmonious . . . for such a group would be empty of process and structure. (p. 319)

Through the case study for this discussion, you will demonstrate your understanding of how problems associated with conflict can be turned into such opportunities. As noted by Gorton and Alston (2019), "trying to avoid conflict . . . could be ignoring or suppressing significant problems or issues that need to be aired if they are to be ameliorated or resolved" (p. 128). And as noted by Wexley and Yukl (as cited in Gorton & Alston, 2019), "Interpersonal and inter-group conflict occur to some extent in all organizations and are a natural part of social relationships" (p. 129).

For this discussion, review Case Study 26, "Faculty Dissatisfaction and Low Morale," in your *School Leadership and Administration* text. Then, in your initial post to this discussion, address the following sections:

- Analyze the Case.
- Discuss the Larger Issues.
- Be a Problem Solver.

Response Guidelines

Provide 2+2 feedback to at least two other learners.

Portfolio Prompt: You may choose to save this discussion to your ePortfolio.

References

- Gorton, R. A., & Alston, J. A. (2019). *School leadership and administration: Important concepts, case studies, and simulations* (10th ed.). New York, NY: McGraw-Hill.
- Owens, R. G., & Valesky, T. C. (2015). *Organizational behavior in education: Leadership and school reform* (10th ed.). Boston, MA: Pearson Education.

u07d2 - Your Conflict

Your texts point out a common problem in organizations in general, and one that is often exhibited in schools: conflict is often suppressed, avoided, or prevented by preemptive moves on the part of leaders. The problem is that differences of opinion and perceptions are inevitable, and they should be aired in ways that make them a potentially positive force in the organization.

For this discussion, think of a situation in your own organization that involved conflict. In your initial post to this discussion, address the following:

1. How would you describe the conflict in terms of the following?
 - Sources of the conflict, such as roles, social conflict, change, and so on.
 - Dynamics of the conflict, either internal or external.
 - Approaches to the conflict, such as win-lose, win-win, or contingency.
2. How would you have managed this conflict in a way that would have been healthier for the organization and those involved?
3. How and under what circumstances can the encouragement of conflict in organizations be seen as desirable?

Response Guidelines

Provide 2+2 feedback to at least two other learners.

Portfolio Prompt: You may choose to save this discussion to your ePortfolio.

Unit 8 >> Data-Based School Improvement and Reform

Introduction

Be a student of change. It is the only constant.

— **Anthony J. D'Angelo**

It is often said that the only sure thing that can be predicted is change. Effective leaders constantly examine and analyze past practice to gain perspectives on how change can support continued improvement. Yet, organizational structure by its very nature often seems antithetical to change. Individuals and organizations faced with a new problem must modify behaviors or policies to address the problem. Such modifications must be predicated upon data, and they can entail much time and effort. If modifications are successful, there is an immediate tendency to make them permanent in the form of rules for individuals and policies for institutions. Thus, educational structure has come to be considered an inhibitor of change. Is it possible

to conceive of a kind of structure that allows or even facilitates change? Through the next two units of your examination of school administration and leadership, you will explore answers to this question.

Essential Questions

When thinking about school or district improvement and reform, consider these essential questions:

- How are change and improvement similar and different?
- Why is change difficult?
- Why is knowledge of systems thinking important in school reform?
- How and why is data-based decision making an essential practice for all school improvement initiatives?

School Reform

Despite the difficulties, few would argue against the fact that, whatever the circumstances in a given school or school district, improvement is possible. Change has become an expected part of school life, and superintendents, principals, and other administrators are expected to lead it. This unit will examine some of the pitfalls of change processes and the skills needed by leaders to be effective change agents and facilitators. It will also discuss the theory and practice of school reform. The more a principal or superintendent knows about school reform issues and available options, the more effectively he or she will provide leadership for change and improvement in the many interrelated aspects of school structure, process, and practice.

The last two decades of the 20th century and the beginning of the 21st century witnessed a remarkable quickening and expansion of efforts to reform U.S. schools. It is almost certain that these efforts will continue and that they will dominate the environment of educational leadership well into the 21st century (Owens & Valesky, 2015, p. 340).

Finally, in this unit, you will focus on the critical nature of data-based decisions to drive change designed to bring about school or district improvement.

References

BrainyQuote. (n.d.). Anthony J. D'Angelo quotes. Retrieved from <http://www.brainyquote.com/citation/quotes/quotes/a/anthonyjd153986.html?ct=Anthony+J.+D%27Angelo>

Owens, R. G., & Valesky, T. C. (2015). *Organizational behavior in education: Leadership and school reform* (11th ed.). Boston, MA: Pearson Education.

Learning Activities

u08s1 - Studies

Readings

Read the introduction to this unit.

Use your *Organizational Behavior in Education* text to read the following:

- Chapter 12, "School Reform," pages 341–395.
 - This chapter describes the history of school reform and presents some of the reform theories in current use.

Use your *School Leadership and Administration* text to read the following:

- Chapter 7, "Change."
 - This chapter describes the process of change and provides some ideas for managing change in an educational environment.

Use the Internet to read or review the following:

- National Association of Secondary School Principals. (n.d.). [Module 2: Using data to assess and inform school change](https://www.nassp.org/professional-learning/online-professional-development/leading-success/module-2/). Retrieved from <https://www.nassp.org/professional-learning/online-professional-development/leading-success/module-2/>
 - This web page gives you an opportunity to learn about the collection and use of school data through a variety of learning activities. You will use this to complete the first discussion in this unit.
- Richardson, J., & Mero, D. (2011). [Analyzing data for schoolwide and individual student improvement \[PDF\]](#). In *Making the mathematics curriculum count: A guide for middle and high school principals* (pp. 35–55). Reston, VA: National Association of Secondary School Principals. Retrieved from https://www.principalsmonth.org/igx_temp/nassp_leading_success/Mod_5_Act_3_reading_mathCurriculumCount.pdf
 - This chapter discusses the effective use of student performance data to identify and guide all instructional decisions.
- Richardson, J., & Mero, D. (2011). [Numeracy across the curriculum: Information gathering template \[PDF\]](#). In *Making the Mathematics Curriculum Count: A Guide for Middle and High School Principals* (pp. 117–118). Reston, VA: National Association of Secondary School Principals. Retrieved from https://www.principalsmonth.org/igx_temp/nassp_leading_success/11-022_math_app4.pdf

- You will use this template in the first discussion in this unit.
- Richardson, J., & Mero, D. (2011). *Numeracy improvement action plan template [PDF]*. In *Making the Mathematics Curriculum Count: A Guide for Middle and High School Principals* (pp. 119). Reston, VA: National Association of Secondary School Principals. Retrieved from https://www.principalsmonth.org/igx_temp/nassp_leading_success/11-022_math_app5.pdf
 - You will use this template in the first discussion in this unit.

u08a1 - Organization, Operations, and Resource Management (School Leaders)

Note: Complete this assignment only if you have chosen the *School Leader* leadership track.

School leaders are charged with management of the school organization, including management of resources (human, fiscal, and technological) and the development and execution of school policies and procedures designed to address every function of the organization. Because school organizations are complex, management must be shared through realization of distributed leadership precepts that enable and support the leadership capacity of all who work in the school. Hartley (2007) affirmed that:

The recent emergence of distributed leadership has been very marked. In England, it has received official endorsement. But the evidence-base which supports this endorsement is weak: there is little evidence of a direct causal relationship between distributed leadership and pupil attainment. What therefore might explain its rise to prominence? Here three possible explanations are considered: first, it accords with the contemporary reform of the public services; second, it is legitimated by an appeal to a culture wherein all categories and classifications are rendered increasingly permeable; and third, it is regarded as functional for the "new work order." (p. 202)

In this assignment, you will explore supervision strategies designed to meld evaluation with professional growth: effective school leaders focus extensively on these functions to assure all students receive the highest possible quality instruction to include management of instructional time and schedules.

In this assignment, continue with another component of your course project. This paper requires you to apply organizational and leadership theories that address school management and operational systems, resource management, policies and procedures, distributed leadership, and supervision strategies.

There must be a separate section in your paper for each of the components listed below. Except for the introduction, each section must have its own heading. Use the Unit 8 Assignment Template (linked in the resources) to help guide your work.

1. **Introduction.** This section should not have a heading.
2. **School Management and Operational Systems.** Describe the process a school leader should use to understand, monitor, and evaluate school management and operational systems including resources, marketing, and public relations functions. (NELP 6.1)
 - Incorporate how you will manage the marketing and public relations functions.
3. **Resource Management.** Describe the methods and procedures a school leader should utilize to analyze the needs and efficiently employ human, material, fiscal, and technological resources in managing school operations. (NELP 6.2)
 - Explain how the school leader will ensure that resources are aligned to school priorities and forecasting requirements.
4. **Policies and Procedures.** Describe the process a school leader should use to understand and promote school-based policies and procedures that foster a safe and secure learning environment. (NELP 3.2)
 - Include discipline management policies and plans, prevention, crisis management, and public relations.
5. **Distributed Leadership.** Describe the process a school leader should use to develop school capacity for distributed leadership. (NELP 7.3)
 - Explain the meaning of distributed leadership in a school environment and how to create and sustain it.
6. **Supervision Strategies.** Describe the supervision strategies a school leader should use to ensure that teachers maximize time spent on high-quality instruction and student learning. (NELP 4.4)
 - Include a discussion of pertinent management theories related to effective school time, priorities, and schedules.
7. **Conclusion.**
8. **References.**

Submission Requirements

Note: Do not include the annotated bibliography in this paper. Instead, include only a references section. You may select articles from the annotated bibliography to include in the References, as appropriate.

Your assignment should meet the following requirements:

- **Written communication:** Throughout your paper, use scholarly communication skills that follow current APA guidelines.

- **Length of paper:** 5–10 double-spaced pages.
- **Font and font size:** Times New Roman font, 12 point.
- **Format:**
 - Title page – Leading the School: Organization, Operations, and Resource Management.
 - Text citations.
 - Appropriate line spacing.
 - Proper justification.
 - Running headers.
 - Proper pagination.
 - Appropriate headings and subheadings.
- **References:** A minimum of four scholarly resources that are also cited in the paper.

The paper you write for this assignment will be incorporated into the course project. It will be scored individually in this unit first.

Be sure to read the scoring guide to understand how you will be graded on this assignment. Submit your assignment as an attachment to the assignment area.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Reference

Hartley, D. (2007). The emergence of distributed leadership in education: Why now? *British Journal of Educational Studies*, 55(3), 202–214.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Capella Writing Center](#)

[Education PhD Library Research Guide](#)

[ePortfolio](#)

[The Writing Process](#)

Unit 8 Assignment Template [DOCX]

[Writing Feedback Tool](#)

u08a2 - Organization, Operations, and Resource Management (District Leaders)

Note: Complete this assignment only if you have chosen the *District Level* leadership track.

In this assignment, continue with another component of the course project. This paper requires you to apply organizational and leadership theories that address organization, group processes, and learning resources.

There must be a separate section in your paper for each of the components listed below. Except for the introduction, each section must have its own heading. Use the Unit 8 Assignment Template (given in the resources) to help guide your work.

- **Introduction.** This section should not have a heading.
- **District Management.** Describe the process a district leader should use to understand, monitor, and evaluate district management of organizational, operational, and legal resources. (NELP 6.1)
 - Incorporate how you will manage the marketing and public relations functions.

- **Resource Management.** Describe the methods and procedures a district leader should utilize to analyze the needs and efficiently manage district resources, including human, material, fiscal, and technological. (NELP 6.2)
 - Explain how the district leader will ensure that resources are aligned to school priorities and forecasting requirements.
- **District Policies and Procedures.** Describe the process a district leader should use to understand and promote district-based policies and procedures that foster a safe and secure learning environment. (NELP 6.2)
 - Include district-based discipline management policies and plans, prevention, crisis management, and public relations.
- **Distributed Leadership.** Describe the process a district leader should use to develop district capacity for distributed leadership. (NELP 6.3)
 - Explain the meaning of distributed leadership in a district environment and how to create and sustain it.
- **Supervision Strategies.** Describe the supervision strategies a district leader should use to ensure that teachers maximize time spent on high-quality instruction and student learning. (NELP 6.3)
 - Include a discussion of pertinent management theories related to effective school time, priorities, and schedules.
- **Conclusion.**
- **References.**

Submission Requirements

Note: Do not include the annotated bibliography in this paper. Instead, include only a references section. You may select articles from the annotated bibliography to include in the References, as appropriate.

Your assignment should meet the following requirements:

- **Written communication:** Throughout your paper, use scholarly communication skills that follow current APA guidelines.
- **Length of paper:** 5–10 double-spaced pages.
- **Font and font size:** Times New Roman font, 12 point.
- **Format:**
 - Title page – Leading the District: Organization, Operations, and Resource Management.
 - Text citations.
 - Appropriate line spacing.
 - Proper justification.
 - Running headers.
 - Proper pagination.
 - Appropriate headings and subheadings.
- **References:** A minimum of four scholarly resources that are also cited in the paper.

The paper you write for this assignment will be incorporated into the course project. It will be scored individually in this unit first.

Be sure to read the scoring guide to understand how you will be graded on this assignment. Submit your assignment as an attachment to the assignment area.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Capella Writing Center](#)

[Education PhD Library Research Guide](#)

[ePortfolio](#)

[The Writing Process](#)

Unit 8 Assignment Template [DOCX]

[Writing Feedback Tool](#)

u08d1 - Data-Informed School and District Improvement

In this unit, the focus is once again on a primary goal of an effective educational leader—school or district improvement. As Gorton and Alston (2019) remind us:

The rationale for change in education seems to be based on the following premises:

- Even if the status quo is not necessarily bad, there is usually room for improvement.
- While all change does not necessarily lead to improvement, improvement is not likely to occur without change.
- Unless we attempt change, we are not likely to know whether a proposed innovation is better than the status quo.
- Participation in the change process can result in greater understanding and appreciation of the desirable features of the status quo and can lead to a better understanding and appreciation of, and skill in, the change process itself. (p. 188)

School and district improvement initiatives must be founded upon current research-based best practices, and school leaders at the building and district levels must collect and analyze achievement data to inform every decision designed to improve teaching and learning.

Option 1 for LEA School Leaders, C&I, and SEL Learners

For this discussion:

1. Review resources about leading data-informed school improvement:
 - Review "Module 2: Using Data to Assess and Inform School Change" from the unit readings.
 - Review "Analyzing Data for Schoolwide and Individual Student Improvement" from the unit readings.
2. Use the "Module 2: Using Data to Assess and Inform School Change: Your School Profile" to develop a school profile for a grade-level subject of your choice.
3. Complete the "Numeracy Across the Curriculum: Information-Gathering Template" from the unit readings.
 - **Note:** Use the Information Gathering template in the resources for this discussion.
4. Complete the "Numeracy Improvement Action Plan Template" from the unit readings.
 - **Note:** Use the Numeracy Improvement Action Plan Template in the resources for this discussion.
5. Meet with a school leader to share the school profile and numeracy improvement action plan you developed and discuss with the leader how it could be used to improve learning outcomes.

In your initial post for this discussion, include the following:

- Your school profile.
- Your numeracy improvement action plan.
- Summary of meeting with school leader.

Option 2 for LEA District Leaders

For this discussion:

1. Review resources about leading data-informed school improvement:
 - Review "Module 2—Using Data to Assess and Inform School Change" from the unit readings.
 - Review "Analyzing Data for Schoolwide and Individual Student Improvement," from the unit readings.
2. Use the "Module 2—Using Data to Assess and Inform School Change: Your School Profile" from the unit readings to develop a school profile for a grade-level subject of your choice.
3. Complete the "Numeracy Across the Curriculum: Information-Gathering Template" from the unit readings.
 - **Note:** Use the Information Gathering Template in the resources for this discussion.
4. Complete the "Numeracy Improvement Action Plan Template" from the unit readings.
 - **Note:** Use the Numeracy Improvement Action Plan Template in the resources for this discussion.
5. Meet with a district leader to share the school profile and numeracy improvement action plan you developed and discuss with the leader how it could be used to improve learning outcomes in schools throughout the district.

In your initial post for this discussion, include the following:

- Your school profile.
- Your numeracy improvement action plan.
- Summary of meeting with district leader.

Response Guidelines

Provide 2+2 feedback to at least one other learner.

Portfolio Prompt: You may choose to save this discussion to your ePortfolio.

Reference

Gorton, R. A., & Alston, J. A. (2019). *School leadership and administration: Important concepts, case studies, and simulations* (10th ed.). New York, NY: McGraw-Hill.

Course Resources

Graduate Discussion Participation Scoring Guide

[Analyzing Data for Schoolwide and Individual Student Improvement \[PDF\]](#)

[ePortfolio](#)

Information Gathering Template [DOCX]

[Module 2: Using Data to Assess and Inform School Change](#)

[Numeracy Across the Curriculum: Information Gathering Template \[PDF\]](#)

Numeracy Improvement Action Plan Template [DOCX]

[Numeracy Improvement Action Plan Template \[PDF\]](#)

[2+2 Equals Better Performance \[PDF\]](#)

2+2 Feedback Guidelines [PDF]

u08d2 - Reform Initiative Interview

Most school districts have implemented many initiatives and reforms in the past decade, such as single sex education, special education inclusion, and direct instruction. For this activity, complete the discussion according to your learning track.

Option 1 for LEA School Leaders, C&I, and SEL Learners

For this discussion, prepare a list of at least five questions regarding the implementation of reform initiatives, and interview a school building principal who has experience in leading at least one school through one or more reform initiatives. You should include questions regarding the reasons behind the reform, data used to plan the reform, and the process that was used to lead the staff, as well as questions about successes and challenges.

In your initial post to this discussion, post your interview questions and the responses you got from the person you interviewed. Then evaluate the responses in light of what you have learned so far in this course regarding educational management and leadership. Be sure to give some background information on the person you interviewed, but please do not share the person's name or any other personally identifiable information.

Option 2 for LEA District Leaders

For this discussion, prepare a list of at least five questions regarding the implementation of reform initiatives, and interview a district leader, such as superintendent or assistant superintendent, who has experience in leading at least one school district through one or more reform initiatives. You should include questions regarding the reasons behind the reform, data used to plan the reform, and the process that was used to lead the school principals, as well as questions about successes and challenges.

In your initial post to this discussion, post your interview questions and the responses you got from the person you interviewed. Then, evaluate the responses in light of what you have learned so far in this course regarding educational management and leadership. Be sure to give some background information on the person you interviewed, but please do not share the person's name or any other personally identifiable information.

Response Guidelines

Provide 2+2 feedback to at least one other learner.

Portfolio Prompt: You may choose to save this discussion to your ePortfolio.

Course Resources

Graduate Discussion Participation Scoring Guide

[ePortfolio](#)

[2+2 Equals Better Performance \[PDF\]](#)

2+2 Feedback Guidelines [PDF]

Unit 9 >> Reform Initiatives and Self-Reflection

Introduction

In this unit, you will continue to examine school and district improvement and reform, and their implications for educational leaders. School leaders certainly have major roles as change agents or as the primary facilitators of the change. Educational leaders have a significant impact, either positive or negative, on change, reform, and improvement initiatives. In this unit, you will continue to examine the topic of school improvement and educational reform, this time from the perspective of the educational leader's sphere of influence.

To be an effective agent of change and school improvement, an understanding of the many concepts discussed through our course is essential. In addition, it is critical that school or district leaders continually reflect upon beliefs about the educational process and about the concept of educational leadership. You will be asked to identify some of your beliefs and state their implications for action or decision making, as well as their connections to the School of Education's EPP dispositions.

Essential Questions

In continuing to think about school or district improvement and reform, consider these essential questions:

- How can leaders assist others in understanding change?
- What differentiates effective and ineffective professional development?
- What should be the scope of school or district reform efforts?
- What is the role of the educational leader in change and improvement?

In this unit, you will:

- Become familiar with the similarities and differences among several school reform projects.
- Understand the role of the educational leader as planner and change agent.
- Articulate understanding of your belief system and its implications for educational leadership.

Learning Activities

u09s1 - Studies

Readings

Read the introduction to this unit.

Use your *Organizational Behavior in Education* text to read the following:

- Review Reflective Activity #3: Working Your Game Plan on page 388 of Chapter 12, "School Reform."
 - At this point, you now have parts of your game plan that you have been working on, along with some further ideas about educational organization and leadership. Now the challenge is to review these thoughts, written and not yet written, and pull them together to develop a more complete draft statement about your understanding of organizational behavior in education—a first draft of your personal game plan for

educational leadership. A way to get started would be to identify 10–20 "This I believe" kind of statements about educational leadership and educational organizations. After each statement, write a sentence or two that explains briefly why you hold that belief.

Use the Internet to review the information available on the following websites of school reform organizations to gain an overview of the current state of school improvement in the United States. Visit these websites or do your own search of P–12 school reform movements. Pay special attention to how change is facilitated and the role of the administrator.

- Brown University. (n.d.). [Annenberg Institute for School Reform](http://annenberginstitute.org/). Retrieved from <http://annenberginstitute.org/>
- [Center for Collaborative Education](http://cce.org/#atlas). (n.d.). Retrieved from <http://cce.org/#atlas>
- [Coalition of Essential Schools](http://www.essentialschools.org/). (n.d.). Retrieved from <http://www.essentialschools.org/>
- [Core Knowledge](https://www.coreknowledge.org). (n.d.). Retrieved from <https://www.coreknowledge.org>
- National Education Commission on Time and Learning. (2005). *Prisoners of time* [PDF]. Retrieved from <http://www.ecs.org/clearinghouse/64/52/6452.pdf>
- Harvard Graduate School of Education. (n.d.). [Project zero](http://www.pz.harvard.edu/). Retrieved from <http://www.pz.harvard.edu/>
- [Success for All Foundation](http://www.successforall.org/). (n.d.). Retrieved from <http://www.successforall.org/>

u09s2 - Professional Dispositions

Review the EPP Dispositions listed below.

As a learner in a program that falls under the EPP you are expected to develop the professional attitudes, values, and beliefs that support student learning and development. You are also expected to demonstrate the professional dispositions in your interactions with students, families, colleagues, and communities.

1. **Fosters a sense of community.** Models effective, fair and ethical interpersonal behaviors. Provides positive reinforcement when appropriate; seeks to solve problems; is involved beyond minimum expectations; encourages others to share ideas; participates in group/team collaboration; accepts consensus; offers assistance where possible.
2. **Maintains a high level of competence and integrity in one's practice.** Engages in ongoing self-reflection while seeking constructive criticism to improve interactions with students; identifies his/her strengths and needs while working to update skills & knowledge and adjust dispositions accordingly; organizes information and materials to facilitate all students' success.
3. **Demonstrates flexibility, comfort with uncertainty, and willingness to take risks.** Adapts to changes in the workplace (such as schedules, school closures, safety drills, et cetera); takes advantage of the teachable moment; tries unfamiliar technology and techniques; and encourages students and peers to take appropriate risks.
4. **Recognizes one's own biases and respects the diversity of others.** Incorporates diverse perspectives; uses practices that respectfully reflect the diversity of both the community and beyond; responds respectfully to diverse opinions and lifestyles; provides participants opportunities to share cultures; and creates a climate of inclusivity.
5. **Exhibits professional demeanor and professional behavior.** Exhibits personal integrity; is punctual; dresses professionally; respects personal boundaries with regard to sharing or seeking information of a personal/intimate nature; uses correct language and avoids slang/colloquialisms when interacting with students; sensitive and professional use of social media.
6. **Takes responsibility for one's own actions.** Follows through on responsibilities and tasks in a timely manner; accepts and acts on constructive suggestions; follows policy, protocols, and utilizing appropriate methods for change; accepts blame when responsible for outcomes.

u09s3 - Project Preparation

Review the course project description and continue work on your final project. Remember to incorporate the feedback you received on the previous assignments into your final project.

u09a1 - Professional Dispositions

As a learner in the P–12 program that falls under the EPP, you are expected to develop the professional attitudes, values, and beliefs that support student learning and development. You are also expected to demonstrate the professional dispositions in your interactions with students, families, colleagues, and communities.

The dispositions include the following:

1. **Fosters a sense of community by modeling effective, fair and ethical interpersonal behaviors.** Provides positive reinforcement when appropriate; seeks to solve problems; is involved beyond minimum expectations; encourages others to share ideas; participates in group/team collaboration; accepts consensus; offers assistance where possible.
2. **Maintains a high level of competence and integrity in one's practice.** Engages in ongoing self-reflection while seeking constructive criticism to improve interactions with students; identifies his or her strengths and needs while working to update skills and knowledge and adjust dispositions accordingly; organizes information and materials to facilitate all students' success.
3. **Demonstrates flexibility, comfort with uncertainty, and willingness to take risks.** Adapts to changes in the workplace (such as schedules, school closures, safety drills, etc.); takes advantage of the teachable moment; tries unfamiliar technology and techniques; and encourages students and peers to take appropriate risks.
4. **Recognizes one's own biases and respects the diversity of others.** Incorporates diverse perspectives; uses practices that respectfully reflect the diversity of both the community and beyond; responds respectfully to diverse opinions and lifestyles; provides participants opportunities to share cultures; and creates a climate of inclusivity.
5. **Exhibits professional demeanor and professional behavior.** Exhibits personal integrity; is punctual; dresses professionally; respects personal boundaries with regard to sharing or seeking information of a personal/intimate nature; uses correct language and avoids slang/colloquialisms when interacting with students; sensitive and professional use of social media.
6. **Takes responsibility for one's own actions.** Follows through on responsibilities and tasks in a timely manner; accepts and acts on constructive suggestions; follows policy, protocols, and utilizing appropriate methods for change; accepts blame when responsible for outcomes.

For this assignment, use the document Learner Self-Assessment of Professional Dispositions linked in the resources. You are asked to rate yourself by putting an X in the box (or whichever way it is convenient) on the continuum that you believe best describes yourself. For all scores, please provide a rationale for the score you assigned to each disposition. When you have completed the assessment, submit it as an attachment in the assignment area.

Your instructor will also rate you on the professional dispositions at the level that best describes you based on your courseroom interactions with the instructor and other learners, as well as on your discussion posts and assignment submissions. When you receive your feedback, compare it to your self-assessment to determine gaps and differences identified by your instructor. Reflect about what you can do to address the items noted.

Course Resources

[Capella Writing Center](#)

Learner Self-Assessment of Professional Dispositions [DOCX]

u09d1 - Reform Initiatives

After looking at several school reform websites, choose one of the reform initiatives that you feel has promise for increasing student success in your school or school district. Meet with educators in your school or district, such as teachers or school leaders, to discuss the merits of the initiative you chose. In your initial post to this discussion, describe the initiative and include the following information:

1. Website URL.
2. Name of reform initiative.
3. A brief overview of the initiative.
4. Role of the administrator and teachers in this initiative.
5. Potential for increasing student learning.
6. Major points of interest or consideration gleaned from your discussion of the initiative with other educators.

Response Guidelines

Provide 2+2 feedback to at least one other learner.

Portfolio Prompt: You may choose to save this discussion to your ePortfolio.

Course Resources

u09d2 - Beliefs and Implications

As you approach completion of your course on the principles of P–12 educational leadership and administration, it is time to create a completed version of your game plan. Owens and Valesky's depiction of this plan as a work in progress is indeed definitive of the educational leader's road map in that it is never finished, never truly complete. It is hoped that you will continually adjust your leadership strategies as you reflect upon practice and as you grow as a leader.

After reading "Working on Your Game Plan" on page 388 of your *Organizational Behavior in Education* text, complete the following in your initial post to this discussion:

- Identify 10–20 "This I believe" kind of statements about educational leadership and educational organizations.
- Write a few sentences after each statement explaining why you hold that belief.
- Identify the School of Education EPP disposition that aligns with each belief.

Response Guidelines

Provide 2+2 feedback to at least two other learners.

Portfolio Prompt: You may choose to save this discussion to your ePortfolio.

Reference

Owens, R. G., & Valesky, T. C. (2015). *Organizational behavior in education: Leadership and school reform* (11th ed.). Boston, MA: Pearson Education.

Course Resources

Unit 10 >> Final Thoughts and Submission of Course Project

Introduction

Essential Questions

In this unit, consider these essential questions:

- What is the role of feedback in leading and learning?
- Why is knowledge of best practices, current literature, and outside sources important to effective leadership?

Course Project

The course project gives you an opportunity to translate theory into practice as you research a problem or challenge in your real-world situation. The primary goal of this course is to provide school leaders with an understanding of current practices designed to bring about school improvement. As you complete your course project, you can bring about school improvement in your real-world setting by:

- Identifying a problem or challenge.
- Researching literature and best practices related to the problem or challenge.
- Developing recommendations for addressing the problem or challenge.

Learning Activities

u10s1 - Studies

The P–12 Leadership Program has two types of external assessment requirements associated with its programs. The P–12 Leadership Program includes:

- Leadership in Educational Administration (LEA).
- Special Education Leadership (SEL).

External Assessment for the Quality of Candidate Preparedness

The first external assessment is mandated as a program requirement. This assessment is not connected to you applying for certification in your state to be an administrator (principal, superintendent, special education director, curriculum director, et cetera). This assessment is a program component for all learners regardless of the state requirements in which they are seeking certification/licensure. This program requirement is in place because the LEA and the SEL specialization are a part of the EPP that has received national recognition and accreditation through CAEP. Part of the accreditation requirement includes providing candidate performance data.

External assessments have been chosen through ETS to ensure that candidates are able to complete the computer-based assessment. These assessments are aligned with NELP and CEC, and have been selected to provide performance data about how prepared learners are in each program. This data will be reported and used to assess the quality of the programs. It is important for learners to be aware that they must complete the appropriate assessment by the end of the second internship for their catalog. Learners will submit their score reports in the second internship course as a course requirement.

Below are the external assessments that learners will need to complete as a program requirement:

Leadership in Educational Administration (LEA)—MS, EdS, and PhD

School Leadership Emphasis—Principal

- All Learners:
 - Beginning July 2016 LEA learners in the School Leadership Emphasis are required to take the *Praxis II Series: Educational Leadership: Administration and Supervision* that is administered through ETS and submit their score reports to successfully complete the program. In order to be recommended for licensure, learners must successfully pass the *Praxis II Series: Educational Leadership: Administration and Supervision* with a score of 145 or above.
 - LEA learners in the School Leadership Emphasis who enrolled under an earlier catalog must take the School Leaders Licensure Assessment (SLLA) that is administered through ETS and submit the score report to successfully complete the program. To be recommended for licensure they must pass the exam with a minimum of 163.
 - **UPDATE:** Because of the change in the licensure exam in the July 2016 catalog, LEA learners in the School Leadership Emphasis, who enrolled under an earlier catalog, can substitute the *Praxis II Series: Educational Leadership: Administration and Supervision* for the SLLA, if desired. If this option is chosen, learners must take the *Praxis II Series: Educational Leadership: Administration and Supervision* and submit the score report to successfully complete the program and pass the exam with a score of 145 or above to be recommended for licensure.
 - Learners can visit the [ETS](#) website to learn more about the exams. Learners are responsible for any costs associated with this assessment.

District Leadership Emphasis—Superintendent

- All Learners:
 - Beginning July 2016 LEA learners in the District Leadership Emphasis are required to take the *Praxis II Series: Educational Leadership: Administration and Supervision* that is administered through ETS and submit their score reports to successfully complete the program. In order to be recommended for licensure, learners must successfully pass the *Praxis II Series: Educational Leadership: Administration and Supervision* with a score of 145 or above.

- LEA learners in the District Leadership Emphasis who enrolled under an earlier catalog must take the School Superintendent Assessment (SSA) that is administered through ETS and submit the score report to successfully complete the program. To be recommended for licensure they must pass the exam with a minimum of 160.
- **UPDATE:** Because of the change in the licensure exam in the July 2016 catalog, LEA learners in the District Leadership Emphasis, who enrolled under an earlier catalog, can substitute the *Praxis II Series: Educational Leadership: Administration and Supervision* for the SSA, if desired. If this option is chosen, learners must take the *Praxis II Series: Educational Leadership: Administration and Supervision* and submit the score report to successfully complete the program and pass the exam with a score of 145 or above to be recommended for licensure.
- Learners can visit the [ETS](#) website to learn more about the exams. Learners are responsible for any costs associated with this assessment.

Curriculum and Instruction (C&I)–EdS and PhD

Beginning July 2016, learners in the C&I program do not have a licensure exam requirement.

Special Education Leadership (SEL)

Learners in the SEL (PhD) specialization are required to take the *Praxis II Series: Educational Leadership: Administration and Supervision* and submit the score report to successfully complete the program. In order to be recommended for licensure, learners must successfully pass the *Praxis II Series: Educational Leadership: Administration and Supervision* with a score of 145 or above. Learners can visit the [ETS](#) website to learn more about the exams. Learners are responsible for any costs associated with this assessment.

Notes:

It is important to note that learners are not allowed to substitute an alternate external assessment based on state licensure or certification requirements as a replacement for any of the external assessments that are taken as a program requirement. The example below provides a scenario that demonstrates what this means.

Example: Learners who reside in the state of Texas are required to complete the Principal TExES assessment to become certified as a principal. Learners cannot use the score on the Principal TExES assessment in place of the program external assessment (*Praxis II Series: Educational Leadership: Administration and Supervision*). In this scenario, the learner would need to do two things:

1. Complete the program external assessment and submit the *Praxis II Series: Educational Leadership: Administration and Supervision* scores.
2. Complete the Principal TExES assessment and report the scores to the appropriate certification office along with any other state requirements for licensure as a principal.

In this scenario the learner would be required to complete two different external assessments to meet both the program requirement and the licensure/certification requirement for the learner's state.

While taking these external assessments are program requirements, there are numerous states that also require learners interested in pursuing certification/licensure in the state to complete an appropriate assessment aligned to the certification/licensure being pursued. If you are in a state that requires you to complete one of the assessments above for licensure/certification, you can use the scores to report to your state. However, you will need to check with the state to determine its passing rate. The example below provides a scenario that demonstrates what this means.

Example: Learners in the state of South Carolina are required to complete the *Praxis II Series: Educational Leadership: Administration and Supervision* assessment to become an administrator. Since this assessment is also a program requirement for the LEA program (school and district emphases), learners could choose to submit their score reports as follows:

- Complete the *Praxis II Series: Educational Leadership: Administration and Supervision* and submit the score report to Capella. Identify the state agency when registering for the *Praxis II Series: Educational Leadership: Administration and Supervision*. The score report will automatically be sent to the state department of education noted during the registration process.

In this example, the score report is being used to satisfy two different requirements. However, it is important for learners to be aware of the pass rate for the state as it may differ from the program requirement.

While the assessment will not be completed until the internship experience toward the end of your program, learners are encouraged to become familiar with the assessments and the specifics around registering for them on the [ETS](#) site at least two quarters prior to beginning the clinical application process.

External Assessment for State Approval

The second external assessment requirement is based on state approval and is mandated for the LEA program. The LEA program has state approval in three states: Arizona, Georgia, and Minnesota. Because the LEA programs (MS, EdS, and PhD) are approved in these states, candidates are required to complete the required state assessment if they wish to pursue licensure as a principal or superintendent in the state. Below are the assessments associated with the three state approvals:

Minnesota

- The state of Minnesota does not have a state licensure/certification requirement. As such, candidates in the LEA (EdS and PhD) and SEL programs are not required to complete an assessment to be licensed as a principal, superintendent, or special education director in Minnesota.

Georgia

- *Georgia Assessment of the Certification of Educators (GACE) Educational Leadership Assessment:*
 - The Georgia Professional Standards Commission requires Georgia learners who are currently enrolled in an approved performance-based educational leadership program to attempt the *GACE Educational Leadership* exam prior to program completion and pass the exam for certification. Georgia learners will be granted permission to take the exam when they begin the internship. Georgia learners can attempt the *GACE Educational Leadership Assessment* in either ED7901 or ED7902. Learners are responsible for any costs associated with this assessment.
- *Georgia Ethics for Educational Leadership Assessment:*
 - The GaPSC now has two Georgia *Ethics for Educational Leadership Assessments: Program Entry (Test 370)* and *Program Exit (Test 380)*. Georgia learners who were enrolled in an approved performance-based educational leadership program in 2015 or earlier are not required to complete the *Program Entry (Test 370)*. However, we strongly encourage Georgia learners to do so. This assessment is a great way to assess how you would handle various situations, which is critical to strengthening your decision-making skills. Georgia candidates who are enrolled in a performance-based educational leadership program on or after July 1, 2016 are required to attempt the *Program Exit (Test 380)* prior to program completion and pass the exam for certification in the field of educational leadership. Learners are responsible for any costs associated with this assessment.

Candidate Pursuing Licensure in Arizona

- The Arizona Department of Education requires learners in the LEA (MS and PhD) who are pursuing licensure in Arizona to take and pass the following assessments to be recommended for licensure in Arizona: *Principal Emphasis: Arizona Educator Proficiency Assessment (two Principal sub-sets)* and *Superintendent Emphasis: Arizona Educator Proficiency Assessment (Superintendent)*. Learners must take and submit the assessment scores to the university to be recommended for licensure in the state of Arizona. Learners are responsible for any costs associated with this assessment.

u10s2 - Clinical Experience: Thinking Ahead

Learners who are enrolled in the following P–12 Leadership Programs are required to complete a clinical experience to successfully complete their program:

- LEA (MS, EdS, and PhD).
- C&I (EdS and PhD).
- SEL (PhD).

You are encouraged to begin planning for the clinical experience now. Note that you will need to have a licensed or certified practicing principal, superintendent, special education director, and curriculum director to serve as your site supervisor during the two-quarter internship. The site supervisor must be licensed and working in the position. It is important for learners who are pursuing the principalship to understand that an assistant principal **cannot** serve as the primary site supervisor; that role must be held by the principal of the school.

At least two quarters prior to your planned internship you should be prepared to submit your clinical application, which can be found on Capella's Campus site. If you are unable to locate the clinical application, please contact the [Clinical Experience Office](#).

u10a1 - Principles of Educational Administration Paper (School Leaders)

Note: Complete this assignment only if you have chosen the *School Leader* leadership track.

For this final course project, write a paper about school leadership and apply management theories, concepts, and strategies learned in this course. Each component described below will be a part of this assignment and should have its own section heading. As you develop the assignment, ensure that each area is clearly addressed. You must support your narrative with citations from the course readings and outside sources.

Your course project is divided into 12 components. You addressed the first eight components listed below in the Culture and Effective Instruction assignment and Organization, Operations, and Resource Management assignment. In this assignment, you must also address the remaining four components. Divide the assignment into 12 major sections that address each of these components, with smooth transitions from one section to the next. The assignment must also include an introduction, conclusion, and references section. Use the Unit 10 Assignment Template, linked in the resources, to help guide your work.

Include the following components.

- **Introduction.** This section should not have a heading.
- 1. **School Vision.** Discuss the steps a school leader should use to facilitate the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community. (NELP 1.1)
- 2. **School Culture.** Discuss what will be done to assess and sustain a positive school culture and instructional program that supports student learning by fostering collaboration, trust, and a personalized learning environment with high expectations for students.
 - Incorporate theories on human development, personalized learning environment and motivation. (NELP 2.1, 3.1)
- 3. **Instructional Program.**
 - Describe the process a school leader should use to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. (NELP 4.1)
 - Incorporate:
 - Curriculum development and instructional delivery theories.
 - Measures of teacher performance.
 - Methods of evaluation, accountability systems, data collection, and analysis of evidence.
 - School technology and information systems to support and monitor student learning.
 - Describe the process a school leader should use to develop and supervise the instructional and leadership capacity of the school staff. (NELP 4.2)
 - Incorporate:
 - High-quality professional development for school staff.
 - Best instructional leadership practices.
 - Leadership theory, change processes, and evaluation.
 - Describe the process a school leader should use to promote the most effective and appropriate technologies to support teaching and learning in a school-level environment. (NELP 4.2)
 - Incorporate how technology should be used for instruction within the school.
- 4. **School Management and Operational Systems.** Describe the process a school leader should use to understand, monitor, and evaluate school management and operational systems including resources, marketing, and public relations functions. (NELP 6.1)
 - Incorporate how you will manage the marketing and public relations functions.
- 5. **Resource Management.** Describe the methods and procedures a school leader should utilize to analyze the needs and efficiently employ human, material, fiscal, and technological resources in managing school operations. (NELP 6.2)
 - Explain how the school leader will ensure that resources are aligned to school priorities and forecasting requirements.
- 6. **Policies and Procedures.** Describe the process a school leader should use to understand and promote school-based policies and procedures that fosters a safe and secure learning environment including discipline management policies and plans, prevention, crisis management, and public relations. (NELP 3.2)
- 7. **Distributed Leadership.** Describe the process a school leader should use to develop school capacity for distributed leadership. (NELP 7.3)
 - Explain the meaning of distributed leadership in a school environment and how to create and sustain it.
- 8. **Supervision Strategies.** Describe the supervision strategies a school leader should use to ensure that teachers maximize time spent on high-quality instruction and student learning. (NELP 4.4)
 - Include a discussion of pertinent management theories related to effective school time, priorities, and schedules.
- 9. **Integrity and Fairness.** Describe how a school leader demonstrates integrity and fairness to ensure accountability for each student's academic and social success. (NELP 2.1)
 - Explain the practices demonstrating the principles of integrity and fairness.
 - Explain the moral and legal consequences of the leader's decision making in schools.
- 10. **Ethical Leadership.**
 - Describe how a school leader can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. (NELP 2.1)
 - Explain the basic principles of ethical behavior established by the legal and professional organizations.
 - Explain the effect of ethical behavior on the school leader's leadership.
 - Identify ethical issues related to leadership and school change practices that ensure a school leader is can safeguard the values of democracy, equity, and diversity within the school. (NELP 2.1)
 - Provide examples illustrating this principle.

11. **Decision Making.** Considering the topics addressed in the course, explain the potential moral and legal consequence of decision making in a school and proactive strategies a school leader can use to minimize issues. (NELP 2.2)
 12. **Social Justice.** Describe how you, as a school leader, will promote social justice within a school to ensure that individual student needs inform all aspects of schooling. (NELP 1.1)
 - Consider the theories of efficacy.
- **Conclusion.**
 - **References.**

In developing your assignment, consider the following:

- Examine personal and professional perspectives relevant to educational leadership, and reflect on their implications for practice.
- Reflect critically on professional learning experiences in educational administration and plan for further growth.
- Document the use of educational resources to support your thoughts.

To meet the requirements for the course project, you should modify, and possibly improve or strengthen, the components of previous assignments to create a cohesive overall presentation. The various components must fit together in an organized, logical manner that meets the standards of scholarly writing.

Submission Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** The paper should include a title page with the title Leading the School, proper justification, running headers, proper pagination, introduction, appropriate sections, in-text citations, a conclusion, and a reference section in APA format. Resources and citations are formatted according to current APA style and format.
- **Number of resources:**
 - Culture and Effective Instruction assignment, due in Unit 6: A minimum of four scholarly resources.
 - Organization, Operations, and Resource Management assignment, due in Unit 8: A minimum of four scholarly resources.
 - Principles of Educational Administration assignment: A minimum of eight scholarly resources.
- **Length of paper:**
 - Culture and Effective Instruction assignment: 5–10 typed, double-spaced pages.
 - Organization, Operations, and Resource Management assignment: 5–10 typed, double-spaced pages.
 - Principles of Educational Administration: 15–25 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Course Project Assessment

Your course project will also be assessed to determine your mastery of the specialization outcomes for the LEA program. Your completed project will be assessed in this unit.

Proficiency on Principles of Educational Administration Assignment

This is an assessment that measures the candidate's proficiency related to select specialization outcomes and the NELP standards. It is imperative that candidates demonstrate their proficiency on this assignment to successfully complete this course. As such, candidates will need to score at least an 80 on the assignment. If a candidate scores anything below an 80, he or she will be required to revise the assignment until the scores is at least 80 or above. Candidates who score below an 80 on the assignment will receive an incomplete (I) for the course until the assignment has been revised to meet the minimum requirement. It is important for candidates to understand that an incomplete in this course may impact their ability to enroll next quarter if future courses have this course as a prerequisite. Thus, candidates who have to revise the project will need to do so as soon as possible to avoid hindering their progress in the program.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Capella Writing Center](#)

[Education PhD Library Research Guide](#)

[ePortfolio](#)

[The Writing Process](#)

Unit 10 Assignment Template [DOCX]

[Writing Feedback Tool](#)

u10a2 - Principles of Educational Administration Paper (District Leaders)

Note: This description of the course project is for learners in the *District Leader* leadership track only.

For this final course project, write a paper about district leadership and apply organizational and management theories, concepts, and strategies learned in this course. Each component described below will be a part of the assignment and should have its own section. As you develop the assignment, ensure that each area is clearly addressed. You must support your narrative with citations from the readings and outside sources.

Your course project is divided into 12 components. You addressed the first eight components listed below in the Culture and Effective Instruction assignment and Organization, Operations, and Resource Management assignment. In this assignment, you must also address the remaining four components. Divide the assignment into 12 major sections that address each of these components, with smooth transitions from one section to the next. The assignment must also include an introduction, conclusion, and references section. Use the Unit 10 Assignment Template, linked in the resources, to help guide your work.

Include the following components.

- **Introduction.** This section should not have a heading.
- 1. **District Vision.** Discuss the steps a district leader should use to facilitate the development, articulation, implementation, and stewardship of a district vision of learning supported by the district community. (NELP 1.1)
- 2. **District Culture.** Discuss what will be done to assess and sustain a positive district culture and instructional program that supports student learning by fostering collaboration, trust, and a personalized learning environment with high expectations for students. (NELP 3.1)
 - Incorporate theories on human development, personalized learning environment and motivation.
- 3. **Instruction**
 - **Instructional Program.** Describe the process a district leader should use to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. (NELP 4.1, 4.4)
 - Incorporate:
 - Curriculum development and instructional delivery theories.
 - Measures of teacher performance.
 - Methods of evaluation, accountability systems, data collection and analysis of evidence.
 - Use of technology and information systems to support and monitor student learning.
 - **Instructional Leadership.** Describe the process a district leader should use to develop and supervise the instructional and leadership capacity of district staff. (NELP 4.2)
 - Incorporate:
 - High-quality professional development for school staff and leaders.
 - Best instructional leadership practices.
 - Leadership theories, change processes and evaluation.
 - **Technology Integration.** Describe the process a district leader should use to promote the most effective and appropriate technologies to support teaching and learning throughout the district. (NELP 6.2)
 - Incorporate how technology should be used for instruction within the district.
- 4. **District Management.** Describe the process a school leader should use to understand, monitor and evaluate district management of organizational, operational and legal resources. (NELP 6.1)
 - Incorporate how you will manage the marketing and public relations functions.
- 5. **Resource Management.** Describe the methods and procedures a district leader should utilize to analyze the needs and efficiently manage district resources including human, material, fiscal, and technological. (NELP 6.2)
 - Explain how the district leader will ensure that resources are aligned to school priorities and forecasting requirements.

6. **District Policies and Procedures.** Describe the process a district leader should use to understand and promote district-based policies and procedures that fosters a safe and secure learning environment. (NELP 6.2)
 - Include district-based discipline management policies and plans, prevention, crisis management, and public relations.
7. **Distributed Leadership.** Describe the process a district leader should use to develop district capacity for distributed leadership. (NELP 6.3)
 - Explain the meaning of distributed leadership in a district environment and how to create and sustain it.
8. **Supervision Strategies.** Describe the supervision strategies a district leader should use to ensure that teachers maximize time spent on high-quality instruction and student learning. (NELP 6.3)
 - Include a discussion of pertinent management theories related to effective school time, priorities, and schedules.
9. **Integrity and Fairness.** Describe how a district leader demonstrates integrity and fairness to ensure accountability for each student's academic and social success. (NELP 2.1)
 - Explain the practices demonstrating the principles of integrity and fairness.
 - Explain the moral and legal consequences of the leader's decision making in the district.
10. **Ethical Leadership.**
 - Describe how a district leader can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (NELP 2.1)
 - Explain the basic principles of ethical behavior established by the legal and professional organizations.
 - Explain the effect of ethical behavior on the district leader's leadership.
 - Identify ethical issues related to leadership and district change practices that ensure a district leader can safeguard the values of democracy, equity, and diversity within the district. (NELP 2.1)
 - Provide examples illustrating this principle.
11. **Decision Making.** Considering the topics addressed in our course, explain the potential moral and legal consequence of decision making in a school district and proactive strategies a district leader can use to minimize issues. (NELP 2.2)
12. **Social Justice.** Describe how you, as a district leader, will promote social justice within a district to ensure that individual student needs inform all aspects of schooling. Consider the theories of efficacy. (NELP 1.1)
 - **Conclusion.**
 - **References.**

In developing your assignment, consider the following:

- Examine personal and professional perspectives relevant to educational leadership and reflect on their implications for practice.
- Reflect critically on professional learning experiences in educational administration and plan for further growth.
- Document the use of educational resources to support your thoughts.

To meet the requirements for the course project, you should modify, and possibly improve or strengthen, the components of previous assignments should be modified to create a cohesive overall presentation. The various components must fit together in an organized, logical manner that meets the standards of scholarly writing.

Submission Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** The paper should include a title page with the title Leading the District, proper justification, running headers, proper pagination, introduction, appropriate sections, in-text citations, a conclusion, and a reference section in APA format. Resources and citations are formatted according to current APA style and format.
- **Number of resources:**
 - Culture and Effective Instruction assignment, due in Unit 6: A minimum of four scholarly resources.
 - Organization, Operations, and Resource Management assignment, due in Unit 8: A minimum of four scholarly resources.
 - Principles of Educational Administration assignment: A minimum of eight scholarly resources.
- **Length of paper:**
 - Culture and Effective Instruction assignment: 5–10 typed, double-spaced pages.
 - Organization, Operations, and Resource Management assignment: 5–10 typed, double-spaced pages.
 - Principles of Educational Administration: 15–25 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Course Project Assessment

Your course project will also be assessed to determine your mastery of the specialization outcomes for the LEA program. Your completed project will be assessed in this unit.

Proficiency on Principles of Educational Administration Assignment

This is an assessment that measures the candidate's proficiency related to select specialization outcomes and the NELP standards. It is imperative that candidates demonstrate their proficiency on this assignment to successfully complete this course. As such, candidates will need to score at least an 80 on the assignment. If a candidate scores anything below an 80, he or she will be required to revise the assignment until the scores is at least 80 or above. Candidates who score below an 80 on the assignment will receive an incomplete (I) for the course until the assignment has been revised to meet the minimum requirement. It is important for candidates to understand that an incomplete in this course may impact their ability to enroll next quarter if future courses have this course as a prerequisite. Thus, candidates who have to revise the project will need to do so as soon as possible to avoid hindering their progress in the program.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Capella Writing Center](#)

[Education PhD Library Research Guide](#)

[ePortfolio](#)

[The Writing Process](#)

Unit 10 Assignment Template [DOCX]

[Writing Feedback Tool](#)

u10a3 - ePortfolio Check

In this assignment, you will ensure that you have completed and posted all the necessary assignments to your ePortfolio. The assignments from this course document your progress in meeting the Capella Specialization Outcomes and the NELP standards that are the foundation of your program.

When you turn in your assignment, your instructor will check your ePortfolio to ensure that your assignment have been saved to the appropriate binder and that you have met each of the standards listed, as documented by the work you have done for the assignment.

Paste the link to your ePortfolio in the assignment area.

The following assignment is required to be uploaded to your ePortfolio:

- For learners on the School Leaders track: Unit 10, assignment 1, Principles of Educational Administration.
- For learners on the District Leaders track: Unit 10, assignment 2, Principles of Educational Administration.

Course Resources

[ePortfolio](#)

u10d1 - Learning and Application

In your initial post to this discussion, address the following questions:

- What were the three most significant areas of learning for you in this course?
- What is at least one question that the course has generated that you would like to investigate further?
- In what ways have you translated the concepts and skills learned in this course to practical, everyday useful ideas?

Response Guidelines

Provide 2+2 feedback to at least two other learners.

Portfolio Prompt: You may choose to save this discussion to your ePortfolio.

Course Resources

Graduate Discussion Participation Scoring Guide

[ePortfolio](#)

[2+2 Equals Better Performance \[PDF\]](#)

[2+2 Feedback Guidelines \[PDF\]](#)