A. Course Title: EDL 7113 Executive Leadership

B. Catalog Description:

This course seeks to develop district level educational leaders who promote success of all students by facilitation development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The course will provide opportunities to explore personal leadership style, knowledge, skills, and attributes to develop with others vision and purpose; use information; frame problems; and act ethically for educational communities. The course will prepare district level educational leaders to identify the role a school district plays within the community and the importance of the education leader’s placement in this context.

C. Purpose:

The purpose of this course is to prepare students to work effectively with the various publics in the community served by the school so that collaboratively they may provide adequate and equitable schooling for all students.; to provide students with an appreciation and understanding of district level leadership to become more effective and efficient administrators; and to provide students with the knowledge and ability to develop an effective working relationship with the school district’s stakeholders to provide a strong educational program.

D. Required Text and Delivery Methods:


Current materials from the Arkansas Department of Education (ADE).

TK20 system-one time purchase. ISBN 097440818

Tk20 is the official assessment and portfolio software system of Teachers College, Henderson. Program-required key assessments, portfolios, projects, work samples, applications required for program admission and field experience, and data related to professional testing and certification are all collected, processed, and archived through the university’s Tk20 secure portal.

It is the responsibility of each candidate pursuing a degree or certification as an educator to purchase a Tk20 account. The account activation fee is considered a
professional expense incurred as part of an educator preparation program. Accounts for graduate-level candidates may be purchased directly from Tk20 at the following Website: http://hsu.tk20.com. A user account may be utilized for seven years from the activation date.

Instruction, lectures, and student presentations will be accomplished through meetings using Web conferencing (Blackboard Collaborate). Course management system (ANGEL) will be utilized for continual communication with professor and class colleagues and for management of assignments.

E. Conceptual Framework: The Conceptual Framework of the Educator Preparation Program at Henderson State provides a rationale and direction for all aspects of our programs that prepare P-12 educators. The Unit’s vision, “Teaching and Leading for Learning for All,” is a continual reminder of our purpose for being and exemplifies our commitment to the development and nurturing of our candidates’ knowledge, skills, and dispositions to help all students learn. The vision is further supported by its relevance to the vision and mission of Henderson State University and Teachers College, Henderson.

F. Mission Statement: The HSU Educational Leadership Educational Specialist program prepares candidates for K-12 district level leadership roles and empowers them to work collaboratively with diverse populations. Our stakeholders include parents, community, civic organizations, business, media, teachers, and students. The program is designed to improve the leader’s skills in impacting student achievement and the quality of life for students through excellence in teaching, learning, service, technology, and leadership.

3 Goals:
1. Knowledge: To graduate students with the knowledge necessary to pass the district level leader licensure examination (SSA) and to succeed as a building level administrator. 
2. Skills/Applications: To graduate students with the necessary leadership skills and applications to succeed as a district level administrator. 
3. Collaboration: To graduate district level leaders with the ability to work collaboratively with all stakeholders of a school district

6 Dispositions:
1. We are professionals.
2. We value diversity.
3. We are fair to all students.
4. We have a sense of efficacy.
5. We care for students and their families.
6. We are reflective.

G. Use of Technology: Instructors and candidates in the Educational Leadership Program will demonstrate the use of technology appropriate for the specific course. The use of multi-media will be employed in the delivery of instruction. Candidates will be linked via listserv and other web-based technology for continual
communication with the professor and class colleagues. The courses will address the National Educational Technology Standards for Administrators (NETS-A).

1. **Visionary Leadership.** Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

2. **Digital-Age Learning Culture.** Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

3. **Excellence in Professional Practice.** Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

4. **Systemic Improvement.** Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources.

5. **Digital Citizenship.** Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.

H. **Diversity:** The Educational Leadership Program accepts diversity as a guiding principle reflective of the American ideal – *from many, one!* The program welcomes, seeks, and promotes a student population whose leadership styles embody and embrace differing cultural characteristics such as race, gender, ability, lifestyle and nationality.

EDL 7593 Fiscal Resources and Accountability focuses on preparing leaders who ethically promote equity and diversity. Through readings, discussions, case studies, problem-based learning, written assignments, field experiences, etc. candidates will have opportunities to develop their understanding and skills toward becoming effective leaders within diverse learning organizations. Candidates will gain experience necessary to capitalize on diversity (language, cultural, ethnic, racial, economic, and special needs) and to support the learning needs of all students. The goal of Fiscal Resources and Accountability is to provide learning experiences that develop educational leaders who can manage all kinds and classes of people equitably, support equal and fair treatment and opportunity for all, foster a climate of inclusion and foster environments where diverse thoughts are freely shared and integrated.

I. **Students with disabilities:** It is the policy and practice of Henderson State University to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. If you have not previously contacted the Disability Resource Center (Edwards House, 1039 Henderson Street, 870-230-5475), I encourage you do so. For more information, visit the DRC website at [www.hsu.edu/disability](http://www.hsu.edu/disability).

J. **Objectives:**
The student will acquire knowledge and understanding of the administrator’s role in the following areas:

1. Collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. ELCC 1.1
2. Collect and use data to identify district goals. ELCC 1.2
3. Assess organizational effectiveness, and implement district plans to achieve district goals. Promote continual and sustainable district improvement. ELCC 1.3
4. Evaluate district progress and revise district plans supported by district stakeholders. ELCC 1.4
5. Collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment. ELCC 4.1
6. Mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district. ELCC 4.2
7. Respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. ELCC 4.3
8. Respond to community interests and needs by building and sustaining productive district relationships with community partners. ELCC 4.4

Learner Outcomes: (2011 ELCC Standards)

Candidates demonstrate skills required to:
- design and support a collaborative process for developing and implementing a district vision; ELCC1.1 a
- articulating a district vision of learning characterized by a respect for students and their families and community partnerships; ELCC1.1 b
- develop a comprehensive plan for communicating the district vision to appropriate district constituencies; ELCC 1.3c
- develop and use evidence-centered research strategies and strategic planning processes; ELCC1.2a
- create district-based strategic, tactical, and strategic goals; ELCC1.2b
- collaboratively develop implementation plans to achieve those goals; ELCC1.2c
- evaluate district improvement processes. ELCC1.2d
- identify strategies or practices to build organizational capacity to support continual and sustainable district improvement; ELCC 1.3a
- develop a district plan to monitor program development and implementation of district goals; ELCC 1.4a
- construct evaluation processes to assess the effectiveness of district plans and programs; ELCC 1.4b
- interpret information and communicate progress toward achievement of district vision and goals for educators in the district community and other stakeholders. ELCC 1.4c
- develop plans to implement and manage long-range goals for the district; ELCC 3.1c
- involve district and school personnel in decision making processes. ELCC 3.4c
promote trust, equity, fairness, and respect among school board members, school administrators, faculty, parents, students, and the district community. ELCC 2.1e

design district evaluation systems, make district plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence. ELCC 2.2e

collaboratively develop plans to improve the district's effect on teaching and learning; ELCC 2.3a

use district technology and performance management systems to monitor, analyze, and evaluate district data results for accountability reporting. ELCC 2.4c

use technology to manage district operational systems. ELCC 3.2e

improve and implement district policies and procedures for safe and secure central office and school-work environments (including district office, school personnel, students, and visitors) that encompass crisis planning and management; ELCC 3.3a

use collaboration strategies to collect, analyze, and interpret information pertinent to the district environment. ELCC 4.1a

communicate information about the district environment to the community. ELCC 4.1b

identify and use diverse community resources to improve district programs. ELCC 4.2a

develop collaboration strategies for effective district relationships with families and caregivers. ELCC 4.3b

involve families and caregivers in district decision making about their student's education. ELCC 4.3c

involve community partners in the decision making processes within the district. ELCC 4.4c

develop, implement, and evaluate district policies and procedures that support democratic values, equity, and diversity issues; ELCC 5.3a

formulate sound district strategies to educational dilemmas; ELCC 5.4a

analyze how district law and policy is applied consistently, fairly, and ethically; ELCC 6.1a

adapt district leadership strategies and practice to address emerging district issues. ELCC 6.3b

Candidates demonstrate knowledge of:

- collaborative district visioning; ELCC 1.1a
- theories relevant to building, articulating, implementing, and stewarding a district vision; ELCC 1.1b
- methods for involving district stakeholders in the visioning process. ELCC 1.1c (Content Knowledge), ISLLC 1.
- the purposes and processes for collecting, analyzing, and using appropriate district data to drive decision making that effects student learning. ELCC 1.2a (Content Knowledge), ISLLC 1.
- continual and sustained district improvement models and processes; ELCC 1.3a
- district change processes for continual and sustainable improvement. ELCC 1.3c (Content Knowledge), ISLLC 1.
- effective strategies for monitoring the implementation and revision of plans
• to achieve district improvement goals and program evaluation models. ELCC 1.4a
• district culture and ways it can be influenced to ensure student success. ELCC 2.1b (Content Knowledge), ISLLC 2.
• measures of teacher performance. ELCC 2.2b (Content Knowledge), ISLLC 2.
• multiple methods of program evaluation, accountability systems, data collection, and analysis of evidence. ELCC 2.2c (Content Knowledge), ISLLC 2.
• leadership theory, change processes, and evaluation ELCC 2.3c (Content Knowledge), ISLLC 2.
• technology and its uses for instruction within the district. ELCC 2.4a (Content Knowledge), ISLLC 2.
• technology and management systems. ELCC 3.2c (Content Knowledge), ISLLC 3.
• district strategies supporting safe and secure learning environments including prevention, crisis management, and public relations. ELCC 3.3a (Content Knowledge), ISLLC 3.
• information pertinent to the district’s educational environment. ELCC 4.1b (Content Knowledge), ISLLC 4.
• diverse cultural, social and intellectual resources within a district community. ELCC 4.2b (Content Knowledge), ISLLC 4.
• district strategies for effective oral and written communication with families and caregivers. ELCC 4.3c (Content Knowledge), ISLLC 4.
• district collaboration methods for productive relationships with families and caregivers. ELCC 4.3d (Content Knowledge), ISLLC 4.
• practices demonstrating principles of integrity and fairness; ELCC 5.1a
• federal, state, and local legal and policy guidelines to create operational definitions of accountability, equity, and social justice within the district. ELCC 5.1b (Content Knowledge), ISLLC 5.
• moral and legal consequences of decision making in districts. ELCC 5.4a (Content Knowledge), ISLLC 5.
• policies, laws, and regulations enacted by state, local, and federal authorities that affect districts. ELCC 6.1a (Content Knowledge), ISLLC 6.

K. COURSE OUTLINE:

1. Leadership style, knowledge, skills, and attributes
2. Technology used by district administrators
3. Principal and teacher evaluation
4. School and Community Education Perception
5. Parental Involvement Home, School, and Community Relations
6. Public Relations
7. Community and School Profile and Change Proposal
8. School Improvement Planning
9. School Board Decisions Impact on Student Learning
10. Transformational Leaders and Change
L. **Field Experience Requirements:**

1. **Director’s Memo and Superintendent Interview Assignment:** *(50 points)* ELCC 3.2.c Knowledge; ELCC 3.2.e Skills; ISLLC 3.
   a. Go to the Department of Education website [http://www.arkansased.org/](http://www.arkansased.org/) and retrieve a current (or recent) Director’s Memos of interest to you. You will need a copy of the memo and a summary of your thoughts (short/a few sentences) concerning the information. These will be discussed in class. *(20 points)*
   b. Interview the Superintendent of your district and discuss his usage of the information provided by the memos. How and when does he acquire the memos and how does he distribute the information. Provide a summary of his comments. *(30 points)* *(This is a selected artifact that may become a part of the 42 hours of the student’s internship portfolio) *(2 hours)*

2. **Principal Evaluation and Principal Interview Assignment:** *(60 Points)* ELCC 2.2 b,c Knowledge; ELCC 2.2.e, 2.3a Skills; ISLLC 2.
   a. Make a written report on the process of the Arkansas Principal Evaluation System. *(What are the directions for evaluation of principals? (30 points) [Go to the ADE website [http://www.arkansased.org/](http://www.arkansased.org/) under Educator Licensure then administrator licensure, etc-Process of the PRINCIPAL EVALUATION SYSTEM Arkansas Leadership Excellence Development System (LEADS) Pursuant to [A.C.A. § 6-17-2802](http://www.arkansased.org/) (TESS) provides direction for evaluation at all levels of instructional leadership.])*
   b. Interview two (2) principals from two (2) different school districts concerning how they are evaluated, their knowledge of the Arkansas Principal Evaluation System, and how their superintendent is involved in their evaluation. Make a written report on your finding. *(30 points) *(This is a selected artifact that may become a part of the 42 hours of the student’s internship portfolio) *(4 hours)*

3. **Parental Involvement Coordinator Interview and Parental Involvement Plan Analysis Assignment:** *(50 points)* ELCC 4.3.c, 4.3d Knowledge; ELCC 4.3.b, 4.3c Skills; ISLLC 4.
   a. Interview the Parental Involvement Coordinator or Facilitator to discuss the step by step process that their district takes in preparing the Parental Involvement Plan and to discuss the Coordinator’s job responsibilities. Provide a summary of the interview. *(30 points)*

   Obtain a copy of the District’s Parental Involvement Plan. Analyze the plan to determine if it includes collaboration strategies for effective district relationships with families and caregivers and if it involves families and caregivers in district decision making about their student's education. In your summary report include from the plan the evidence of the strategies and involvement. *(20 points) *(This is a selected artifact that may become a part of the 42 hours of the student’s internship portfolio) *(2 hours)*
4. Public Relations Publication and Public Meeting Presentation: (50 points) ELCC 4.1b Knowledge; ELCC 4.1b Skills; ISLLC 4.
   Produce a public relations publication concerning your school district and present it at a public meeting in your district or community. Be prepared to explain the elements of your publications and the message you are trying to convey to the public. (This can be done in the form of a brochure, PowerPoint report, media article, web presentation, etc.)
   (This is a selected artifact that may become a part of the 42 hours of the student’s internship portfolio) (2 hours)

5. School Board Decisions Impact on Student Learning Assignment: (100 points) ELCC 5.4a Knowledge; ELCC 2.1e Skills; ISLLC 2, 5.
   a. Attend a minimum of three school board meetings. Write a synopsis of each meeting to include topics discussed, how decisions were reached, participation from attendees, and your opinion of the educational impact of the decisions made. In other words explain how the school board’s decisions impacted student learning. (75 points/25 each meeting)
   b. Did the meeting promote trust, equity, fairness, and respect among school board members, school administrators, faculty, parents, students, and the district community. EXPLAIN (10 points)
   c. Explain if school board meetings are public meetings. Why or why not? Support your explanation with documented evidence. (15 points)
   (This is a selected artifact that may become a part of the 42 hours of the student’s internship portfolio) (2 hours)

6. Transformational Leader Interview: (30 points) ELCC 2.3c Knowledge; ISLLC 2.
   Interview a transformational leader who has demonstrated the leadership skills to build a successful company or organization. Determine the leadership skills that this individual has demonstrated and why he/she has been successful and how these skills can apply to your district’s educational environment for change. Provide a summary of your interview.
   (This is a selected artifact that may become a part of the 42 hours of the student’s internship portfolio) (2 hours)

7. Federal Programs Coordinator Interview and ACSIP Planning. (100 points) ELCC Skills 1.1 a,b; 1.2 a,b,c,d; 1.3 a; 1.4 a,b,c; 3.1 c; 3.4 c; 4.3 c; 4.4c; 5.4a. ELCC Knowledge 1.1 a,b,c; 1.3 a; 1.4 a; 5.1 a,b; ISLLC 1,3,4,5.
   Interview your district’s Federal Program Coordinator and request to become a member of the district’s Arkansas Consolidated School Improvement Plan (ACSIP) committee. From your experience as a member of the committee, provide a summary of the ACSIP to include the district’s mission statement; academic and non-academic data provided in the plan; the district’s priorities, goals, benchmarks, interventions, and actions; how the district plans to implement the plan; and how the district plans to monitor and evaluate the plan.
   (This is a selected artifact that may become a part of the 42 hours of the student’s internship portfolio) (2 hours)

M. Course Evaluation:

EDL 7113 Executive Leadership Revised 8-23-14
EXIT PORTFOLIO STATEMENT

A portfolio is an individualized collection of purposeful, interrelated materials which is ongoing and flexible. The portfolio becomes an assessment tool, which leads to self-improvement through the development of reflective thinking and inquiry. The portfolio experience also provides a model for the continuous professional development of educational administrators in the world of practice. The students will select artifacts from class assignments and align them to the appropriate ELCC and ISLLC and NETS-A standards. They will select at least one artifact for each standard. They will write reflections that demonstrate how the artifact helped them master the standard. The portfolio will be evaluated using a rubric aligned to the ELCC standards 1-6 as well as the ISLLC standards 1-6 and the NETS-A standards 1-5.

RUBRICS

The students will be graded by rubrics for their presentations, critical analyses of outside readings, projects, and class assignments. The rubrics will be aligned with the ELCC and ISLLC standards and NETS-A standards.

EXPECTATIONS

Course Requirements/Expectations: It is the expectation of Henderson State University and this instructor that all students will participate fully in all class assignments, activities, and online meetings. It is expected that assignments will be completed and submitted on time.

Reflection and Cover Page
All written assignments must include a reflection of how the assignment relates to the ELCC Standards and a cover page with the following information: (1) title of assignment, (2) student’s name, (3) course name & number, i.e., EDL 7113 Executive Leadership, (4) semester of course, (5) date, and, (6) professor’s name.

Course Assignments and Requirements (aligned to 2011 ELCC Standards)
Total Points 1200

1. Attendance, participation, and completion of all assignments on time. (170 points)
2. Director’s Memo and Superintendent Interview Assignment: (50 points) ELCC 3.2c Knowledge; ELCC 3.2e Skills; ISLLC 3.
   Go to the Department of Education website http://www.arkansased.org/ and retrieve a current (or recent) Director’s Memos of interest to you. You will need a copy of the memo and a summary of your thoughts (short/a few sentences) concerning the information. These will be discussed in class. (20 points)
a. Interview the Superintendent of your district and discuss his usage of the information provided by the memos. How and when does he acquire the memos and how does he distribute the information. Provide a summary of his comments. (30 points)

3. School District Websites Assignment: (60 points) ELCC 4.1b Knowledge; ELCC 4.1b Skills; ISLLC 4.

   Visit at least three school district websites. Compile an inventory of the types of information available on each site. Identify what and how each site’s appearance and organization contributes to the overall image and ease of use of each site. Write a comparative analysis of the three sites, noting what components of each site you believe to be particularly effective and ineffective at communication with key audiences. Include the site URL or web address. At least one of the sites needs to be from a state other than Arkansas.

4. Facilities Division, Workforce Education, and Special Education Websites Assignment: (60 points) ELCC 3.2e Knowledge; ELCC 3.2c Skills; ISLLC 3.


5. ASBA Website Assignment: (40 points) ELCC 6.1a Knowledge; ISLLC 6.

   Explore the major tabs from the Arkansas School Board Association, ASBA.

6. Principal Evaluation and Principal Interview Assignment: (60 Points) ELCC 2.2 b,c Knowledge; ELCC 2.2e, 2.3a Skills; ISLLC 2.

   a. Make a written report on the process of the Arkansas Principal Evaluation System. (What are the directions for evaluation of principals? (30 points) [Go to the ADE website http://www.arkansased.org/ under Educator Licensure then administrator licensure, etc-Process of the PRINCIPAL EVALUATION SYSTEM Arkansas Leader Excellence Development System (LEADS) Pursuant to A.C.A. § 6-17-2802 (TESS) provides direction for evaluation at all levels of instructional leadership.]

   b. Interview two (2) principals from two (2) different school districts concerning how they are evaluated, their knowledge of the Arkansas Principal Evaluation System, and how their superintendent is involved in their evaluation. Make a written report on your finding. (30 points)

7. Education Perception Assignment: (60 points) ELCC 2.1b Knowledge; ISLLC 2.

   Write a 500 – 1000 word (about two pages) essay concerning the perception students, parents, and community members have of your school district. Is their perception positive or negative and why? What is your perception of the school, students, parents, and community and how does your perception impact the
portrayal of your school by you to others? What is the public perception of education; both public, private, charter, and special population schools.

8. Parental Involvement Coordinator Interview and Parental Involvement Plan Analysis Assignment: (50 points) ELCC 4.3c, 4.3d Knowledge; ELCC 4.3b, 4.3c Skills; ISLLC 4.
   a. Interview the Parental Involvement Coordinator or Facilitator to discuss the step by step process that their district takes in preparing the Parental Involvement Plan and to discuss the Coordinator’s job responsibilities. Provide a summary of the interview. (30 points)
   b. Obtain a copy of the District’s Parental Involvement Plan. Analyze the plan to determine if it includes collaboration strategies for effective district relationships with families and caregivers and if it involves families and caregivers in district decision making about their student's education. In your summary report include from the plan the evidence of the strategies and involvement. (20 points)

9. Home, School, and Community Relations Assignment: (50 points) ELCC 3.3a, 4.3c, 4.3d, 5.1b Knowledge; ELCC 3.3a, 4.3b, 4.3c, 5.3a, 6.1a Skills; ISLLC 3, 4, 5, 6.
   a. You will be assigned a policy from the ASBA Model Policies, Section 6: Home, School, and Community Relations to report on. The report will include a copy and summary of the policy and when available a copy of the ADE Rules concerning the policy, the Arkansas Code concerning the policy, and the Legislative Act from which the policy was created. (30 points)
   b. Obtain copies of the District Parental/Community Involvement Policy. Prepare a summary report of the ADE Rules concerning the policy, the Arkansas Code concerning the policy, and the Legislative Act from which the policy was created. (20 points)

10. Public Relations Publication and Public Meeting Presentation: (50 points) ELCC 4.1b Knowledge; ELCC 4.1b Skills; ISLLC 4.
    Produce a public relations publication concerning your school district and present it at a public meeting in your district or community. Be prepared to explain the elements of your publications and the message you are trying to convey to the public. (This can be done in the form of a brochure, PowerPoint report, media article, web presentation, etc.)

11. Community and School Profile and Change Proposal Assignment: (120 points) ELCC 1.2a, 2.3b, 4.2a, 4.2b Knowledge; ELCC 2.4c, 4.1a, 4.1b, 4.2a Skills; ISLLC 1, 2, 4.
    a. Develop a profile of your community and a profile of your school. Include the population of your community, including factors to provide a complete picture of your community such as race and ethnicity, median family income, homes owned, homes rented, social and community organizations, crime rate
and top 5 crimes committed by frequency, and community influences. With
the above factors in mind create a school profile. Include graduation rate,
reading and math scores as reported by the state, attendance, discipline i.e.
ISS/OSS/Expulsion, and graduation/completion rates. Write a paper
comparing and contrasting the information discovered in the completion of the
two profiles. (60 points)

b. From the profile identify diverse, cultural, social, and intellectual resources
within the district community. (20 points)

c. Review the school and/or community data to determine an area or situation
that as a school leader, a change is needed to make a difference for the school
or community to improve student learning. Prepare the data that supports the
change and a proposal for implementation of that change. (30 points)

d. Plan a way to communicate the information about the district environment to
the community. (10 points)

12. Federal Programs Coordinator Interview and ACSIP Planning. (100 points)
ELCC Skills 1.1 a,b; 1.2 a,b,c,d; 1.3 a; 1.4 a,b,c; 3.1 c; 3.4 c; 4.3 c; 4.4c; 5.4a.
ELCC Knowledge 1.1 a,b,c; 1.3 a; 1.4 a; 5.1 a,b; ISLLC 1,3,4,5.
Interview your district’s Federal Program Coordinator and request to become a
member of the district’s Arkansas Consolidated School Improvement Plan
(ACSIP) committee. From your experience as a member of the committee,
provide a summary of the ACSIP to include the district’s mission statement;
adademic and non-academic data provided in the plan; the district’s priorities,
goals, benchmarks, interventions, and actions; how the district plans to implement
the plan; and how the district plans to monitor and evaluate the plan.

13. School Board Decisions Impact on Student Learning Assignment: (100 poi
ELCC 5.4a Knowledge; ELCC 2.1e Skills; ISLLC 2, 5.
a. Attend a minimum of three school board meetings. Write a synopsis of
each meeting to include topics discussed, how decisions were reached,
participation from attendees, and your opinion of the educational impact of the
decisions made. In other words explain how the school board’s decisions
impacted student learning. (75 points/25 each meeting)
b. Did the meeting promote trust, equity, fairness, and respect among school
board members, school administrators, faculty, parents, students, and the
district community. EXPLAIN (10 points)
c. Explain if school board meetings are public meetings. Why or why not?
Support your explanation with documented evidence. (15 points)

14. Transformational Leader Interview: (30 points) ELCC 2.3c Knowledge; ISLLC 2.
Interview a transformational leader who has demonstrated the leadership skills to
build a successful company or organization. Determine the leadership skills that
this individual has demonstrated and why he/she has been successful and how
these skills can apply to your district’s educational environment for change.
Provide a summary of your interview.

15. Assignments from text “Practicing the Art of Leadership” (200 points)
Total points 1200

Integration of Technology:
The use of multi-media will be employed in the delivery of instruction. Students will be encouraged to utilize multi-media techniques in class presentations. Class members will be linked via web based technology for continual communication with the professor and class colleagues.

Evaluation Policy:
The EDS program is performance-based. The student will be required to demonstrate proficiency in each competency outlined in the ISLLC, ELCC, and NETS-A standards. Deviation from established requirements could impact the student’s performance on assessments for licensure.

1. Selected artifacts will become a part of the student’s program portfolio.
2. Rubrics will be used to assess quality of assignments.
3. Grading Scale:
   A  Accomplished = Clear, convincing, consistent and credible evidence
   B  Proficient  = Clear, specific evidence
   C  Developing  = Limited evidence
   D  Rudimentary = Little or no evidence
   F  No evidence

Attendance Policy: Attendance in this class is essential for its success not only for each student but for the class as a whole. You should plan on attending each class unless prevented by circumstances beyond your control. The attendance policy for this course is in regulation with the university attendance policy as stated in the current Henderson State University catalog.

Student Handbook Policy: Henderson State University complies with federal and state legislation that protects students’ rights. A listing of all applicable federal and state statutes can be found in the Graduate Catalog. For information or questions, please contact the General Counsel to the President, Room 308, Womack Hall, HSU Box 7744-1100 Henderson Street, Arkadelphia, AR, 71999-0001, phone (870) 230-5089. Information may also be accessed through www.hsu.edu.

Academic Honesty: Students will be expected to be aware of the policies on academic honesty on pages 69 and 70 of the student handbook. Any use of the work of other students or plagiarized work will be subject to the consequences stated in the handbook.
Q. Bibliography:


