Course Syllabus
Southeast MO State University

Dept. of Elementary, Early & Special Ed
Title of Course: Mathematical Leadership for Elementary Mathematics Specialists: Influencing and Facilitating Improvement Curriculum Process
Course No. EL 668
New: Fall 2013

I. Catalog Description and Credit Hours of Course: This second leadership course in the EMS program focuses on research and practice related to teamwork, interaction, communication, conflict resolution, and leadership in K-5 schools. Candidates will also examine effective strategies for influencing and facilitating school/district improvement (e.g., mentoring and observing colleagues, conducting professional development, and making data-informed decisions to improve student learning) collaborating with colleagues and administration. Candidates will focus on mentoring and observing colleagues, conducting professional development, and making data-informed decisions to improve student learning school- and district-wide. (3)

II. Prerequisite courses: Foundations of Mathematical Leadership for Elementary Mathematics Specialists

III. Purpose and Objectives of the Course: The purpose of this course is to assist candidates establishing a culture of continuous improvement in schools and districts and working with adult learners. Specific content will include effective communication, handling conflict and resistance, designing improvement initiatives, understanding and facilitating data-driven decision making, helping teachers develop cultural competence and understand issues related to equity and diversity, facilitating professional development, and coaching teachers.

The learner will:

- Promote effective communication and facilitate conflict resolution to aid in collaboration to create a shared vision for school improvement
- Select from a repertoire of methods to communicate professionally about students, curriculum, instruction and assessment to educational constituents – parents and other caregivers, school administrators, and school boards.
- Plan, and develop professional development programs at the school and district level and support teachers in systematically reflecting and learning from practice.
- Evaluate educational structures and policies that affect students’ equitable access to high quality mathematics instruction, and make a plan to act professionally to assure that all students have opportunities to learn appropriate mathematics.
- Develop plans to use leadership skills to improve mathematics programs at the school and district levels through data-driven decision making in order to:
  - Develop appropriate classroom-or school-level learning environments
  - Build relationships with teachers, administrators, and the community develop evidence-based interventions for high and low-achieving students
• Collaborate to create a shared vision and develop an action plan for school improvement
• Partner with school-based professionals to improve each student’s achievement

• Make a professional plan to mentor and coach new and experienced teachers based on their professional needs and the needs of students

IV. Student Learning Outcomes:

A. The students will plan, and develop professional development programs at the school and district level and support teachers in systematically reflecting and learning from practice.

B. The students will evaluate educational structures and policies that affect students’ equitable access to high quality mathematics instruction, and make a plan to act professionally to assure that all students have opportunities to learn appropriate mathematics.

C. The students will make a professional plan to mentor and coach new and experienced teachers based on their professional needs and the needs of students

V. Course Content Outline:

1) Working with Adult Learners (40%)

   A. Facilitating effective communication and conflict resolution
   B. Dealing with resistance
   C. Facilitating professional development
   D. Working with teams
   E. Mentoring and coaching

2) Data-driven decision making (40%)

   A. Analyzing school and district data
   B. Evaluating and monitoring the effectiveness of an improvement process
   C. Disseminating information to administrators, parents and community

3) Designing and Evaluating a Professional Development Plan (20%)

   A. Developing a school-wide professional development plan
   B. Developing a professional development experience
   C. Enhancing self-awareness and identity in relation to leadership

VI. Resources


VII. Basis of Student Evaluation:

**Reflections over reading**  
A variety of reading assignments will be given throughout the course. Questions for reflection will be posted for discussion on Blackboard. Students will post a response for each question and reply to 2 posts from other students for each question. Students will be assigned the role of discussion facilitator for one week during the semester.

**Project: Improvement Plan**  
Analyze student data to identify areas of weakness. Develop a plan to improve student achievement in a selected area of weakness. Prepare a presentation for the school board to communicate the goals of the improvement plan and explain how you intend to monitor and evaluate the plan.

**Project: Professional Development**  
Outline a professional development plan (year-long) for a specific audience. Then design a professional development experience (1 or 2 days) that aligns with the professional development plan. Include how you will evaluate the professional development experience to determine outcomes of the experience.
Mentoring plan 10% of grade

Complete “Taking Stock of the Mentor’s Professional Development Needs”. Write a reflective paper that summarizes what you learned about yourself and the steps you plan to take to gain the knowledge or resources you need. Use one of the areas from this assessment and create a plan for how you could mentor either a beginning or experienced teacher in this area.

VIII. Grading Scale

90% - 100% = A
80% - 89% = B
70% - 79% = C
0% - 69% = F

The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

IX. Academic Policy Statement:
Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to: http://www6.semo.edu/judaffairs/code.html

X. Student with Disabilities Statement:
If a student has a special need addressed by the Americans with Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs.